



*Somerset Academy, Inc. submit to
Broward County Public Schools:*

SOMERSET ACADEMY PINES PREPARATORY HIGH SCHOOL

***CHARTER SCHOOL APPLICATION
AUGUST 1, 2013***

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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Somerset Academy Pines Preparatory High School

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Somerset Academy, Inc.

Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Andreina D. Figueroa/cc: Jeanette Nuñez

TITLE/RELATIONSHIP TO NONPROFIT: Board Chair/Authorized Representative

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NAME OF EDUCATION SERVICE PROVIDER (if any): Academica

NAME OF PARTNER/PARENT ORGANIZATION (if any): _____

Projected School Opening: August 2014

| School Year | Grade Levels | Total Projected Student Enrollment | Student Enrollment Capacity (if known) |
|-------------|--------------|------------------------------------|--|
| First Year | 9-10 | Up to 500 | |
| Second Year | 9-11 | Up to 750 | |
| Third Year | 9-12 | Up to 1000 | |
| Fourth Year | 9-12 | Up to 1000 | |
| Fifth Year | 9-12 | Up to 1000 | |

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Andreina D. Figueroa
Signature
Andreina D. Figueroa
Printed Name

Board Chair
Title
7/31/2013
Date

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

- A. Provide the mission statement for the proposed charter school.
The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.

The mission of Somerset Academy Pompano High School (hereinafter, "the School") is to provide a college preparatory educational environment that furthers the philosophy of respect and high expectations for all, enabling students to become confident, self-directed, and responsible life-long learners.

- B. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S. *In accordance with the law, charter schools shall be guided by the following principles:*
- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.*

In accordance with the law, the proposed School will "meet high standards of student achievement while providing parents the flexibility to choose among diverse educational opportunities within the state's public school system." The governing entity, Somerset Academy, Inc., is a SACS -CASI accredited educational school system, with a proven record of meeting high standards of student achievement and providing high-quality K-12 public charter school programs in Florida since 1997.

Through implementation of the strategies fully addressed in this application, the School will meet and exceed requirements by:

- Providing a highly rigorous curriculum, infused with effective, proven teaching strategies, that incorporates the Sunshine State Standards and/or Common Core State Standards for the content areas, with scientifically based reading initiatives that encourage success for every student;
- Implementing mechanisms to continuously monitor, evaluate, and improve both the structure of the curriculum and the methods used in its delivery to achieve continuous student improvement year to year; and
- Providing opportunities for active and genuine involvement of stakeholders (including students, families, teachers, staff and community partners) in the School development process in an effort to create a richer, more nurturing educational experience for all.

It is anticipated that a standards-based curriculum, proven teaching strategies and high expectations will benefit students through a systemic approach for teaching the Common Core Standards, wherein students are able to earn a positive achievement record as evidenced by student's success on the Partnership for Assessment of Readiness for College and Careers (PARCC).

The School will inform parents and the community of the educational opportunities available for their children through a non-discriminatory marketing plan, thereby providing them with *"flexibility to choose among diverse educational opportunities"* as per the legislation.

- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.*

The School promotes financial efficiency and will be accountable to its students, their families, and other stakeholders, providing a quality education in a responsible, cost-efficient manner. In order to align the plan for academic success with financial efficiency, the School will gather pertinent data relative to its student body and subsequently set goals to target student performance and achievement. The school is responsible for its students' success and thus, will determine and meet each child's individualized educational needs. To achieve this, the School will continuously monitor student progress to ensure all students are receiving the services they require in order to progress. When available, student assessment records from previous years will be used to gather baseline data on each student. The data may also include standardized test scores, report card grades, attendance records, and behavioral records, Individual Education Plans (IEP), and/or LEP Plans, as applicable. This data will be made available to teachers who, as stakeholders, will share in the responsibility of providing appropriate services to promote student academic success.

Further, upon accessing data from the State's Annual Accountability Reports, the School will objectively measure its own progress in meeting the needs of its student population. As a means for aligning responsibility for students' academic success to financial efficiency, after an appropriate implementation timeframe, and prior to any contract renewals, the academic programs which are utilized at the School will be re-evaluated, and the School's administration will discuss with the Governing Board their findings as to whether or not there exists a positive yield of student achievement for the respective investment.

Thus, by designing and communicating specific educational goals and financial responsibilities to its stakeholders (governing board, staff, students, and parents) – the School will promote continuous academic success and financial efficiency by aligning responsibility with accountability.

- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.*

Ongoing communication regarding the child's progress will occur between the School and home through mid-quarter progress reports; quarterly report cards as well as the School may plan parent conferences, parental involvement workshops and utilize other appropriate forms of written and oral communication.

Consistent with the Just Read Florida! Initiative, the School will provide parents with Student Standardized Assessment Results on a yearly basis for every year their child participates in the FCAT and/or PARCC, as per state adopted assessments. This informs parents whether or not their child is reading at grade level and whether or not their child has gained a year's worth of learning for every year spent at the School. The School will also provide its parents with Adequate Yearly Progress (AYP) reports based on State Accountability Reports, communicating to the parent the student's reading learning gains for each year. Through detailed assessment of academic performance using standardized test scores and other assessments the School will:

- Identify students who are a level below, at grade level, or a level above grade level;
- Identify those students not making adequate progress toward the Sunshine State Standards institute applicable measures for improvement; and
- Report student progress throughout the academic school year on standards-based report cards.

Once academic performance data is disaggregated, the School will identify students not making adequate progress towards the Next Generation Sunshine State Standards (NGSSS) (and or Common Core State Standards, ((CCSS)) as adopted) and institute applicable measures for improvement.

Additionally, the School may utilize other assessments to communicate annual progress for students in eleventh and twelfth grade as follows: Preliminary SAT/National Merit Scholar Qualifying Test (PSAT/NMSQT): grades 9, 10 & 11; College Placement Test (CPT): grades 10-12; National Assessment of Educational Progress (NAEP), as applicable; Advanced Placement Examinations (AP): grades 9-12; College Board SAT Tests; and/or the ACT Assessment. The School will strive to maintain an open channel of communication with parents and other stakeholders at all times.

In addition, ongoing communication regarding the child's progress will occur between the School and the parents through mid-quarter progress reports and quarterly report cards. The School may also plan parent conferences, host parental involvement workshops and utilize other appropriate forms of written and oral communication, as necessary. Other such methods of communication may include Educational Plans (EPs), Individual Education Plans (IEP), and

Individual LEP Plans (as applicable). The School will strive to maintain an open channel of communication with parents and other stakeholders at all times.

C. Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.

In accordance with the law, charter schools shall fulfill the following purposes:

- *Improve student learning and academic achievement.*

The School will offer a well-rounded, dynamic educational program that will hold itself and its students accountable for meeting self-imposed goals and standards, as well as those required by the State of Florida and the Sponsor. The educational philosophy of the School is rooted in increasing learning opportunities and raising the academic achievement of all its students. To meet this goal, the school commits to:

- Deliver increased learning opportunities for its all students, by providing a challenging curriculum within a nurturing, quality learning environment;
- Design and implement a continuous improvement methodology wherein student assessment results offer opportunities for differentiated and targeted instruction tailored to students' individual needs, ensuring consistent increased student achievement outcomes;
- Expect and encourage that all students will realize their highest academic potential, especially in the core subjects of language arts, mathematics, science and social studies, and provide the means for these students to reach their potential;
- Match or surpass the average student academic performance of the local district in all required public accountability tests, (e.g. FCAT, PARCC, EOC, PERT, etc.); and
- Seek out, establish, and maintain sound, mutually beneficial partnerships with local higher education and civic institutions to provide a wide array of educational experiences for students to enjoy continued learning opportunities beyond the immediate classroom.

The School will be highly effective in improving student learning and academic achievement as is evidenced by the success of its Somerset "sister schools".

- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.*

The school will increase learning opportunities for all students through careful, continuous monitoring and assessment of student performance. Emphasis will be placed on low performing students, beginning with identification of those not making adequate progress and/or not demonstrating mastery of Sunshine State Standards. Differentiated instruction methods and other appropriate measures for targeted instruction will then be instituted for these students, and those who are not performing at grade level will be placed on a Progress Monitoring Plan (PMP).

The reading proficiency of students is a fundamental need and basis for assimilation and mastery of all other curriculum to be implemented at the School. As such, implementation of the BCPS Comprehensive Research-Based Reading Plan (CRRP) will be instituted, with

fidelity, and each teacher will be required to follow the plan. Teachers and staff will have training in and access to instructional materials to reinforce Reading and language arts skills. Some of these reinforces include: Structured Independent Reading, Reciprocal Teaching, Read and Retell Learning to Write – Writing to Learn, Vocabulary Development, Accelerated Reader Program, CRISS (Creating Independence through Student-owned Strategies), Book Sharing, Cooperative Groups, and Graphic Organizers, to name a few.

Furthermore, the School's curriculum will serve students of all capability levels in accordance with the Florida Next Generation Education Sunshine State Standards (and/or Common Core State Standards, as adopted). Remedial students and students with special learning needs will have access to supervised study time and tutoring after school (and possibly on Saturdays, as well) to accelerate their progress. In addition, students performing at grade level will be offered similar opportunities in order to maximize their potential and advance their progress.

- *Encourage the use of innovative learning methods.*

The school will offer an in-depth advanced curriculum of college preparatory coursework, wherein a core philosophy focused on students' intellectual and social development will be established. The School supports innovative, dynamic learning methods that "break the mold" and historically achieve results. Thus, innovative programs and learning methods will be incorporated into the curriculum framework. While the School accepts the curriculum of Broward County Public Schools as its basic curriculum, it will not be restricted to the content of the curriculum, and whenever appropriate, will introduce new elements to the courses offered.

The School will maintain a commitment to the Next Generation Sunshine State Standards (or Common Core Standards, as adopted) and its students' mastery of the standards. However, a variety of instructional methods will be used by teachers at the School to deliver the coursework in the most effective way possible. In addition, while setting high academic expectations for all students, the School will provide students the means to reach these expectations through differentiated instruction methodology, and hands-on inquiry-based investigations, in all subjects but especially in content area coursework. By combining these methods with a dedication to student achievement, the School will offer a disciplined, balanced and enriched education of the highest quality, thus preparing its students for a successful postsecondary education.

Other innovations to be incorporated in the program include but are not limited to:

- An integrated approach to learning through discovery and deductive reasoning methods in science and mathematics;
- Parental involvement obligations to ensure, whenever possible, that parents actively participate in the educational process; and
- Strong emphasis on civic responsibility and leadership with structured opportunities on campus and through School Community Projects.

Additionally, educators will be encouraged to “think outside the box” in terms of teaching techniques. All students learn differently and teachers will be expected to adapt their teaching styles to fit the learning needs of their students.

- *Require the measurement of learning outcomes.*

The School will participate in all applicable components of the Florida State Accountability system as required by Florida Statute, as well as, other age-appropriate assessments that may be recommended by the State and/or Sponsor. Subsequently, in 2014 the School will utilize data from the State’s published PARCC for ELA and Math, EOC, as well as FCAT 2.0 for science and other State and Federal Reports to measure its progress in meeting the needs of its student population. Using the disaggregated data from those assessments, and any other pertinent data, the School will annually develop measurable learning objectives over the major subject areas, to target student learning and development needs and the School will publish those goals in their annual *School Improvement Plan*. The School will:

- Identify students not making adequate progress towards mastery of the Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted) with emphasis on low-performing students and students exhibiting reading deficiencies;
- Annually develop measurable learning objectives over the major subject areas to target student learning and development needs;
- Implement the Sponsor’s Comprehensive Research-Based Reading Plan; and
- Institute and monitor appropriate measures for students requiring remediation in reading and other prescribed subjects.

Apart from the introspective reflection that the school community will undergo through the development of the School Improvement Plan, the School will also disaggregate data and students not making adequate progress towards mastery of the Next Generation Sunshine State Standards (or Common core Standards, as adopted) will be identified, and appropriate measures for remediation will be instituted and prescribed, with parent input, for development of a PMP. By determining and communicating specific responsibilities to its stakeholders, such as, governing board members, faculty and staff, students, and parents, etc. the *School Improvement Plan* will serve as a viable vehicle for continuous school-wide academic and financial improvement.

The School will report progress on its goals, the learning outcomes of its students, and other pertinent school wide data through the State issued Annual Accountability Report. This report requires the School to document whether or not the school goals written in the School Improvement Plan have been met. In addition, it requires other important data, such as professionalism and credentials of faculty, salary information for staff, financial audit information, etc.

- D. Describe how the charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. This section is optional.

In accordance with the law, charter schools may fulfill the following purposes:

- *Create innovative measurement tools.*

The School believes that each student is unique, has a different learning style, and should be assessed in a variety of ways. For this reason, in addition to all required state and district assessments, the school will utilize other measurement tools such as: teacher made assessments, projects, portfolios, computer-assisted assessments, expositions, fairs, lab activities, project based learning activities, etc., to encourage and then measure student growth as it is relevant to the coursework taught. These measurements provide valid, reliable, and timely information, and some will be focused on allowing students to demonstrate what they do know and have learned, versus what they do not know and may not have learned, as is often the norm. This innovative method reinforces knowledge and boosts student confidence. Based on these various measurements, teachers will modify their instruction, monitor student progress, select appropriate classroom activities, and use assessment results more effectively. These methods will inform teachers of the effectiveness of their teaching, as well as improvement made by students in order to ensure continuous progress.

Additionally, school climate surveys from parents, students, and teachers will be used to evaluate teaching and learning processes, and data gathered from these will be utilized to improve the school environment on a consistent basis.

Lastly the School will maintain an open policy for additional creative measurement tools that become available.

- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.*

The School seeks to provide rigorous competition within the local school district, and thereby stimulate continual improvement in all public schools through the creation of a new, successful college preparatory high school program. It is the goal of School to provide students with a quality choice education that produces successful college bound and college ready students.

One of the guiding principles of the school program, and of education in general, is that "Success breeds success." This doctrine is instilled in the rigorous academic curriculum, which sets high expectations and specific, individualized goals for both the students and teachers. Given their track-record of exemplary academic achievement, the existing Somerset Academy, Inc. educational programs have proven successful. By adopting the educational design of the existing schools, the School is expected to have the same academic success in serving similar student populations. Thus, based on the principle that "Success breeds success", the inception

of the School will provide for a successful and rigorous program to stimulate continual improvement and success for all public schools.

After implementing various educational programs, the School will share the best practices and innovations with other interested schools to stimulate continual improvement in Broward County and throughout the state of Florida, and beyond.

- *Expand the capacity of the public school system.*

One main function of charter schools is to provide parents with a variety of choices within the state's public education system. The School will expand the capacity of the public school system by providing parents seeking a rigorous, individualized educational experience for their children with an additional high quality option. Somerset Academy schools have proven to be a reputable school option for parents who want to remain in the public school system.

- *Mitigate the educational impact created by the development of new residential dwelling units.*

The school will offer a public school option for families in Broward County as the population of the county continues to grow. Students who reside anywhere in the Broward County will be allowed to attend the school, unlike the traditional public school rule of zoning, which requires students to attend their "local" public school as assigned. This will allow students who are zoned to attend overcrowded schools another option in quality education.

- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.*

The School will generate an opportunity for teachers to participate in an exciting and innovative venture; one that allows them to take ownership over the learning process and feel free to incorporate their unique teaching styles into the classroom. Teachers at the School will feel encouraged to take part in the advancement of their students' educational lives, communicate with their colleagues, and share effective techniques in an effort to promote the spread of best practices and cutting edge methods. In order to best utilize research-based strategies and implement the school programs, all teaching staff will receive ongoing professional development on the various components of the programs, respectively, to ensure effective implementation.

Teachers and staff will be involved in the development and implementation of all programs, thus making them an integral part of the educational process. In addition, at the time of program review, teachers and staff will be invited to offer their comments, discuss findings with colleagues, and make the necessary modifications to ensure students' success.

Continuous growth is also a goal of the School, for teachers as well as students. As such, all instructional staff will be encouraged to participate in professional development programs,

conferences, or workshops in order to progress academically, enhance their skills, and network amongst other professionals who share their same curricular expertise and have the ability to stay current in their areas of curriculum. The School also promotes communication amongst colleagues, for example, regarding effective techniques used in the classroom. In addition, teachers will receive training to improve their technology skills and learn effective ways to integrate technology throughout the curriculum.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10)(e), F.S.

The School Application is being submitted for a High School program, which will be open to students in grades nine through twelve (approximately 14 through 18 years of age). The target population traditionally served by the Somerset schools represents an 84% minority rate¹. The rate is a bit above the US Census Bureau report; wherein 2010, a 57% minority rate of persons living in Broward County was reported (as indicated by a white non-Hispanic rate of 43%)². It is anticipated that the School will serve similar populations of minority students as are served by Broward County Public Schools (including traditional and charter) which was reported through the 2013 February FTE Reports as follows: 50.81% White; 23.8% Black; 40.26% Hispanic; 29.04% Multiethnic; 8.93% Other; and with 60% of the population qualifying for Free and Reduced Lunch; 12% ESE; and 20% ELL..

The school will not discriminate on the basis of race, religion, or national or ethnic origin in the admission of students in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a). The School will welcome students and their families who choose to attend a school of high academic standards and will deliver a rigorous and advanced curriculum, with an emphasis on mastery of the content of core academic areas. Any eligible student who submits a timely application will be accepted, unless the number of applicants is more than the capacity of the program. In such case, all applicants shall have an equal chance of being admitted through a random selection lottery process conducted by the school's accounting firm in conformity with Florida's Charter School Legislation.

Florida's charter school legislation, Fla. Stat. §1002.33(10)(e), provides that the School may give enrollment preference to certain student populations. Said student populations include:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the governing board of the charter school.

¹ <http://schoolgrades.fl DOE.org/default.asp>

² <http://quickfacts.census.gov/qfd/states/12/12086.html>

3. Students who are the children of an employee of the charter school.
4. Students who are the children of an active-duty member of any branch of the United States Armed Forces.

Additionally, in order to minimize any traffic impact caused by the school and ensure that the school is available to serve the residents of the neighborhood where the school is located, the Governing Board of the charter school may elect to limit the enrollment process to target students residing within a reasonable distance of the school as provided under Fla. Stat. §1002.33 (10)(e).

- B. Provide the following projection for each year of proposed operation: the grades that the school will serve, the projected number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.**

Projected estimated enrollment for the duration of the proposed application is as follows:

| Year of Charter | Grades Served | Total # Enrolled | Projected # of students per grade level | # Students in Each Core Class |
|-----------------|------------------------------------|---------------------|--|-------------------------------|
| 2014-2015 | 9 th - 10 th | Up to 500 students | Approximately 250 students per grade level* | Average of 25 students** |
| 2015-2016 | 9 th - 11 th | Up to 750 students | Approximately 250 - 9 th * Approximately 250 – 10 th * Approximately 250 in 11 th * | |
| 2016-2017 | 9 th - 12 th | Up to 1000 students | Approximately 250 per grade level* | |
| 2017-2018 | 9 th – 12 th | | | |
| 2018-2019 | 9 th - 12 th | | | |

Note: * The numbers provided herein are estimates, and may fluctuate within each grade level depending on student enrollment and/or attrition in the respective grade levels.

Note: ** The projected student-to-teacher ratio shall be consistent with those required by Florida Law as applied to charter schools.

- C. Provide a description of how the student population projections were developed.**

The student population projections were made using various factors. Consideration was taken into account based on the current waiting lists at other Somerset Academy schools located in Broward County. The School also referred to The School Board of Broward County's five-year enrollment projection for the county³. As noted in the chart below and throughout the memo dated October 12, 2012, over the next five years the district will experience a decline in

³

<http://www.broward.k12.fl.us/dsa/Data/1213/April%20Revised%20October%205%202012%20Five%20Year%20Enrollment%20ProjectionsMemo.pdf>

enrollment at traditional Prek-12 schools. However a steady increase in charter school enrollment is expected.

| Charter School One Year Enrollment Projection | | | |
|--|--|---|---|
| Grade Level | Actual 2012-2013 20th Day Enrollment | 2013-2014 Projected 20th Day Enrollment | 2013-2014 Charter Projected Difference |
| K-5 | 19,159 | 20,394 | 1,235 |
| 6-8 | 7,685 | 8,087 | 402 |
| 9-12 | 6,435 | 6,681 | 246 |
| Total | 33,279 | 35,162 | 1,883 |

Based on Somerset Academy, Inc.'s experience and reputation in Broward County, Somerset Academy Regional is anticipating the enrollment of families wanting to place their children in a reputable public charter school.

Section 3: Educational Program Design

- A. Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.

Daily Schedule:

A student day shall consist of at least 360 minutes, and all hours of instructional time will be aligned with state and district requirements for high school grades. It is anticipated the School will operate a seven-period day. The instructional day at the School is anticipated to commence at 7:30am and end at 2:30pm each day.

Sample Daily Schedule: The school will conduct a seven period alternating block as follows:

| 7 Period Block Schedule Sample | | |
|---------------------------------------|----------------------------------|----------------------------------|
| | A Day | B Day |
| 7:30 – 9:00 | 1 st Period | 2 nd Period |
| 9:05 – 9:35 | Homeroom (Silent Reading Block) | |
| 9:40 – 11:10 | 3 rd Period | 4 th Period |
| 11:15 – 1:30 | 5 th Period and Lunch | 6 th Period and Lunch |
| | 1 st Lunch | 11:15 – 11:45 |
| | 2 nd Lunch | 12:00 – 12:30 |
| 1:35 – 2:30 | 7 th Period | |

The aforementioned school hours may be adjusted, if necessary, to ensure students can earn an annual credit through a minimum of 135 hours of instruction in a designated course of study which contain performance standards, or the equivalent of six semester hours of college credit.

Similarly, the School will ensure the hourly requirements for one-half credit are earned at a rate of one-half the requirements for an annual credit.

Annual Calendar:

The School will follow (and mirror) the annual public school calendar established by Broward County Public Schools, which requires a minimum of at least 180 actual instructional days per school year in accordance with Florida Statute 1011.60(2).

B. Describe the proposed charter school's educational program.

Academic excellence and performance drives the teacher's pedagogical efforts, and their commitment to the students manifests itself in all aspects of the school. Teachers will deliver instruction to address the respective Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted) and place emphasis in certain subject matters by employing effective research-based strategies such as hands-on learning, inquiry-based research projects, science experimentation, technology rich environments, CRISS (Creating Independence through Student-owned Strategies), Reciprocal Teaching, and high expectations for all students.

Somerset Academy, Inc. believes that all students can and will learn and that equitable, high-quality education should be communicated and sustained at all schools. Additionally, Somerset schools operate on the belief that students will work up (or down) to the expectations that are set, thus setting nothing less than high expectations combined with a rigorous curriculum based on the following pillars of the Somerset Model:

Ownership

- School programs tailored to the students and community to be served
- Stakeholders involved in the educational process
- Facilities – Uniquely designed to address the needs of each of its communities

The Culture

- Encouraging setting that gives students sense of belonging
 - High Expectations for all
 - Code of Excellence – fostering Character Development and Ethical Behavior
 - Parental Agreements encouraging high parental involvement
 - Strong Leadership Team
 - Uniform Policy – everyone is part of one family
 - Diverse extra-curricular programs (a variety of clubs, sports, and activities)
 - Career/College counseling services

Community Partnerships

- Parents, Community, Educational Institutions
- Governments, Business Entities

Rigorous Curriculum Framework

- Aligned Curriculum in Grades 9-12
- Student-Centered Instruction
- Technology integration in all content areas
- Targeted After-school and Saturday Tutorial Sessions
- Push-in/Pull-out Remediation and Enrichment Programs
- College Awareness/Career Preparation in Grade 9

Continuous Evaluation and Improvement

- School Mission and Vision Driven Program
- Responsibility aligned with Accountability

The School's educational philosophy is grounded on the expectation of increasing learning opportunities and raising the academic achievement of all its students through high expectations and character development. The School will combine the best practices developed by model schools with "powerful guiding ideas" and principles driving essential school reform nation-wide. Outlined below are the teaching methods to be incorporated into courses and substantiated by the research of the Coalition for Essential Schools *Common Principles*^[1] (CES) and the Big Picture Company's *New Urban High School Design Principles*^[2] (NUHS) (that address the core principles of high school reform) which have been implemented successfully at other model schools, as follows:

| CES PRINCIPLES | INSTRUCTIONAL STRATEGIES & POLICIES |
|--|---|
| Intellectual Mission - Articulate a common intellectual mission for all students. | <i>We believe in a common intellectual focus of high academic standards and behavioral expectations for all.</i> The School's Mission Statement will be reflected in its culture, programs, and daily life. Guided by high expectations for all, the School will foster the development of self-directed learners who think creatively and set high goals for themselves. |
| Intellectual Focus - The school should focus on helping adolescents | Academic Excellence and Character Development is at the heart of the School's educational philosophy. Accordingly, the School's intellectual focus centers on high academic and behavioral expectations for all students communicated through the School's Code of Excellence and the Broward County Schools District's Code |

^[1] CES - Coalition of Essential Schools - "Interpreting the Nine Common Principles" [Patricia Wasley](#), [Barbara Powell](#), [Donna Hughes](#): CES National, 1992.

^[2] NUSH - *New Urban High School: A Practitioner's Guide*: The Big Picture Company, 1998

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| <p>learn to use their minds well.</p> | <p>of Student Conduct. As teachers are expected to model this behavior in a professional environment, the School will set high academic and behavioral expectations for teachers as well and communicate these through the Faculty Handbook.</p> <p>A Professional Development Plan will be priority. The School will provide staff development, support and assessment of best teaching practices through comprehensive activities throughout the school year. This will allow us to offer continuous support as we strive for excellence.</p> <p>The School will monitor students' academic and emotional progress through a “Push and Pull” Method of Instruction. We will identify and “pull” students in need of remediation and “push” students at grade level to take the most challenging curriculum in which they can be successful to maximize upon their potential. This will be achieved through the following strategies:</p> <ul style="list-style-type: none"> • Personalized Education Plans: Students achieving below grade level will have a Progress Monitoring Plan (PMP) designed to remediate deficiencies. The plan will consider a student's academic profile in the areas needing remediation, a timeline for remediation, and strategies to be utilized to bring the students back on track. This will aid students in preparing academic and personal goals for the school year and will allow teachers and parents to track student progress towards these goals and graduation. Additionally, parents will have access to academic reports through traditional means such as report cards and parent conferences, and will also be able to track their children's academic progress through continuous communication with academic mentors. • Target Tutoring: The School believes that each student has a unique learning style and will use data to drive instruction and remediation strategies for targeting each student's academic need, as well as to enrich instruction and accelerate learning for students showing potential in specific areas. The School will provide opportunities and tutoring sessions to teach one student or a small “targeted” number with the same instructional needs or potential. • Home learning policy: In order to reinforce and practice skills taught in the classroom, all teachers will be required to grade, discuss, and comment on homework regularly. Attention will be given to both quality and quantity of home learning projects. |
| <p>Universal Goals - The school's</p> | <p>The School has defined specific Universal Student Goals for the targeted student population that will apply to all students at the</p> |

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| <p>goals should apply to all students. School practice should be tailor-made to meet the needs of every group or class of adolescents.</p> | <p>School. These include:</p> <ul style="list-style-type: none"> • Habits of Work Goal: Students at the School will develop the work habits necessary to effectively learn subject matter, produce quality assignments, use time effectively, and use creativity to devise better solutions. Through development of effective work habits, students gain greater autonomy and realize their potential. • Self -Esteem and Character Development Goal: Students will be able to identify their learning strengths, challenges, and passions; evaluate this knowledge in terms of their short- and long-term goals; and create a plan of action for their life-long learning based on this evaluation. Character development and behavior management techniques are an important part of the curriculum and increase-self esteem by providing opportunities for academic success. Character development will be encouraged through community service programs and volunteerism. • Community Building Goal: The School will expect all students to be active and contributing citizens within their school and community. Students will be instructed as to the importance of community responsibility and will understand the School's focus on service learning. Students will understand the effect that they have upon the community, and will take the initiative to better themselves and the community as a whole. |
| <p>Less is More - Curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.</p> | <p>The School values Interdisciplinary Connections. As teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses.</p> <p>Though Differentiated and Standards-Based Instruction, the School will provide a learning environment that maximizes potential for student success. Teachers will use differentiated instructional strategies that connect with individual students' learning needs. Additionally, teachers will manage instructional time to meet mandated standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. These instructional practices will include:</p> <ul style="list-style-type: none"> • Direct Instruction (lecturing/modeling): This methodology will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will |

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| | <p>be based on the CCSS, and all applicable NGSSS, as adopted. This instruction will be structured and based on mastery learning. Frequent curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention.</p> <ul style="list-style-type: none"> • Scaffolding: Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year progresses, students become more adept at skills and at directing their learning; learning becomes more autonomous. • Cooperative Learning: Teachers will guide small-group learning to increase communication and team-building skills. This strategy is based on grouping small teams of students heterogeneously according to ability, interest, background, or other commonality. Some Cooperative learning activities may include Jigsaw II, STAD-Student Teams, and Group Investigation. • Inquiry-Based Learning: Based on the scientific method, this student-centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills. • Information Processing Strategies: Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing |
| <p>Teacher- as-Generalist - Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.</p> | <p>The School will develop a Professional Learning Community (PLC) atmosphere by using professional development throughout the school year to allow for common planning and teaching teams, both within grade levels and subject areas. Through professional development activities planned within the school calendar, teachers will have opportunities to reflect on practice, discuss research and cases of learning, and examine student work. Such a culture makes it safe for teachers to share universal goals, confront what is and isn't working, and transform their own thinking and practice. Professional development will include:</p> <ul style="list-style-type: none"> • Vertical Alignment (by Departments): Teachers will be permitted common planning time by department in order to |

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| (Participatory management, teachers developing curriculum, changing teacher practices). | <p>correctly align courses by quickly assessing what students mastered in preceding grades and focusing on building skills and knowledge. This will eliminate the common problem of consuming valuable instructional time with unnecessary reviewing and re-teaching of skills that have already been mastered.</p> <ul style="list-style-type: none"> • Horizontal Alignment (by grade level): The School will encourage teacher collaboration and cross-curricular planning, allowing all teachers of a common grade level to address specific subject matter following the same time line. Such alignment is crucial in school systems dealing with state-mandated, standards-based assessments. It also allows students to see interdisciplinary connections. |
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The following table lists teaching methods, principles, and essential components of the School's educational program based on the research of the Big Picture Company's *New Urban High School Design Principles*^[2] (NUHS) (that address the core principles of high school reform):

| NUHS PRINCIPLES | NSTRUCTIONAL STRATEGIES & POLICIES |
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| Personalization - Create settings where teachers and students can know each other well. | <p><i>We believe that students learn best in a personalized small school setting:</i></p> <p>In an effort to maintain Small Class Sizes, the School will commit to maintaining student-to-teacher ratios as required by Florida Law as applied to charter schools, and to implement a standards-based teaching approach to allow greater attention and service to the individual student.</p> |
| Context for Reflection - Provide interactive, reflective contexts for students. | <p><i>We believe in providing opportunities for students to reflect on their own work and its meaning outside of school.</i></p> <p>Reflection allows students connect their experiences with academic and real world standards. With this in mind, the School will provide reflective contexts for students through:</p> <ul style="list-style-type: none"> • Seminars & Initiatives: A central component of these programs will focus on higher order skills and connections beyond the classroom. Teachers will allow students to practice these skills and apply them across the curriculum. College Preparation and internship seminars, and Community Building Initiatives will allow students to connect |

^[2] NUSH - *New Urban High School: A Practioner's Guide*: The Big Picture Company, 1998

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| | <p>their experiences with academic and real world standards.</p> <ul style="list-style-type: none"> • Study Skills Training: The School will provide its students extensive study skills training and opportunities for self-reflection about learning. Students will understand different aspects of learning through discussions and will explore how they learn, what their learning strengths and weaknesses are, and why different learning strategies are used in different situations. |
| <p>Teacher as Designer - Conceive of the teacher as designer, inquirer, clinician.</p> | <p><i>We believe that highly effective educators are those who feel ownership of the school program</i></p> <p>The School sees Teachers as facilitators and Providers of Opportunities for Learning, NOT providers of information. Using differentiated instructional strategies, teachers will tailor their instruction and adjust the curriculum to students' needs rather than expecting students to modify themselves to fit the curriculum.</p> <p>When Teachers Develop Curriculum, it serve to increase their "buy-in" to the pedagogical process. As the School, teachers will play an integral role in the development of core curriculum, maintaining and exceeding high expectations, in alignment with the CCSS and all applicable NGSSS, as adopted. Thus, curriculum development will reflect what and how best to present a core body of knowledge.</p> |
| <p>Real World Immersion- Situate students directly in the world beyond school.</p> | <p><i>We believe that learning should take place beyond the classroom.</i></p> <p>The World Outside the Classroom will be accessible to students at the School through job shadowing, project-based learning initiatives, executive internship opportunities, dual enrollment opportunities, and community service.</p> <p>Additionally, teachers will engage students in Service Learning Projects that start in the classroom and extend beyond it, encouraging responsible, caring participation in the local environment and in the wider world. Additionally:</p> <ul style="list-style-type: none"> • Service-learning Activities in Courses: The School will embed service-learning activities in academic courses (English, Math, Science, Social Science, and Foreign |

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| | <p>Language) to maximize student understanding of community responsibility.</p> <ul style="list-style-type: none"> • Service-learning Opportunities: The School will provide Service Learning opportunities in grades 9-11, encouraging students to reach-out into the community. • Service Learning Requirement: By the end of grade 12, students must have completed service learning in fulfillment of the high school graduation requirement. Additionally, students will be encouraged to actively engage in the community and complete more service than required. |
| Community Partnership - Work closely with family and community. | <p><i>We believe in working closely with family and community.</i></p> <p>The School will provide Enrichment Activities and Community-based Initiatives, allowing students to interact in social settings with diverse individuals. For example:</p> <ul style="list-style-type: none"> • Community Partnerships: Teachers, students, parents and the administration will work together with the governing board and the School to identify potential community partners for internships, service learning opportunities, and other community based initiatives at the school. • Parental Involvement: Learning is enhanced when a school encourages parents to stimulate their children's intellectual development. Parental "investment" in a student's education is crucial to student success as well as to the advancement of the School's mission and vision. Parental involvement agreements will encourage parents to contribute a minimum of 30 volunteer hours to ensure their active participation in their child's education. Parents will receive and sign a parent handbook that outlines the responsibilities they have for their child's learning and behavior at school. • School Groups: School partnership will also be encouraged through a Parent Teacher Student Association (PTSA) and other such school groups. |

C. Describe the research base for the educational program.

The research base draws on the design principles driving school reform nation-wide. Combining the best practices of model schools with "powerful guiding ideas" and those essential principles, the School will implement their educational philosophy as presented in the aforementioned section. To that end, the School's philosophy is substantiated by the research

of the Coalition for Essential Schools *Common Principles*^[1] (CES) and the Big Picture Company's *New Urban High School Design Principles*^[2] (NUHS), which have been implemented effectively and proven fruitful at other successful schools.

Furthermore, the school will utilize research-based programs and state adopted textbooks for all core curriculum subjects, as further described under each respective core curriculum subject. A sampling of these includes:

- **State approved - K-12 Comprehensive Research-Based Reading Plan** of the Sponsor (to be implemented with fidelity) will provide an array of state adopted and scientifically research based reading program materials from which the School will select (e.g. Wilson Reading; REWARDS (Reading Excellence Word Attack and Rate Development Strategies); Hampton Brown/National Geographic Edge; Jamestown Reading Fluency; Great Leaps Reading; QReads by Pearson; Reading Advantage by Great Source; Impact, by Principle Woods; Adolescent Toolkit, etc. to name a few)
- **Carnegie Learning's Cognitive Tutors** are the most extensively researched mathematics curricula on the market. They are based on over 20 years of research on how students think, learn, and apply new knowledge in mathematics. The system is built on cognitive models which assess students' mathematical knowledge on a step-by-step basis and presents activities tailored to their individual skill levels. A recent random-assignment study showed significant advantages for students using the Cognitive Tutor over a traditional curriculum, even when both groups of students had the same teacher instructor. The Cognitive Tutor mathematics series utilizes a cognitive model that simulates the way in which students think about and attack mathematics problem solving. The Cognitive Tutor programs engage students in real-world problem-solving activities. This approach helps students connect prior knowledge with the new skills and concepts they learn. Each curriculum combines software-based, individualized computer lessons with collaborative, real-world problem-solving activities. Students spend 40% of their class time using the software and the balance of their time engaged in classroom problem-solving activities.
Research shows that students using Carnegie Learning's Algebra I program:
 - Demonstrate an 85% better performance on assessments of complex mathematical problem solving and thinking
 - Perform 30% better on questions from the TIMSS assessment
 - Experience equivalent results for both minority and non-minority students
- **Gizmos through explore learning.** In a meta-analysis (Marzano, 1998) that summarized findings from over 100 research studies involving 4,000+ experimental/control group comparisons, the following instructional techniques were all

^[1] CES - Coalition of Essential Schools - "Interpreting the Nine Common Principles" [Patricia Wasley](#), [Barbara Powell](#), [Donna Hughes](#): CES National, 1992.

^[2] NUSH - *New Urban High School: A Practitioner's Guide*: The Big Picture Company, 1998

shown to have an average effect size greater than 1 [An effect size greater than 1 corresponds to a percentile gain of more than 34% in students' achievement.].

Representing new knowledge in graphic/nonlinguistic formats; using manipulatives to explore new knowledge and practice applying it; generating and testing hypotheses about new knowledge; direct presentation of new knowledge, followed by application.

- **Junior Great Books** use age-appropriate literature with the shared inquiry method of discussion to bring literature to life, and help students discover a joy of reading they will carry with them into adulthood. Junior Great Books is proven to help students develop the essential skills of reading carefully, thinking critically, listening intently, and speaking and writing persuasively. Students are an integral part of the regular reading curriculum. The program meets or exceeds many of the Sunshine State Standards. It employs a before, during and after approach to text and uses Socratic questioning techniques to increase critical thinking. Novel Study and reading a wide variety of text will round out this program.
- **Kaplan SAT Advantage.** Students enrolled in Kaplan SAT Online Prep take an initial diagnostic pre-test that determines each individual's specific strengths and weaknesses. Students receive a prescriptive study plan, formative drills within lessons, summative drills at the end of each lesson, answer-specific feedback, individual up-to-the-minute results and progress reports, access to a practice area with hundreds of SAT-like practice items and approximately 450 flashcards for additional study. Kaplan SAT Online Prep is available as a retail program for individual students, and also as an institutional program for schools and districts. An add-on Educator Package provides teachers and administrators with score reports showing student, class and school results, progress reports, professional development, educator handbooks and ongoing support from Kaplan. The course includes approximately 50 hours of SAT prep content including strategy lessons; math, critical reading and writing lessons; basic test prep lessons covering topics such as coping with stress, and full-length practice tests which include instant scoring feedback and essay grading. www.studysmart.com/SATPrep.htm
- **Teenbiz Achieve3000™** solutions utilize a five-step pedagogy that is designed to improve students' reading comprehension, vocabulary development, reading fluency and writing skills. Equally important, our solutions are designed to motivate students and encourage use, as well to develop an intrinsic interest in literacy and learning. Achieve3000™ Differentiated Instruction Solutions are scientifically proven to accelerate results in language arts instruction in the form of Lexile™ gains and dramatically increased scores on end-of-the-year standardized reading tests - including the Scholastic Reading Inventory (SRI), TerraNova and the Iowa Test of Basic Skills tests. In addition, the differentiated instruction component of our solutions is also scientifically proven effective. These results have been proven in multiple independent, large-scale scientific evaluations - aligning Achieve3000 with the criteria stipulated by NCLB for selecting and implementing educational programs.

- Five Step Literacy Routine
 - Foundation: Developing Intrinsic Interest in Literacy
 - Step 1: Set a Schema
 - Step 2: Read for Information
 - Step 3: Demonstrate Mastery
 - Step 4: Construct Meaning
 - Step 5: Form an Opinion (<http://www.achieve3000.com>)
- **FCAT Explorer** This program, designed to aid students in preparing for the FCAT, serves the School's commitment to technology integration and horizontal curriculum delivery.
- **Springboard.** The foundation of the College Board's College Readiness system, Springboard serves the School's commitment to college-readiness by infusing rigor and engaging students in problem solving and analysis. Used in schools across the country to expand access and opportunities for students of all backgrounds, Springboard's language arts and mathematics curriculums may be used by the School to enhance students' critical thinking skills and ensure preparedness for a post-secondary education.
- **ACT's Quality Core** During the 2003-2004 academic year, ACT teamed with The Education Trust on a study, On Course for Success, to determine the courses, level of rigor, and instructional practices most likely to lead to student success. The study focused on high schools producing graduates who are meeting or exceeding ACT's College Readiness Benchmarks in proportions greater than those seen nationally. Researchers identified college-ready students and examined their coursework and teachers. They surveyed the teachers about their experience, teaching philosophy, and practices, and examined lesson plans and instructional materials. They interviewed and observed the teachers in their classrooms. Next, the team collected data from a wider sample of high-performing high schools nationwide. The study team's analyses provided the foundation for Quality Core's program components. Course objectives deemed essential by a majority of teachers became the basis for the test specifications of the end-of-course assessments. Course syllabi, course descriptions, course content, pacing charts, and instructional materials informed the development of model syllabi for Quality Core courses. The Quality Core **educator's resources**, which are aligned to the objectives and the end-of-course assessments, reflect ACT's vision of rigorous high school courses. All were created in collaboration with practicing, well-qualified high school teachers: experienced classroom teachers, published in professional journals, recipients of educational awards. (<http://www.act.org/qualitycore/html>)

D. Explain how the educational program aligns with the school's mission.

The mission of Somerset Academy High School is to provide a rigorous, college preparatory education in an environment that furthers a philosophy of respect and high expectations for all, enabling students to become confident, autonomous life-long learners and responsible, contributing members to society.

The School is dedicated to prepare students to be college bound as well as be college ready. The educational program is in perfect juxtaposition with the School's mission, which is to provide a college preparatory educational environment that furthers the philosophy of respect and high expectations for all, enabling students to become confident, self-directed, and responsible life-long learners. The School's educational philosophy is grounded in the expectation of increasing learning opportunities and raising the academic achievement of all its students, through high expectations and character development. The School's educational philosophy, values, and educational programming, are all in direct alignment with the school's mission and therefore support and facilitate fruition of the school's mission.

E. Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State-Common Core Standards, as required by section 1002.33, F.S.

The School is committed to serving the needs of all its students, regardless of level, learning style(s), and/or special needs; the goal remains that all our students attain and demonstrate mastery of NGSSS (and/or Common Core State Standards, as adopted). Teachers will utilize differentiated instruction, as well as other modes of instruction including, but not limited to peer tutoring, individual instruction, and group work. Students need to have a minimum Grade Point Average (GPA) of 2.0 to graduate from high school in the State of Florida, as well as to participate in the School's sports and activities program. Any student failing to achieve this minimum requirement at the end of any nine-week period will be placed in Academic Probation; the parents will be required to attend a conference to monitor student progress. Additionally, the School will ensure that students with special needs, such as ESE and ELL students, are effectively served in accordance with the policies and procedures of Broward County Public Schools.

The School will utilize BCPS District Pacing Guides, which incorporate both CCSS and/or NGSSS in content areas, as adopted. Additionally, all students will be monitored to ensure they are making adequate progress toward the CCSS, in this way, students who are struggling and/or below-level will be identified so that any problems can be effectively remediated. Teachers and other support staff will use data from all available assessments, including, but not limited to, state and district required assessments, to develop instruction that meets the needs of all students so that each child can realize his or her highest potential.

As deemed necessary, according to student need, the School will employ a qualified Reading coach (or a language arts department head) as well as ELL and ESE personnel to provide

services to students as identified in their IEP and/or as needed in order for the child to be successful. Classroom teachers will utilize research-based, state adopted texts, enhanced by supplementary materials and programs, to ensure students make progress toward the NGSSS and/or CCSS, as adopted, and as required. Lesson plans will identify specific objectives taught and standards met as listed in the curriculum. The principal will check lesson plans weekly and conduct daily classroom walk-through's (CWT) to ensure that curricular objectives are being documented and taught accordingly.

The stakeholders of Somerset Academy, Inc. are committed to meet the needs of the target student population by hiring qualified staff and creating a School Advisory Council that will mirror the diverse characteristics and incorporate multiple perspectives in school development. Further, the Governing Board members reflect diversity in their personal and career backgrounds and areas of Expertise, with skills ranging from business ownership to educational leadership, for example, they will well serve to monitor and guide the school and the surrounding community's reciprocal needs.

Through a sustained commitment of the Applicant and the School to maintain:

- high expectations for students and teachers;
- creative endeavors as an integral part of the growth and development of all students, as well as an emphasis on character development through a code of excellence;
- increased self-esteem through mechanisms that ensure the improvement of the students' self-image as learners; and
- sustained parental involvement obligation "that works" for all stakeholders students will benefit and have positive academic learning outcomes through a true school: home partnership.

Further, students will understand and appreciate their learning styles, accommodate, plan, and monitor their learning, kindling a desire and ability for lifelong learning. The aforementioned concepts are embodied in the school program and serve as a vehicle to increase learning opportunities with special effort made to help low performing students have success and increased learning gains.

If the school intends to replicate an existing school design⁴:

F. Provide evidence that the existing design has been effective and successful in raising student achievement.

The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including

⁴ An applicant is considered to be replicating an "existing school design" if:

- The proposed school is substantially similar *overall* to at least one school, and
- The individuals and/or organization involved in the establishment and operation of the proposed school are deeply involved in the operation of the similar school(s).

For example, a plan to implement a specific program, such as a widely-used curriculum, would not be categorized as the replication of an existing school design.

compliance with legal requirements, as well as a direct relationship between program elements and student achievement.

The School will be a replication of the existing highly effective Somerset Academy school educational programs in existence in Dade, Broward and Duval counties. Somerset Academy was founded in 1997, and has since established high-quality educational programs that have continuously achieved academic success. One of the first charter schools to open in Broward County, the educational program is expected to result in improved educational performance for the target population, since the existing programs have proven to be highly effective in improving the educational performance while serving high minority student populations.

In further pursuit of academic accountability and excellence, the organization obtained District accreditation for the Somerset schools. In April of 2009, Somerset Academy was awarded SACS-CASI District Accreditation for its proven commitment to quality, continuous improvement and educational excellence. It was the first charter school system in the nation to achieve “district” accreditation. Since then, every Somerset program has each sought and obtained accreditation, informing stakeholders that every Somerset school is a quality school committed to continuous improvement.

Throughout the process, The Quality Assurance Review Team representing the SACS- CASI examined the effectiveness of the system’s methods for quality assurance. An excerpt from the report findings validates a direct relationship between the program elements and student achievement:

“Somerset Academy, Inc. has a laser-like focus and drive towards excellence and long-range success...[the organization] encourages stakeholder involvement, uses data analysis to improve classroom instruction and student learning, and provides leadership at the district and school level to encourage innovation in all areas. The system also aligns curriculum with the Florida Sunshine State Standards. The board delegates administrative functions to the principals and collectively they have studied and revised the vision and purpose of the school system...” (Dr. Olivine Roberts, Chair, Quality Assurance Review Team – SACS-CASI - Report of the Quality Assurance Review Team for Somerset Academy, Inc. April 26-29, 2009).

Based on the organization’s accreditation, the proposed school under the operation of Somerset Academy Inc. will open as a SACS-CASI accredited school from its inception and will be held to the same standards of accountability of the existing programs. Thus, by replicating the successful educational design of the existing schools – with a full-range of services targeted to students of all performance levels - the proposed School will prove highly effective in raising student achievement.

Somerset’s continuous compliance with legal, organizational, and financial requirements coupled with increasing academic performance annually for all schools, has yielded approved and/or renewed charter school contracts over the past ten years. Today, Somerset’s governing

board, represents over 35 high performing charter schools in 15 campuses across four counties in Florida and has educational partnerships with four additional schools in Texas and Nevada.

The “Neighborhood School” Philosophy - Somerset schools share a common philosophy of student expectations, a unique code of excellence, an expectation of parental commitment, and collaborative management infrastructure derived from the inception of its first school, Somerset Neighborhood. The “best practices” that have been established at Somerset Academy are derived from over fifteen years of experience on innovative board members, parents and educators.

Varying from 150 students to 2,200, all Somerset programs have implemented the “neighborhood” school paradigm into its management procedures to consistently maintain a small school environment where students can excel and parents are included in the process. From facilities design to academic program approach, every Somerset school is unique in that it is intended to serve the immediate needs of its local community.

Over the years the founding staff has transformed into an accomplished team wherein founding teachers have become Somerset principals and administrators in its successfully replicated schools. Cultivating this leadership atmosphere, Somerset Academy, Inc. has a retention rate of over 90% inclusive of founding board members, administrators, and teachers.

It is the commitment of each Somerset charter school to uphold high expectations for all, to create safe and caring learning environments, and to maintain a culture where parents, teachers, students, governing board and community stakeholders work as a cohesive team. It is this common commitment aligned with the vision to set high standards in developing life-long learners that has yielded Somerset’s success. The driving force behind this success is the motivation and dedication of each stakeholder to not just maintain that vision, but to continuously strive to reach beyond it from year to year. The result has been a school system that is characterized by successful students, innovative educators, exceptional administrators, committed board members and engaged parents.

Based on the organization’s accreditation, the proposed school under the operation of Somerset Academy Inc. will open as a SACS-CASI accredited school from its inception and will be held to the same standards of accountability of the existing programs. Thus, by replicating the successful educational design of the existing schools – with a full-range of services targeted to students of all performance levels - the proposed School will prove highly effective in raising student achievement.

Somerset’s continuous compliance with legal, organizational, and financial requirements coupled with increasing academic performance annually for all schools, has yielded approved and/or renewed charter school contracts over the past ten years.

These programs have proven to be highly effective in improving the educational performance of their student populations as evidenced by their student populations as evidenced by their academic performance track record that follows:

Elementary schools:

| School Code | School | Year | Grade | Sum Points Earned | Meeting High Standards in Reading | Meeting High Standards in Math | Meeting High Standards in Writing | Meeting High Standards in Science | Free or Reduced Lunch | Minority Rate |
|-------------|---|---------|-------|-------------------|-----------------------------------|--------------------------------|-----------------------------------|-----------------------------------|-----------------------|---------------|
| 0520 | SOMERSET ACADEMY CHARTER | 2011-12 | A | 608 | 80 | 83 | 96 | 61 | 57 | 94 |
| | | 2010-11 | A | 603 | 91 | 90 | 75 | 66 | 54 | 91 |
| | | 2009-10 | A | 625 | 85 | 88 | 91 | 61 | 45 | 91 |
| | | 2008-09 | B | 583 | 86 | 87 | 87 | 55 | 43 | 90 |
| | | 2007-08 | A | 604 | 82 | 86 | 86 | 51 | 43 | 86 |
| | | 2006-07 | A | 589 | 81 | 79 | 88 | 52 | 44 | 89 |
| 0339 | SOMERSET ACADEMY CHARTER ELEMENTARY SCHOOL (SOUTH HOMESTEAD) | 2005-06 | A | 461 | 84 | 75 | 88 | | 43 | 89 |
| | | 2011-12 | B | 502 | 66 | 61 | 77 | 56 | 73 | 85 |
| | | 2010-11 | A | 645 | 74 | 82 | 87 | 50 | 67 | 85 |
| 2007 | SOMERSET ACADEMY ELEMENTARY SCHOOL SOUTH MIAMI CAMPUS | 2009-10 | D | 422 | 61 | 54 | 83 | 34 | 61 | 82 |
| | | 2011-12 | A | 668 | 89 | 89 | 92 | 74 | 14 | 85 |
| | | 2010-11 | A | 693 | 91 | 93 | 88 | 80 | 14 | 79 |
| 2012 | SOMERSET ARTS ACADEMY | 2009-10 | n/a | 594 | 91 | 91 | 93 | 79 | 12 | 81 |
| | | 2011-12 | B | 509 | 67 | 56 | 89 | 57 | 52 | 65 |
| | | 2010-11 | A | 558 | 78 | 79 | 81 | 50 | 33 | 65 |
| 1251 | SOMERSET ACADEMY-ELEMENTARY, EAGLE CAMPUS | 2009-10 | n/a | 495 | 82 | 84 | 89 | 50 | 48 | 67 |
| | | 2011-12 | A | 580 | 69 | 52 | 93 | 62 | 32 | 94 |
| | | 2010-11 | n/a | 480 | 69 | 75 | 67 | 41 | 30 | 96 |
| 5141 | SOMERSET ACADEMY | 2011-12 | A | 584 | 77 | 72 | 92 | 56 | 35 | 90 |
| | | 2010-11 | A | 566 | 83 | 86 | 86 | 61 | 31 | 91 |
| | | 2009-10 | B | 536 | 86 | 84 | 97 | 53 | 37 | 91 |
| | | 2008-09 | A | 601 | 85 | 86 | 96 | 53 | 19 | 87 |
| | | 2007-08 | A | 568 | 81 | 80 | 91 | 51 | 15 | 86 |
| | | 2006-07 | A | 580 | 82 | 78 | 93 | 56 | 14 | 82 |
| | | 2005-06 | A | 431 | 82 | 76 | 76 | n/a | 13 | 80 |
| | | 2004-05 | A | 451 | 81 | 76 | 85 | n/a | 15 | 76 |
| | | 2003-04 | A | 418 | 75 | 71 | 90 | n/a | 13 | 72 |
| | | 2002-03 | B | 403 | 73 | 68 | 81 | n/a | 9 | 68 |
| | | 2011-12 | A | 588 | 80 | 80 | 83 | 63 | 40 | 61 |
| 5211 | SOMERSET ACADEMY DAVIE CHARTER | 2010-11 | A | 661 | 94 | 92 | 90 | 75 | 42 | 59 |
| | | 2009-10 | A | 625 | 92 | 92 | 82 | 63 | 45 | 60 |
| | | 2008-09 | A | 656 | 90 | 90 | 96 | 56 | 99 | 62 |
| 5391 | SOMERSET ACADEMY EAST PREPARATORY | 2011-12 | A | 533 | 56 | 54 | 72 | 71 | 82 | 97 |
| | | 2010-11 | A | 552 | 63 | 72 | 81 | 67 | 73 | 96 |
| | | 2009-10 | C | 487 | 68 | 59 | 84 | 29 | 69 | 95 |
| 5405 | SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS) | 2011-12 | A | 642 | 73 | 80 | 97 | 64 | 62 | 93 |
| | | 2010-11 | A | 593 | 86 | 85 | 96 | 53 | 55 | 91 |
| | | 2009-10 | A | 579 | 81 | 81 | 94 | 59 | 61 | 93 |
| | | 2008-09 | A | 565 | 81 | 78 | 84 | 43 | 57 | 94 |
| | | 2007-08 | A | 582 | 75 | 75 | 88 | 55 | 43 | 93 |
| | | 2006-07 | B | 502 | 77 | 77 | 100 | 48 | 39 | 91 |
| 5030 | SOMERSET PINES ACADEMY | 2011-12 | C | 488 | 63 | 52 | 59 | 51 | 64 | 61 |
| | | 2010-11 | C | 463 | 73 | 75 | 68 | 51 | 63 | 62 |
| 5003 | SOMERSET PREPARATORY ACADEMY CHARTER SCHOOL AT NORTH LAUDERDALE | 2011-12 | C | 542 | 48 | 37 | 75 | 34 | 85 | 96 |
| | | 2010-11 | D | 417 | 51 | 52 | 69 | 19 | 81 | 94 |
| 5004 | SOMERSET VILLAGE ACADEMY | 2011-12 | C | 467 | 35 | 37 | 83 | 27 | 83 | 85 |
| | | 2010-11 | C | 453 | 66 | 61 | 67 | 24 | 81 | 80 |
| 0332 | SOMERSET ACADEMY (SILVER PALMS) | 2011-12 | A | 619 | 62 | 55 | 89 | 42 | 82 | 94 |
| 4012 | SOMERSET PREPARATORY ACADEMY AT SILVER PALMS | 2011-12 | A | 541 | 60 | 53 | 74 | 50 | 82 | 96 |

Middle schools:

| School Code | School | Year | Grade | Sum Points Earned | Meeting High Standards in Reading | Meeting High Standards in Math | Meeting High Standards in Writing | Meeting High Standards in Science | Free or Reduced Lunch | Minority Rate |
|-------------|---|---------|-------|-------------------|-----------------------------------|--------------------------------|-----------------------------------|-----------------------------------|-----------------------|---------------|
| 5406 | SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS) | 2011-12 | A | 696 | 68 | 84 | 90 | 51 | 67 | 94 |
| | | 2010-11 | A | 642 | 82 | 88 | 97 | 62 | 55 | 91 |
| | | 2009-10 | A | 605 | 77 | 76 | 96 | 46 | 59 | 92 |
| | | 2008-09 | A | 610 | 73 | 78 | 100 | 60 | 54 | 89 |
| | | 2007-08 | A | 534 | 72 | 64 | 95 | 43 | 46 | 93 |
| 5151 | SOMERSET ACADEMY MIDDLE SCHOOL | 2011-12 | A | 688 | 76 | 76 | 95 | 70 | 38 | 86 |
| | | 2010-11 | A | 604 | 83 | 81 | 93 | 61 | 27 | 86 |
| | | 2009-10 | A | 606 | 80 | 80 | 93 | 67 | 28 | 79 |
| | | 2008-09 | A | 580 | 76 | 80 | 96 | 52 | 21 | 81 |
| | | 2007-08 | A | 563 | 74 | 74 | 97 | 52 | 16 | 78 |
| | | 2006-07 | A | 539 | 72 | 68 | 94 | 43 | 20 | 79 |
| | | 2005-06 | A | 464 | 70 | 71 | 91 | n/a | 17 | 79 |
| | | 2004-05 | B | 409 | 60 | 65 | 93 | n/a | 18 | 80 |
| | | 2003-04 | A | 413 | 61 | 61 | 87 | n/a | 9 | 76 |
| | | 2002-03 | A | 442 | 66 | 68 | 95 | n/a | 15 | 72 |
| 5002 | SOMERSET ACADEMY VILLAGE CHARTER MIDDLE SCHOOL | 2011-12 | C | 439 | 42 | 34 | 75 | 27 | 84 | 82 |
| | | 2010-11 | C | 438 | 50 | 39 | 90 | 49 | 87 | 80 |
| 5030 | SOMERSET PINES ACADEMY | 2011-12 | C | 488 | 63 | 52 | 59 | 51 | 64 | 61 |
| | | 2010-11 | C | 463 | 73 | 75 | 68 | 51 | 63 | 62 |
| 5003 | SOMERSET PREPARATORY ACADEMY CHARTER SCHOOL AT NORTH LAUDERDALE | 2011-12 | C | 542 | 48 | 37 | 75 | 34 | 85 | 96 |
| | | 2010-11 | D | 417 | 51 | 52 | 69 | 19 | 81 | 94 |
| 5441 | SOMERSET PREPARATORY CHARTER MIDDLE SCHOOL | 2011-12 | B | 548 | 50 | 49 | 88 | 33 | 67 | 96 |
| | | 2010-11 | A | 544 | 74 | 52 | 90 | 49 | 79 | 97 |
| 6004 | SOMERSET ACADEMY CHARTER MIDDLE SCHOOL | 2011-12 | A | 702 | 77 | 73 | 95 | 77 | 54 | 89 |
| | | 2010-11 | A | 575 | 81 | 77 | 79 | 76 | 46 | 87 |
| | | 2009-10 | A | 618 | 83 | 84 | 85 | 45 | 37 | 87 |
| | | 2008-09 | A | 587 | 74 | 75 | 94 | 37 | 46 | 90 |
| | | 2007-08 | A | 557 | 68 | 71 | 95 | 38 | 46 | 90 |
| | | 2006-07 | B | 504 | 77 | 62 | 90 | 34 | 36 | 89 |
| | | 2005-06 | A | 485 | 81 | 74 | 88 | 32 | 89 | |
| | | 2004-05 | D | 282 | 29 | 18 | 81 | 50 | 92 | |
| | | 1998-99 | | | | | | | | |
| | | 2011-12 | B | 525 | 58 | 47 | 85 | 39 | 72 | 76 |
| 6013 | SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (SOUTH HOMESTEAD) | 2010-11 | A | 591 | 70 | 72 | 89 | 63 | 65 | 77 |
| | | 2009-10 | A | 552 | 67 | 66 | 94 | 15 | 53 | 77 |
| | | 2008-09 | | 693 | 90 | 90 | 94 | 39 | 86 | 93 |
| | | 2011-12 | A | 656 | 85 | 70 | 100 | 63 | 15 | 82 |
| 6053 | SOMERSET ACADEMY CHARTER MIDDLE SCHOOL SOUTH MIAMI | 2010-11 | A | 645 | 93 | 89 | 84 | 47 | 8 | 82 |
| | | 2009-10 | | 647 | 91 | 100 | 89 | 39 | 8 | 67 |
| | | 2011-12 | n/a | 418 | 39 | 33 | 77 | 45 | 61 | 61 |
| 6043 | SOMERSET ACADEMY MIDDLE COUNTRY PALMS | 2009-10 | n/a | 397 | 55 | 0 | 89 | 39 | 27 | 100 |
| | | 2008-09 | n/a | 451 | 60 | 40 | 94 | 39 | 64 | 100 |
| | | 2011-12 | B | 579 | 51 | 50 | 96 | 17 | 35 | 94 |
| 1261 | SOMERSET ACADEMY-MIDDLE, EAGLE CAMPUS | 2010-11 | A | 558 | 66 | 63 | 86 | 36 | 31 | 92 |
| 0332 | SOMERSET ACADEMY (SILVER PALMS) | 2011-12 | A | 619 | 62 | 55 | 89 | 42 | 82 | 94 |
| 4012 | SOMERSET PREPARATORY ACADEMY AT SILVER PALMS | 2011-12 | A | 541 | 60 | 53 | 74 | 50 | 82 | 96 |

High schools:

| School Code | School | Year | Grade | Sum Points Earned | Meeting High Standards in Reading | Meeting High Standards in Math | Meeting High Standards in Writing | Meeting High Standards in Science | Free or Reduced Lunch | Minority Rate |
|-------------|---|---------|-------|-------------------|-----------------------------------|--------------------------------|-----------------------------------|-----------------------------------|-----------------------|---------------|
| 5221 | SOMERSET ACADEMY CHARTER HIGH | 2011-12 | A | 517 | 63 | 77 | 94 | | 43 | 83 |
| | | 2010-11 | A | 532 | 59 | 86 | 80 | 41 | 36 | 81 |
| | | 2009-10 | A | 556 | 57 | 85 | 91 | 34 | 36 | 85 |
| | | 2008-09 | | 529 | 48 | 85 | 83 | 22 | 26 | 82 |
| | | 2007-08 | B | 495 | 50 | 76 | 84 | 17 | 20 | 83 |
| | | 2006-07 | C | 444 | 35 | 66 | 93 | 33 | 21 | 83 |
| | | 2005-06 | B | 408 | 47 | 74 | 94 | n/a | 19 | 83 |
| | | 2004-05 | C | 351 | 35 | 69 | 82 | n/a | 17 | 85 |
| | | 2003-04 | n/a | 383 | 35 | 71 | 84 | n/a | 14 | 79 |
| 5396 | SOMERSET ARTS CONSERVATORY | 2011-12 | A | 549 | 78 | 95 | 100 | | 47 | 82 |
| | | 2010-11 | A | 629 | 75 | 91 | 100 | 62 | 36 | 87 |
| | | 2009-10 | A | 582 | 79 | 88 | 96 | 25 | 22 | 90 |
| | | 2008-09 | n/a | 608 | 67 | 96 | 88 | 39 | 15 | 81 |
| 7042 | SOMERSET ACADEMY CHARTER HIGH SCHOOL | 2011-12 | A | 517 | 46 | 73 | 88 | | 82 | 95 |
| | | 2010-11 | A | 541 | 37 | 93 | 75 | 43 | 81 | 94 |
| | | 2009-10 | A | 538 | 51 | 83 | 87 | 46 | 72 | 94 |
| | | 2008-09 | B | 508 | 49 | 77 | 85 | 33 | 76 | 94 |
| | | 2006-07 | A | 594 | 64 | 93 | 83 | 30 | 29 | 90 |
| 5007 | SOMERSET ACADEMY CHARTER HIGH SCHOOL (MIRAMAR CAMPUS) | 2011-12 | A | 403 | 50 | 48 | 95 | n/a | 54 | 94 |
| 5006 | SOMERSET PREPARATORY ACADEMY CHARTER HIGH AT NORTH LAUDERDALE | 2011-12 | F | 339 | 25 | 26 | 70 | n/a | 73 | 95 |
| 7034 | SOMERSET ACADEMY CHARTER HIGH SCHOOL (SOUTH HOMESTEAD) | 2011-12 | n/a | 467 | 42 | 64 | 85 | n/a | 70 | 85 |

Additionally, Somerset Academy schools continue to excel, as evidenced by the chart below showing school grades and data for the 2011-2012 school year:

| School Code | School | Grade | Sum Points Earned | Meeting High Standards in Reading | Meeting High Standards in Math | Meeting High Standards in Writing | Meeting High Standards in Science | Free or Reduced Lunch | Minority Rate |
|-------------|---|-------|-------------------|-----------------------------------|--------------------------------|-----------------------------------|-----------------------------------|-----------------------|---------------|
| 0520 | SOMERSET ACADEMY CHARTER | A | 608 | 80 | 83 | 96 | 61 | 57 | 94 |
| 0339 | SOMERSET ACADEMY CHARTER ELEMENTARY SCHOOL (SOUTH HOMESTEAD) | B | 502 | 66 | 61 | 77 | 56 | 73 | 85 |
| 2007 | SOMERSET ACADEMY ELEMENTARY SCHOOL SOUTH MIAMI CAMPUS | A | 668 | 89 | 89 | 92 | 74 | 14 | 85 |
| 2012 | SOMERSET ARTS ACADEMY | B | 509 | 67 | 56 | 89 | 57 | 52 | 65 |
| 1251 | SOMERSET ACADEMY-ELEMENTARY, EAGLE CAMPUS | A | 580 | 69 | 52 | 93 | 62 | 32 | 94 |
| 5141 | SOMERSET ACADEMY | A | 584 | 77 | 72 | 92 | 56 | 35 | 90 |
| 5211 | SOMERSET ACADEMY DAVIE CHARTER | A | 588 | 80 | 80 | 83 | 63 | 40 | 61 |
| 5391 | SOMERSET ACADEMY EAST PREPARATORY | A | 533 | 56 | 54 | 72 | 71 | 82 | 97 |
| 5405 | SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS) | A | 642 | 73 | 80 | 97 | 64 | 62 | 93 |
| 5030 | SOMERSET PINES ACADEMY | C | 488 | 63 | 52 | 59 | 51 | 64 | 61 |
| 5003 | SOMERSET PREPARATORY ACADEMY CHARTER SCHOOL AT NORTH LAUDERDALE | C | 542 | 48 | 37 | 75 | 34 | 85 | 96 |
| 5004 | SOMERSET VILLAGE ACADEMY | C | 467 | 35 | 37 | 83 | 27 | 83 | 85 |
| 0332 | SOMERSET ACADEMY (SILVER PALMS) | A | 619 | 62 | 55 | 89 | 42 | 82 | 94 |
| 4012 | SOMERSET PREPARATORY ACADEMY AT SILVER PALMS | A | 541 | 60 | 53 | 74 | 50 | 82 | 96 |
| 5406 | SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS) | A | 696 | 68 | 84 | 90 | 51 | 67 | 94 |
| 5151 | SOMERSET ACADEMY MIDDLE SCHOOL | A | 688 | 76 | 76 | 95 | 70 | 38 | 86 |
| 5002 | SOMERSET ACADEMY VILLAGE CHARTER MIDDLE SCHOOL | C | 439 | 42 | 34 | 75 | 27 | 84 | 82 |
| 5441 | SOMERSET PREPARATORY CHARTER MIDDLE SCHOOL | B | 548 | 50 | 49 | 88 | 33 | 67 | 96 |
| 6004 | SOMERSET ACADEMY CHARTER MIDDLE SCHOOL | A | 702 | 77 | 73 | 95 | 77 | 54 | 89 |
| 6013 | SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (SOUTH HOMESTEAD) | B | 525 | 58 | 47 | 85 | 39 | 72 | 76 |
| 6053 | SOMERSET ACADEMY CHARTER MIDDLE SCHOOL SOUTH MIAMI | A | 656 | 85 | 70 | 100 | 63 | 15 | 82 |
| 6043 | SOMERSET ACADEMY MIDDLE COUNTRY PALMS | | 418 | 39 | 33 | 77 | 45 | 61 | 61 |
| 1261 | SOMERSET ACADEMY-MIDDLE, EAGLE CAMPUS | B | 579 | 51 | 50 | 96 | 17 | 35 | 94 |
| 0332 | SOMERSET ACADEMY (SILVER PALMS) | A | 619 | 62 | 55 | 89 | 42 | 82 | 94 |
| 4012 | SOMERSET PREPARATORY ACADEMY AT SILVER PALMS | A | 541 | 60 | 53 | 74 | 50 | 82 | 96 |
| 5221 | SOMERSET ACADEMY CHARTER HIGH | A | 517 | 63 | 77 | 94 | | 43 | 83 |
| 5396 | SOMERSET ARTS CONSERVATORY | A | 549 | 78 | 95 | 100 | | 47 | 82 |
| 7042 | SOMERSET ACADEMY CHARTER HIGH SCHOOL | A | 517 | 46 | 73 | 88 | | 82 | 95 |
| 5007 | SOMERSET ACADEMY CHARTER HIGH SCHOOL (MIRAMAR CAMPUS) | A | 403 | 50 | 48 | 95 | | 54 | 94 |
| 5006 | SOMERSET PREPARATORY ACADEMY CHARTER HIGH AT NORTH LAUDERDALE | F | 339 | 25 | 26 | 70 | | 73 | 95 |
| 7034 | SOMERSET ACADEMY CHARTER HIGH SCHOOL (SOUTH HOMESTEAD) | | 467 | 42 | 64 | 85 | | 70 | 85 |

G. Describe the applicant's capacity to replicate an existing school design.

The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.

Somerset Academy, Inc. is a Florida not-for-profit educational institution with a proven sixteen-year track record of successful development and operation of nearly 40 high performing charter schools serving over 10,000 students in Pre-K through 12th grade in Miami Dade, Broward, and Duval counties as well as in Las Vegas, NV and San Antonio, TX. The institution and its board of directors have over a decade of experience in charter school operations and management and oversight of public funds. Pursuant to s. 1002.331(3)(a), the School will be a replication of the existing Somerset Academy school educational programs in existence in Dade, Palm Beach, Broward and Duval counties.

Somerset Academy has developed a multi-tier system (management, instruction, assessment, and professional development) that has achieved increased performance

across all student populations and subgroups as evident by their academic performance over the past 15 years. Somerset Academy has been able to implement unique and innovative strategies aimed at student achievement and have proven these strategies to be successful with all student populations, including ELL and Special Education students, as well as those entering the school below grade level. The results on standardized exams and learning gains, especially in mathematics, have proven its success. Somerset has successfully replicated nearly 40 other high quality programs across Miami-Dade, Palm Beach, Broward and Duval Counties, which have and continue to increase student performance in grades K-12.

The governing board of the proposed school is comprised of the same individuals responsible for the operation of the existing Somerset schools. These highly experienced professionals possess the expertise in the areas of curriculum, assessment, finance, law, school management and governance to be able to replicate the existing design. Somerset Academy, Inc. has financial and human resources available to replicate a high quality model, the ownership of the existing school design, and most importantly, has a proven track record of success in replicating the design. The Board will contract with K12, a state-approved provider to implement the curriculum. These factors all support the organization's capacity to replicate the existing school design.

Strategies for replication of the existing design are fully detailed in the sections referenced below. These include, but are not limited to, the following:

- Implementing the same core values and beliefs of the existing programs (*Section 3- 4*)
- Adopting the research-based educational concept for the existing programs (*Section 6- 7*)
- Utilizing the team of experts (who have ownership of the Somerset educational program) as consultants who continuously provide training to the proposed school's administrators, faculty and staff (*Sections 9 and 11*)
- Adopting common expectations of student behavior and parental involvement (*Section 8 and 13*)
- Adopting common Professional Policies and Standards for staff (*Section 10 and 12*)
- Implementing the policies for financial management and oversight proven effective in the existing schools (*Sections 18*)
- Providing ongoing communication, training, and support for the school's changing operational needs (*Section 9 and 12*)

Section 4: Curriculum Plan

- A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State-Common Core Standards.

The School's Core Curriculum in Core Academic Areas

The School will implement the Broward County Schools *Student Progression Plan (Policy 6000.1)** as a vehicle to "establish the standards for quality instruction, delineate the criteria for promotion, and provide equal educational opportunities to all children, ensuring no child is left behind." The curriculum to be taught is described herein the following section. Accordingly, the curriculum will be specifically tailored to ensure that all students meet the requirements for high school graduation -- including mastery of all respective NGSSS Standards and/or Common Core State Standards, as adopted, while participating in an innovative college preparatory program.

In accordance with the Sponsor's SPP, the School will provide instruction (which may be integrated into existing classroom curriculum, to expand students' knowledge, understanding, and awareness) in the following areas:

- Character Education - The character education respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation. (F.S. 1003.42(2)(s));
- The Holocaust;
- African and African American History;
- Hispanic Contributions;
- Women's Contributions;
- Veterans' Recognition;
- The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life;
- "Celebrate Freedom Week" (F.S. 1003.421);
- "Disability History and Awareness Week" (F.S. 1003.4205); and
- Family Life/Human Sexuality - Health/Life Management Skills curriculum will include consumer education, nutrition, positive emotional development, parenting skills, information on breast cancer detection and breast examination, cardiopulmonary resuscitation, benefits of sexual abstinence and consequences of teenage pregnancy, the hazards of smoking, marriage and relationship skill-based education, drug education, human sexuality, acquired immune deficiency syndrome (HIV) and other sexually transmitted diseases. (F.S. 1003.43(i)).

The School's commitment to deliver a college preparatory curriculum dictates a curriculum with high rigor and relevance in core subject areas. The school program will be highly prescribed to engage students in a very rigorous curriculum. All programs focus upon the consolidation of

study skills, a core of common learning, and emphasis in the development of higher level thinking skills. The School will seek to expand the student's knowledge base in each succeeding grade level, always moving forward, to ensure the student builds capacity and is not only college bound but also college ready.

The recommended course of study for all students will include 24 credits:

- English - 4 credits required (English I - IV (regular, honors, gifted or AP) or English I-IV through ESOL (with a major concentration in composition and literature and reading for information and literature); OR English IV - Florida College Prep (100140501)- 1 credit; and/or Reading for College Success (1008350) – 0.5 credit; and/or Writing for College Success (1009370) 0.5 credit**) to meet the English/language arts graduation requirement);
- Mathematics - 4 credits required - one of which must be Algebra I, its equivalent, or higher - the School course recommendation is Algebra I, Geometry, and 2 courses at the Algebra II level or higher; OR Math for College Success (1200410) -0.5 credit, and/or Math for College Readiness (1200700) – 1.0 credit**) to meet the graduation requirement);
- Science -3 credits in Natural Science, two of which must have a lab component – the School recommendation is 4 credits as follows: Earth/Space Science, Biology I, and two course(s) in: Chemistry, Physical Science, Physics, or higher;
- Social science - 3 credits required as follows: World History 1.0, United States History 1.0, United States Government 0.5, and Economics 0.5 are required - the School recommendation is students complete four social science credits;
- Performing/Fine Arts -1 credit required (One credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination – from those listed in course code directory);
- PE/Health – 1 or 1.5 credits depending on option selected, may choose from one of two options to allow students to meet the Physical Education requirement. Option 1: .5 credit for Health/Life Management skills + .5 Personal Fitness + .5 Physical Education requirements. Option 2: HOPE = One fill credit of Physical Education to include the integration of Health/Life Management skills.
- Electives (7.5 or 8 credits, depending on the number of PE credits chosen. The School recommendation is that, whenever possible, some of the electives be dual enrollment and/or advanced placement courses); and
- Foreign language – 0 required, however the School will require students to meet the prerequisite for state university school system admittance through completion of two sequential courses in the same foreign language. In addition, this requirement will allow our graduates to be eligible for Florida's Bright Futures Scholarship.

Furthermore in addition to the aforementioned course requirements, students will also:

- Earn a passing score on the Reading section of the FCAT graduation Test** (and/or achieve an approved concordant score on the ACT or SAT, as allowed by State) and/or End of Course Test** as required;

- Completion of one course from the approved list meeting NETS Standards **or** Demonstration of competency in a core course integrating technology **or** Demonstration of competency through a GLIDES project AND demonstrate computer literacy from completion of at least one on-line course taken between ninth and twelfth grade, in accordance with the s.1002.321, F.S. Digital Learning Now Act;
- Completion of a community service project, wherein a minimum of 75 hours of community service are completed, in fulfillment of Florida Bright Futures Scholarship eligibility requirement; (and of which 40 hours can be service learning hours);
- Service Learning Hours 40 required; and
- Earn a cumulative grade point average (GPA) of at least 2.0 on a 4.0 scale. Promotion from grade to grade will be in accordance with the requirements set forth in the Broward County Public School (BCPS) *Student Progression Plan**.

NOTE* -The SPP, as referenced herein, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the SPP, as amended from time to time.

NOTE** - In accordance with revisions to SB 1076⁵, students who do not meet grade level proficiency and/or who do not master respective CCSS and/or NGSSS in ELA as evidenced by achievement on the state-mandated 9th, 10th or 11th grade common core English Language Arts (ELA) assessments, when implemented, will be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. Similarly, each year the student scores a Level 1 or Level 2 on the Algebra I EOC assessment or upon transition to the common core Algebra I assessment, the student will be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student, as applicable and as specified and required by State and/or District mandates).

NOTE***. Also in accordance with SB 1076 (referenced above) The End of Course (EOC) Assessment Requirements for Graduation include:

- **Algebra I** -EOC or common core assessment-must be passed in order to earn credit for the course
- **Geometry** - EOC or common core assessment will be required and will constitute 30 percent of the student's final course grade
- **Biology 1** - EOC assessment- will be required and will constitute 30 percent of the student's final course grade.
- **U.S. History** - EOC assessment-will be required and will constitute 30 percent of the student's final course grade.

Additionally, when the state administers a common core Algebra II assessment, a student selecting Algebra II must take the assessment, and the student performance in the assessment will constitute 30 percent of the student's final course grade

⁵ <http://www.flsenate.gov/Session/Bill/2013/1076/BillText/er/PDF>

| **New High school EOC Assessment Requirements for Graduation | | |
|---|----------------------------|---|
| Year 9th graders entering High School | Year of Graduation | Requirements: |
| 2012-2013 | 2015-2016 (and thereafter) | <ol style="list-style-type: none"> 1. Algebra I EOC for credit 2. Geometry EOC for credit 3. Biology EOC for credit 4. Algebra 2 credit required for graduation 5. Chemistry and/or Physics (or equally rigorous science course) will be a graduation requirement for students entering grade 9 in 2013-14). |

Notwithstanding, the School will address the specific needs of learners via an individualized approach for the placement of students in courses. The School will consider test scores, academic history, state and district requirements, and teacher recommendations when placing students in courses and always for the benefit of the student. In addition, we encourage students to pursue the most challenging coursework in which to demonstrate success.

Students will be advised as to course recovery options, individually and by a school counselor who is aware of all options and scheduling nuances, as well as the respective anticipated results of recovery options. For example, in most cases, students may elect to repeat a course if the schedule permits, but scheduling can become a challenge if the student is enrolled in intensive coursework. A student could also repeat the course via Adult Education and/or through a Virtual Education Course, to recover a mandated course credit, as necessary.

The School will utilize different metrics to advise students, including a combination of PSAT scores (students will take PSAT in 9th grade) class grades, and FCAT scores. To identify a student for advanced work, the School may utilize a combination of the CollegeBoard's AP Potential, Core Subject Grades, as well as FCAT Scores and teacher recommendations. The students may also demonstrate college readiness by earning the following acceptable College Ready cut scores:

| College Ready Cut Scores | | | |
|---------------------------------|----------------|----------------|-------------|
| Assessment | Reading | Writing | Math |
| ACT | 18 | 17 (English) | 19 |
| SAT | 440 | N/A | 440 |
| P.E.R.T. | 104 | 99 | 113 |

The combination of such metrics will provide for a holistic approach to student advisement. The School will therefore offer differentiated educational programs beyond those normally provided by the regular school program in order to realize potential student contributions to self and society. Some of these options include:

- Honors courses;
- Advanced placement program; and
- Dual enrollment program.

Students who do not demonstrate college readiness will be enrolled in remedial courses that will mirror the competencies of the highest level of College preparatory coursework offered at Broward Community College. The remedial courses to be offered, as applicable, include:

- Math for College Success (1200410) -0.5 credit
- Math for College Readiness (1200700) - 1.0 credit.
- Reading for College Success (1008350) - 0.5 credit
- Writing for College Success (1009370) - 0.5 credit
- English 4: College Prep (1001405) - 1.0 credit.

The following is an overview of the core curricular program and courses that may be offered at the School. However, in fulfillment of graduation requirements, other core courses may be offered as electives, if necessary, to benefit the students.

The School will prepare students for mastery of the College and Career Readiness (CCR) anchor standards for:

- Reading (Literature and Informational Texts),
- Writing;
- Speaking and Listening; and
- Language.

These define what students should understand and be able to do by the end of each grade, respectively. For example, the anchor standards for reading include: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading Level and Text Complexity. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity that together define the skills and understandings that all students must demonstrate.

Reading/Language Arts:

The School will implement the state-approved *BCPS K-12 Comprehensive Research-Based Reading Plan (CRRP)*, as approved by the FL-DOE. The CRRP will provide teachers a systematic framework for literacy instruction, and will align all departments to focus on the teaching of reading and writing throughout all areas of the curriculum. The Language Arts program will reflect critical and creative thinking and a harmonious balance of its several components, including reading, writing, speaking, listening and viewing. Teachers will address all NGSSS and benchmarks for Language Arts instruction (and/or CCSS, as adopted) and will prepare students for mastery of those standards. In addition, the Reading Program Specifications document will be used as a framework for implementation of the Language Arts/Reading program.

Additionally, the School will implement other research-based strategies that have proven successful in teaching reading including, but not limited to, designating an uninterrupted reading block for Reading Instruction and utilizing state-adopted textbooks and programs. The

School will also implement: structured independent reading time, reciprocal teaching methodology, vocabulary development, CRISS (Creating Independence through Student-owned Strategies), Literature circles, differentiated instruction, use of research based reading software such as Reading Plus, Teenbiz, and FCAT explorer; the use of research based instructional Materials such as SpringBoard, and will utilize strategies such as graphic organizers, marginal note-taking, to name a few, and will include instruction and implementation of reading strategies in a variety of professional developments.

The School believes learning continues beyond the classroom. Home learning will reinforce reading skills taught in the classroom. In addition, the School will promote parental and family involvement in reading by encouraging family literacy practices, and communicating information regarding students' reading progress to parents. The idea will be that reading should take place in the home as well as in the classroom, and parents will be encouraged and instructed as to the creation and encouragement of literacy-rich environments for their children whenever possible.

It is the intention of the applicant that all students will be well accomplished in all aspects of reading to ensure they are successful in whatever career they pursue. Reading strategies in the content areas are to be provided to students in all grades, and these strategies should be in addition to those taught within language arts classes.

NOTE: The School will utilize the curriculum and specific guidelines for Language Arts as proffered by the State. The School further commits to abide by the Sponsor's CRPP, as approved by the State.

Additional details regarding reading plan instruction, for students reading below grade level, is provided in the question included herein towards the end of this section

Writing:

As part of the Language Arts Curriculum, students will enhance writing skills through daily writing assignments in various modes, including, but not limited to, expressive, persuasive and narrative. All students at the school will be required to write across the curriculum on a daily basis. As part of the Writing program, students will respond and be instructed utilization of SAT and ACT prompts regularly, as well as emphasis in the writing process will occur, especially in grades 11-12.

Students will also receive instruction in the correct use of standard English conventions of sentence structure, mechanics, usage, punctuation and spelling. Additionally, the School will also strengthen the requirements for quality of details, requiring use of relevant, logical, and plausible support, rather than contrived statistical claims or unsubstantiated generalities, while students learn to create the expectation that relevant supporting detail for clarification of meaning are the expectation for quality writing at all grade levels. Lastly, the Writing curriculum will prepare students in the elements of writing persuasive responses that will well prepare students in the art of Writing as well as allow them to meet the muster of the new calibrated scoring rubrics and increased expectations for 2014-15 and beyond.

Additionally, the school will utilize the Document Based Questions (DBQ) to assess the ability of each student to work within scientific and historical sources in multiple forms. The secondary DBQ will have a maximum of 8 documents; at least 2 of which will be visuals. The DBQ requires many of the same skills used in developing a research paper - interpreting primary and secondary sources, evaluating sources, considering multiple points of view, using historic evidence, developing and supporting a thesis.

Document-based questions consist of Science and Social Studies Learning Standards, themes and concepts. They will focus on critical thinking skills and ask students to make comparisons, draw analogies, apply knowledge to the given data, and require students to apply historic analysis. Additionally, these questions will ask students to take positions on issues or problems and support their conclusions, require students to look at issues from multiple perspectives, require student to apply skills thy use as adults, are criterion referenced and employ a scoring rubric.

Four years of High School English are required for graduation. The School will follow the state course descriptions for the below listed courses with fidelity. Course delivery will ensure teachers cover concepts and utilize materials aligned to the NGSSS and/or CSS, as adopted. Furthermore, course content for these courses will be delivered in accordance with course descriptions provided by the Department of Education available at http://www.fldoe.org/bii/curriculum/course_descriptions/

Students will be placed in the appropriate English course on the basis of scores on standardized tests, past performance in classes, and teacher recommendations.

The following is a list of Language Arts courses* that may be offered, in accordance with student need and interest:

| COURSE TITLE | GRADE LEVEL | CREDIT |
|---------------------------------------|-------------|--------|
| Intensive Reading | 9-12 | 1 |
| Intensive Reading Plus | 9-12 | 1 |
| Intensive Reading Enrichment | 9-12 | 1 |
| English I | 9 | 1 |
| English I Honors | 9 | 1 |
| English I Honors Gifted | 9 | 1 |
| English I through ESOL | 9 | 1 |
| English II | 10 | 1 |
| English II Honors | 10 | 1 |
| English II Honors Gifted | 10 | 1 |
| English II through ESOL | 10 | 1 |
| English III | 11 | 1 |
| English III Honors | 11 | 1 |
| English III Honors Gifted | 11 | 1 |
| English III through ESOL | 11 | 1 |
| English IV | 12 | 1 |
| English IV Honors | 12 | 1 |
| English IV Honors Gifted | 12 | 1 |
| English IV through ESOL | 12 | 1 |
| AP English Language and Composition | 11-12 | 1 |
| AP English Literature and Composition | 12 | 1 |

Language Arts Electives:

| COURSE TITLE | GRADE LEVEL | CREDIT |
|---|-------------|--------|
| Speech I | 9-12 | 1 |
| Speech II | 10-12 | 1 |
| Journalism I, II, III, and IV (Yearbook and/or Newspaper) | 9-12 | 1 |
| Semantics and Logic | 11 & 12 | 0.5 |
| Creative Writing I | 9-12 | 0.5 |
| Creative Writing II | 9-12 | 0.5 |

ESOL Electives:

| COURSE TITLE | GRADE LEVEL | CREDIT |
|----------------------------------|-------------|--------|
| ESOL Developmental Language (L1) | 9-12 | 1 |
| ESOL Developmental Language (L2) | 9-12 | 1 |
| ESOL Developmental Language (L3) | 9-12 | 1 |
| ESOL Developmental Language (L4) | 9-12 | 1 |

**English I, II, III, and IV or English I-IV through ESOL are required to meet the graduation requirement for this subject area.*

Some of the curriculum, programs, texts, and curriculum supplements the School intends to use, to deliver English/Language Arts/Reading instruction and achieve student mastery of the NGSSS include:

- the *K-12 Comprehensive Research Based Reading Plan* and which will be in effect for 2014 and beyond at all BCPS*;
- Wilson Reading System for Intensive Reading Classes (as specified in the Reading question that follows);
- Reading Plus software;
- National Geographic/Hampton-Brown Edge program (as specified in the Reading question that follows);
- Jamestown Reading Navigator for reading intervention (Student Levels 1 and 2);
- Collegeboard Language Arts Springboard curriculum (currently being considered to supplement Language Arts instruction in conjunction with aforementioned Basal program);
- SAT Advantage as a supplement for Advanced and Honors courses;
- Junior Great Books as a supplement to Intensive, Regular, Honors; and Advanced courses;
- Teenbiz/Achieve 3000 to enhance the Reading/Writing program across the curriculum;
- AMP Quick Reads, especially for ELL;
- Readers Journey;
- Multimedia Clips – present a variety of research-based reading strategies (e.g. Think Alouds, Typographical Aides); and
- Classroom libraries representing a variety of genres.

The aforementioned curricula and curriculum support materials are all research-based and support the philosophy, goals and objectives of the School. The School will utilize the curriculum and specific guidelines for Language Arts as proffered by the State. Furthermore, the School further commits to abide by the Sponsor's CRRP, as approved by the State.

Mathematics:

The purpose of the Mathematics program is to provide instruction and promote academic excellence in education through the study of Mathematics. Notwithstanding, with a focus towards increasing the level of rigor, coherence, and clarity, and to remain competitive with national and international measures of student achievement, the School will implement the Math *NG SSS* (and/or *CCSS*, as adopted) and the objectives from the state course code descriptions for senior high content, as the base for instruction. The School will develop students' understanding of mathematical concepts and their ability to engage mathematics to reason, communicate, and problem solve making them able to remain competitive in an ever changing, fast-paced and technology-rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel in our ever changing world.

The School will embrace the *NGSSS* for mathematics, which are organized into familiar Bodies of Knowledge such as: Algebra; Geometry; Trigonometry; Calculus; Probability; Statistics; Discrete Mathematics; and Financial Literacy, making students college-ready at the conclusion

of high school. Additionally, the mathematics program of the School will uphold certain principles, endorsed by the National Council of Teachers of Mathematics (NCTM)⁶, as follows:

- Equity: Excellence in mathematics education requires equity, high expectations and strong support for all students;
- Curriculum: A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well-articulated across the grades;
- Teaching: Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well;
- Learning: Students will learn mathematics with understanding, actively building new knowledge from building on prior knowledge and experience;
- Assessment: Assessment should support the learning of mathematical concepts and furnish useful information to both teachers and students; and
- Technology: Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.

The School will provide quality instruction, high expectations, and consistent standards for all students. The content will be challenging for all students and based on the assumption that all students can achieve high standards if given stimulating opportunities to learn. The School will also infuse literature and technology into Mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g. word walls, journals for hypothesizing and/or subsequent reflection of mathematical conclusions, graphing software, interactive white boards, to name a few.)

In addition, the School will instruct and develop teachers who are also able to make the connection between the mathematics content (numbers and operations, algebra, geometry, measurement, and data analysis and probability) and process standards (problem solving, reasoning and proof, communication, connections, and representations) within the curriculum.

Research-Based Materials: The School will utilize research-based and state-adopted curriculum that is rigorous and standards-based. Some of the curriculum, programs, texts, and curriculum supplements the School intends to use to deliver Mathematics instruction and achieve student mastery of the NG SSS (and/or CCSS, as adopted), include:

- State-adopted textbooks, proven effective and selected according to the BCPS curriculum guides and with content to be delivered from publishers, such as Prentice Hall - Algebra I, Geometry Honors, and Algebra 2; McDougal Littell - Geometry Concepts and Skills and Algebra 2; Glencoe – Geometry;

⁶ The National Council of Teachers of Mathematics is a public voice of mathematics education, providing vision, leadership, and professional development to support teachers in ensuring mathematics learning of the highest quality for all students.
<http://www.nctm.org/standards/>

- Carnegie Learning's Cognitive Tutor Programs (Algebra I, Geometry, Algebra II, Integrated Math I, II, III, and Test Prep, as appropriate) for delivery of online individualized instruction, practice, immediate feedback and coaching;
- College Board Springboard curriculum for Mathematics instruction (currently being considered to supplement Mathematics instruction in conjunction with state-approved text, pending state adoption or district approved status);
- FCAT Explorer – as a technology supplement for Intensive Math for students to have additional practice on the FCAT tested benchmarks and infusion in or beyond the School;
- Explore Learning- Gizmos;
- FOCUS Math;
- USA TODAY newspaper as a literacy enrichment supplement and to incorporate data analysis daily by means of graphs and charts.

Furthermore, the School will utilize the Sponsor's curriculum guides, as applicable, as well as develop *Instructional Focus Calendars* to ensure mathematics instruction is provided in a sequential, consistent, and challenging format, and concomitantly ensuring all mandated NGSSS Benchmarks are taught for mastery to attain a year's worth of on-grade level learning. The School will implement a standards-based instructional model to provide students with a deeper understanding of content rather than a broad base of knowledge. Additionally, the School will ensure courses are delivered with integrity to course content outline and that teachers cover concepts and utilize materials that are appropriate for mastery of the NGSSS (and/or CCSS, as adopted).

The School's mathematics curriculum is designed to serve students of all ability levels, and therefore, students in need of remediation or not making adequate progress towards mastery of the NGSSS (and/or CCSS, as adopted) and/or students with special learning needs (struggling learners, or learners identified as SPED and/or ELL) will have access to supervised study time and tutoring services during non-school hours (e.g. after school, Saturday mornings, etc. and whenever possible, to accelerate and/or remediate student achievement). Additionally, struggling students will receive the additional time and support they need in order to be successful. Apart from providing any necessary remediation, a learning support system will be utilized to intervene, enabling the School to provide a systematic, timely, and directive program for struggling students. To that end, the classroom teachers will identify students who are in need of additional time and provide the necessary support, as applicable.

In grade eleven and twelve, students are expected to evidence College Readiness through standardized exams such as P.E.R.T. (and/or ACT or SAT), if students are not able to demonstrate college readiness and subsequently graduate from high school and enter a College without the need for remediation, the School will not have achieved their mission. To that end, Math for College Success (1200410) -0.5 credit and/or Math for College Readiness (1200700) - 1.0 credit, will serve as the remedial course for these students, unless the District and/or State modify this current plan. The course will mirror the competencies of the highest level of College preparatory coursework offered at Broward Community College.

In addition, the School's learning support system may include the following intervention strategies:

- **Differentiated instruction** – Classroom teacher designs lesson that recognizes the diverse learning style of students and affords opportunities for student choice and creativity (e.g. some strategies include: prior knowledge assessment, graphic organizers, collaborative mathematical discourse, higher order thinking, continuous assessment of learning, to name a few).
- **Cooperative Groups of Mixed Ability** - Classroom teachers place students in cooperative groups of mixed abilities to complete a daily activity. Students who are struggling can benefit and learn from students with a greater mastery of the skill or better grasp of the subject matter.
- **Coordinated Intervention among School Staff** - Utilize the School's staff to plan intervention strategies for individual students. One example that typifies this intervention, the School's counselor will check on struggling students on a weekly basis and communicate with the parent and teacher. Communication between teachers and parents of struggling students provides a safety net for the struggling student.
- **Interventions*** - If a student scored at Level 1 or Level 2 on the 8th grade FCAT Mathematics exam and/or if a student does not pass their respective End of Course Exam, in Algebra or Geometry, the School, in consultation with the student's parent, will implement a Progress Monitoring Plan (PMP) to assist the student to meet state and district levels for proficiency, and with the end goal to have the student receive intervention to remediate deficiency. Remediation will be offered in the aforementioned situations, through a content specific Intensive Mathematics course, simultaneous to the mathematics course to earn the necessary credit for graduation. These interventions are designed to assist students in strengthening the student's abilities in the areas of identified need. The classroom teacher examines the student's data, determines the student's areas of strength and areas for improvement, and designs a plan to assist the student in improving mathematically. When appropriate, the classroom teacher and the other support personnel will provide and coordinate the activities to support remediation and mastery of the NG SSS (and/or CCSS, as adopted).

Intervention classes will utilize multitude of resources such as technology, peer tutoring, classroom aides, and school volunteers to assist struggling students. Cooperative groups, one-to-one tutoring, and guided instruction will be used to help strengthen the student's area of weakness. Mastery of the Next Generation Sunshine State Standards benchmarks (and/or Common Core State Standards, as adopted) will be continually monitored. Immediate feedback will be provided and appropriate interventions applied to ensure the individual student's success.

The following are programs and additional resources that may be used for mathematics interventions:

- Carnegie Cognitive Tutor (Algebra I, geometry, algebra II, Integrated Math, and FCAT Prep, as appropriate);

- Explore Learning- Gizmos;
- Florida Coach
- Buckle Down
- Springboard
- FOCUS – Math supplemental; and
- FCAT explorer – supplemental for Intensive Math as a technology supplement for students to have additional practice on the FCAT tested benchmarks and infusion in or beyond the School.

**Note - The intervention explained herein is the current and/or anticipated future practice, however, the School will implement Intensive Mathematics interventions in accordance with the Sponsor's Student Progression Plan, as amended.*

The School will also address the needs of advanced learners at all grade levels, via rigorous and relevant coursework offered to students, who by virtue of outstanding abilities, are capable of high performance and require a variety of educational programs beyond those normally provided by the regular school program in order to realize their contributions to self and society. Some of these options within the Mathematics branch include:

- Honors courses;
- Advanced placement program;
- Gifted program;
- Dual enrollment program; and
- Virtual Education.

The School will utilize the district pacing guide, if available, or will align the Pearson Prentice, Hold McDougal, Glencoe and any State adopted textbook to serve as the basis and provide the timeline for instruction and to ensure the course material is taught sequentially, consistently and in a challenging format. Furthermore, the School will ensure courses are delivered with integrity to course content outline and that teachers cover concepts and utilize materials that are appropriate for mastery of the CCSS. Implementing a standards-based instructional model, the school will provide students a deeper understanding of content rather than a broad base of knowledge. Furthermore, EOC Exams for Algebra I & Geometry, as well as PARCC exams, etc. will be used to assess students in respective Mathematics courses. Upon adoption, the School will implement and prepare students to demonstrate their mastery of CCSS on any other standardized assessments that may be required by the State and/or district.

Technology will also be integrated into the mathematics curriculum to enable students to explore, visualize, solve, and better describe the concepts they are learning. Graphing software, calculators, computers, and interactive white-boards are some of critical technology tools that will be used as part of an effective mathematics program. In addition, the School may utilize specific software to support the teaching and learning of mathematics, such as Carnegie Learning's Cognitive Tutor Programs, FCAT Explorer, Gizmos, to name a few.

Four years of mathematics are required for high school graduation: However, additional

mathematics electives will be made available to students of the School, that they may elect to pursue whenever possible. Students will be placed in the appropriate Math course on the basis of scores on standardized tests, past performance in classes, and teacher recommendations. The minimum four year recommended sequence will include Algebra I, Geometry, Algebra II and another equally rigorous science course, in fulfillment of graduation requirements).

The following is a list of Mathematics courses that will be offered, in accordance with student need and interest:

| COURSE TITLE | GRADE LEVEL | CREDIT |
|----------------------------|-------------|--------|
| Intensive Math | 9-12 | 1 |
| Algebra I | 9-10 | 1 |
| Algebra I Honors | 9-10 | 1 |
| Algebra I Honors Gifted | 9-10 | 1 |
| Geometry | 9-10 | 1 |
| Geometry Honors | 9-10 | 1 |
| Geometry Honors Gifted | 9-10 | 1 |
| Algebra II | 9-11 | 1 |
| Algebra II Honors | 9-11 | 1 |
| Algebra II Honors Gifted | 9-11 | 1 |
| Math for College Readiness | 10-12 | 1 |
| Probability and Statistics | 11-12 | 1 |
| Analysis of Functions | 10-12 | 1 |
| SAT Preparation | 11-12 | 1 |
| Pre-Calculus | 10-12 | 1 |
| Calculus | 11-12 | 1 |
| AP Calculus BC | 11-12 | 1 |
| AP Statistics | 11-12 | 1 |
| AP Calculus AB | 11-12 | 1 |

Four years of mathematics are required for graduation, however additional mathematics electives will be made available to students; they may elect to pursue wherever possible.

Science:

The Science curriculum will be aligned with the NGSSS (and/or CCSS, as adopted) for Science and the content standards of the National Science Education Standards in their daily lesson plans. The School will utilize *Instructional Focus Calendars* – (to be developed by the School) which are aligned to NGSSS for each core class. The purpose of the science program is to provide students with a broad knowledge of scientific concepts and provide a solid foundation for students to pursue postsecondary education. All science courses and science curriculum content is inquiry-based and hands-on in nature and will include strategies such as wide reading from complex texts, emphasize text-specific complex questions, and provide extensive research and writing opportunities.

Instruction in these subject areas will emphasize the important role science plays in both acquiring a new body of knowledge and mastering a scientific approach to problem solving. Students will be engaged in science inquiry, constructing an understanding of science

concepts through their own investigations and analyses using laboratory equipment. Science instruction at the School will be riddled with questions designed to stimulate higher-order thinking by students. Instructors will promote discussion about the increasingly international context of scientific activity, its impact and limitations, and the continuous evolution of scientific knowledge. The School will utilize the Sponsor's *Curriculum Pacing Guides*, to ensure the course is taught in alignment to respective NGSSS Benchmarks, with integrity to course content outline, and within the appropriate timeframes to address all required NGSSS (and/or CCSS, as adopted) for mastery.

Since instruction will also teach the need for safety, and appropriate safety measures, protocols, and precautions, and procedures, for the Science classroom and "experiment-rich" environments. The procedures that ought to be taken when conducting experiments (use of goggles, handling chemicals, etc.) and safety protocols, such as those presented in the BCPS "Safety and Science" policies and procedures manual, will be adhered to and taught to students. All labs will be conducted in a safe environment (with access to eyewash and use of goggles for teachers and students, as well as safe storage and appropriate disposal of chemicals by approved contractors) will be maintained in accordance with District guidelines, published therein the BCPC "Safety and Science" publication.

Classroom teaching strategies will emphasize active learning, both individually and in groups. Students will be introduced to problem solving, communication, and reasoning through experiments, modeling, investigations, and real-world applications. The instruction will include the use of manipulatives, discovery method, inquiry, higher-order thinking skills, technology, context based problem-solving activities, cooperative-learning groups, and verbal and written communication. Furthermore, assessment will be an integral part of instruction, consistent with the content, goals, and instructional design of the course. Assessments will encourage multiple approaches and make use of diverse forms and methods of assessment. Assessments will probe students' abilities to demonstrate depth, flexibility, and application of learning, as well as provide information on students' progress and learning needs.

All science coursework is designed to promote a sense of inquiry through laboratory experiences and to further develop critical thinking skills. Students are guided in the nature of science, the implementation of scientific habits of mind, the application of scientific knowledge, methodology, and the historical context of science. Emphasis will be placed on the use of laboratory techniques, terminology and relationships between scientific and mathematical disciplines. The science curriculum is aligned with Science NG SSS which are "world-class science standards" that reflect the conceptions of coherence, focus, and rigor promoted by the American Diploma Project (ADP) and the TIMSS framework. The science courses will address, at minimum, the following four (4) Bodies of Knowledge: Nature of Science, Earth and Space, Life Science and Physical Science. Three years of Science are required for high school graduation, however, students will be encouraged to pursue at least four years of science coursework.

Additionally, the school will utilize the Document Based Questions (DBQ) to assess the ability of each student to work within scientific sources in multiple forms. The secondary DBQ will have a maximum of 8 documents; at least 2 of which will be visuals. The DBQ requires many of the same skills used in developing a research paper - interpreting primary and secondary sources, evaluating sources, considering multiple points of view, using scientific evidence, developing and supporting a hypothesis.

Document-based questions will consist of Science Learning Standards, themes and concepts. They will focus on critical thinking skills and ask students to make comparisons, draw analogies, apply knowledge to the given data, and require students to apply scientific analysis. Additionally, these questions will ask students to take positions on issues or problems and support their conclusions, require students to look at issues from multiple perspectives, require student to apply skills they use as adults, are criterion referenced and employ a scoring rubric.

The School will require student complete science courses of Earth/Space Science, Biology, and Chemistry (or Physical Science) and therein the School will prepare students to develop sophistication in their abilities and understanding of scientific inquiry. Investigations will derive from questions and issues that have meaning for students, such as current events and technology-related problems. Student manipulation, analysis, and interpretation of data strategies will be modeled by science teachers and practiced by students. Determining the range, mean, and mode values of the data, plotting the data, developing mathematical functions, and looking for anomalous data are all examples of analyses students may perform. Small group discussions, peer review, posing alternative scientific explanations, discussing sources of experimental error, labeled drawings, writings, and concept mapping will also be used by students to develop their scientific explanations. These, in turn, will be the baseline for instruction as teachers help students construct explanations aligned with scientific knowledge, as well as helping them evaluate their own explanations and those made by scientists.

Through appropriate science instruction in this area, students will be able to:

- Conduct investigations to explore new phenomena, check previous results, and to test and compare theories.
- Understand the implications and process of new scientific ideas, the importance of scientific responsibility, and the value of technology.
- Discuss that the laws of the universe can be discovered through systemic study.
- Understand the role of scientists in society to understand matters of public concern.
- Understand that those who engage in design and technology to solve problems and apply practical scientific knowledge.

Students are required to complete a minimum of three credits of high school science for graduation. After the completion of the core courses, it is recommended that students continue to take at least one science course per year from the electives list. At minimum, the 3-year required minimum recommended sequence will include: Earth/Space Science, Biology I, and Chemistry or Physics (beyond the school requirement of Biology and Chemistry) students are encouraged to take Physics or another advanced science course with a lab component - or an

equally rigorous science course, in fulfillment of graduation requirements).

The following is a list of Science courses that will be offered, in accordance with student need, interest, and capability:

| COURSE TITLE | GRADE LEVEL | CREDIT |
|-----------------------------------|-------------|--------|
| Earth/Space Science | 9 | 1 |
| Earth/Space Science Honors | 9 | 1 |
| Earth/Space Science Honors Gifted | 9 | 1 |
| Biology I | 9-12 | 1 |
| Biology I Honors | 9-12 | 1 |
| Biology I Honors Gifted | 9-12 | 1 |
| AP Biology* | 10-12 | 1 |
| AP Biology Gifted | 10-12 | |
| Chemistry | 9-12 | 1 |
| Chemistry Honors | 9-12 | 1 |
| Chemistry Honors Gifted | 9-12 | 1 |
| AP Chemistry | 10-12 | 1 |
| AP Chemistry Honors | 10-12 | 1 |
| AP Chemistry Honors Gifted | 10-12 | 1 |
| Environmental Science | 11-12 | 1 |
| AP Environmental Science | 11-12 | 1 |
| Physical Science | 10-12 | 1 |
| Anatomy and Physiology | 10-12 | 1 |
| Physics | 10-12 | 1 |
| Physics Honors | 10-12 | 1 |
| Physics Honors Gifted | 10-12 | 1 |
| AP Physics | 11-12 | 1 |
| AP Physics Gifted | 11-12 | 1 |
| Anatomy and Physiology Honors | 11-12 | 1 |
| Marine Science I | 11-12 | 1 |
| Marine Science I Honors | 11-12 | 1 |

Research-Based Materials:

Some of the curriculum, programs, texts, and curriculum supplements the School intends to use to deliver Science instruction and achieve student mastery of the NG SSS (and/or CCSS, as adopted) include:

- state-adopted textbooks, proven effective and selected according to the content to be delivered from publishers, such as, Prentice Hall; Glencoe; Holt, Winston and Rinehart; McGraw Hill;
- use of Explore Learning's GIZMOS to enhance understanding of key Science concepts (GIZMOS are virtual "manipulatives" used during instruction to make key concepts easier to understand while targeting higher-order thinking skills);
- Chem Com;
- Active Physics;
- Tradebooks for Science; and
- calculator-based laboratories and probes, and Video-Discovery Science both.

Specific strategies will be implemented to increase awareness of Science programs and initiatives as well as to ensure student success and mastery of NGSSS (and/or CCSS, as adopted) as follows:

- Commit to hands-on science learning experiences- science teachers will incorporate at least 75 minutes of laboratory experience per week into their instruction;
- Encourage development of science clubs as well as honor societies, and Career Shadowing experiences;
- Allocate time for Science and mathematics teachers to work together to plan the integration of science and mathematics to support the curriculum of their specific courses (e.g. mathematics and science teachers at the School will include meaningful mathematics and science projects that emphasize the content strands and can be incorporated into classroom and home learning assignments);
- Integrate technology and literacy (e.g. CRISS strategies for mathematics and science) as a part of their effective teaching strategies;
- Utilize current research-based programs and high quality Materials with documented success; and
- Inform the community and the parents about the curriculum, assessment, and courses necessary to pursue various career options through a Family Math/Family Science and Technology Night, and/or a Career and College Fair.

Social Studies:

The primary goal of the social studies program will be to prepare students to be knowledgeable, informed, and active citizens in an increasingly diverse community, nation and interdependent world. The main purpose of the Social Studies program will be to promote civic competence and ensure that the values and ideals that have shaped our democratic nation continue to be instilled in our youth.

The Social Studies curriculum will be delivered via State-adopted and research-based texts, and will address all Social Studies NGSSS and Common Core State Literacy Standards, and with integrity to course content description provided by the State. Furthermore, the School will utilize the Sponsor's Scope and Sequence as a guide for curriculum development and ensure all appropriate content is addressed within a logical and prescribed timeline, and that it is fully addressed for mastery of respective subject area content, as detailed in the state course content descriptions. The school will also teach for mastery of the Common Core Reading and Writing Literacy Standards in History/Social Studies, which fall under the four areas, respectively:

Reading:

- Key Ideas and Details;
- Craft and Structure;
- Integration of Knowledge and Ideas; and
- Range of Reading and Level of Text Complexity.

Writing:

- Text types and Purposes
- Production and Distribution of Writing;
- Research to Build and Present Knowledge;
- Range of Writing.

The Social Studies program will utilize the following best practices to reach this goal:

1. Deliver a rigorous, standards-based (NG SSS) curriculum to positively impact student performance and achievement.
2. Increase the in-depth study of topics or content in each social studies discipline and decrease cursory coverage of a lock step curriculum. Deeper understandings help students learn, retain, and apply skills and knowledge.
3. Select the most important content and concepts, the most representative case studies, the most precedent-setting events that students will know and apply to their lives outside of school.
4. Increase activities that engage students in inquiry and problem solving about significant human issues.
5. Increase student decision making and participation opportunities in school and in wider social, political, and economic affairs.
6. Offer students opportunities to practice participation skills to carry on our democratic republican form of government.
7. Encourage teachers to participate in relevant professional development opportunities, designed to enrich their content knowledge and strengthen their pedagogical approaches to teaching social studies.
8. Utilize quality instructional resources to support the School's social studies instructional program and improve student achievement.
9. Integrate social studies disciplines within the field as well as with other areas of the curriculum.
10. Encourage Social Studies teachers to plan collaboratively with other content areas, especially language arts and mathematics, to ensure that literacy integration and language arts/reading standards are incorporated as well as math skills (e.g. reading graphs, charts and maps, using coordinates).
11. Subject to make the skill a "real-life", practical and applicable learning experience. Tap other District offices, government agencies, community and not-for-profit organizations, and websites such as www.ncss.org, (National Council for the Social Studies) and colleges and universities as support systems to enrich the K-12 social studies instructional program.
12. Increase knowledge and awareness of global issues, ethnic groups and religious groups to help students understand the environment that surrounds them locally, nationally and internationally, (e.g. by committing to offer a Model UN club, and seek to form a partnership with one of the local colleges/universities).
13. Encourage and assist social studies teachers, however possible, to participate and join professional social studies organizations such as Florida Council for Social Studies,

National Council for the Social Studies, et. al, and share said information with their departments.

14. Utilize Achieve 3000 weekly to support reading through social studies articles.

The School will ensure Social Sciences teachers possess a strong background in Social Sciences content and knowledge, enabling them to create a challenging instructional environment that integrates critical thinking, reading and writing skills throughout the social studies curriculum. The Social Studies teacher will also be required to:

- promote multicultural appreciation;
- emphasize geography and current events throughout the curriculum;
- emphasize a global perspective;
- develop skills such as reading maps, charts, and graphs;
- use a variety of learning strategies in the instructional program;
- encourage the examination of controversial issues;
- use a variety of teaching Materials and resources;
- assist students in conducting research;
- utilize technology to enhance the instructional program;
- use a variety of assessment techniques to evaluate students' progress;
- establish a positive teacher-student relationship; and
- encourage parental involvement.

The Social Studies curriculum will be delivered via State-adopted and research-based texts, and will address all Social Studies NG SSS (and/or CCSS, as adopted) and with integrity to course content description provided by the State. Notwithstanding, in agreement with the Sponsor, the School acknowledges content area teachers, secondary social studies teachers, in particular, often struggle with how to manage the overwhelming amount of information that is in their textbooks. Given this fact, social studies teachers will be encouraged to adapt an attitude of “purposeful abandonment” and ensure the course content as presented by the State and all respective Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted), including specific concepts and knowledge, can be retained, understood and mastered, as identified for their specific course.

The school will utilize the Document Based Questions (DBQ) to assess the ability of each student to work within scientific and historical sources in multiple forms. The secondary DBQ will have a maximum of eight documents; at least two of which will be visuals. The DBQ requires many of the same skills used in developing a research paper - interpreting primary and secondary sources, evaluating sources, considering multiple points of view, using historic evidence, developing and supporting a thesis.

Document-based questions consist of Social Studies Learning Standards, themes and concepts. They will focus on critical thinking skills and ask students to make comparisons, draw analogies, apply knowledge to the given data, and require students to apply historic analysis. Additionally, these questions will ask students to take positions on issues or problems and support their conclusions, require students to look at issues from multiple perspectives,

require student to apply skills they use as adults, are criterion referenced and employ a scoring rubric.

Further, the School will make a special effort to address a variety of cultures and times and analyze their interaction in the modern world. Lessons will be designed to teach students to effectively analyze historical evidence, use sources effectively, detect potential bias in resources due to cultural influences, and argue empathetically. Thematic units will be designed that integrate the various subjects and address the four key areas of the social studies curriculum: Time, Continuity, and Change (History); People, Places, and Environments (Geography); Government and the Citizen (Civics and Government); and Economics. Additionally, in accordance with the BCPS SPP, the School will infuse the following topics in the social studies curriculum:

- African-American History Requirement;
- Holocaust Requirement;
- Hispanic Contributions to the United States Requirement;
- Women's Contributions to the United States Requirement;
- Veterans Contributions Recognition;
- "Celebrate Freedom Week" - Instruction shall be in accordance with Florida Statutes and district guidelines in an effort to encourage patriotism; and
- Character Education.

Research-Based Materials:

Some of the state adopted texts and curriculum supplements the School may use to deliver Social Studies instruction and achieve student mastery of the NG SSS (and/or Common Core State Standards, as adopted) include:

- State-adopted textbooks, proven effective and selected according to the content to be delivered from publishers such as: Prentice Hall - Connections to history and Comparative Politics today; Houghton Mifflin -Western Society; Magruder's - American Government and Government by the People; and American Passages and America Past and Present;
- Grolier Online – providing quick access to encyclopedia articles, web links, and full-text periodical articles and rich multimedia databases (e.g., Encyclopedia Americana, Grolier Multimedia, New Book of Knowledge, America the Beautiful, etc.);
- Discovery Learning and BrainPop, Webquests, Podcasts;
- Florida eChoices - The career exploration and information system from bridges.com for the State of Florida;
- Facts on File - Extensive resources and curriculum related databases, such as American Women's History, World History On-File, African American History On-File, Geography On-File, et.al; and
- SIRS - SIRS Knowledge Source (SKS) provides full-text articles and internet resources for credible information on social issues, science, history, etc. and representing respected domestic and international publications organizations. Teachers can also search for resources by state standard on social issues, science, history, government, the arts and humanities, etc.

Additionally, the School will also address the specific needs of learners via an individualized approach for the placement of students in courses. The School will consider test scores, academic history, state and district requirements, and teacher recommendations when placing students, always for the benefit of the student and always encouraging students to pursue the most challenging coursework in which he or she can be successful. That is to say, students will be counseled as to course recovery options, individually and by a school counselor, who is aware of all options and scheduling nuances, as well as the respective anticipated results of recovery options. For example, in most cases, students may elect to repeat a course if the schedule permits, but scheduling can become a challenge if the student is enrolled in intensive coursework. A student could also repeat the course via Adult Education and/or through Florida Virtual School, to recover a mandated course credit, as necessary.

Similarly, the School will use the PSAT scores (students will take PSAT in 9th grade), subsequent CollegeBoard AP potential, scores of A or B in English, 4.5 on FCAT Writing, or 4 or 5 on FCAT Reading to identify students who have a demonstrated potential for success in advanced coursework. By virtue of student initiative and/or virtue of outstanding abilities, students may also be identified for advanced Social Studies coursework. The School will therefore offer differentiated educational programs beyond those normally provided by the regular school program in order to realize potential student contributions to self and society. Some of these options within the social studies branch include:

- Honors courses;
- Advanced placement program;
- Dual enrollment program; and
- Virtual Education Courses.

Courses:

Students will be required to successfully complete three credits of Social Studies in fulfillment of graduation requirements. After the completion of the core courses, the School will encourage and recommend that students continue to take at least one social studies course per year, as applicable, as an elective.

The following is a list of Social Science courses that will be offered, in accordance with student need and interest:

| COURSE TITLE | GRADE LEVEL | CREDIT |
|----------------------------------|-------------|--------|
| World History | 9 | 1 |
| World History Honors | 9 | 1 |
| World History Honors Gifted | 9 | 1 |
| AP World History | 9-12 | 1 |
| AP World History Gifted | 9-12 | 1 |
| American History | 11 | 1 |
| American History Honors | 11 | 1 |
| American History Honors Gifted | 11 | 1 |
| AP American History | 11-12 | 1 |
| AP American History Gifted | 11-12 | 1 |
| American Government | 12 | 0.5 |
| American Government Honors | 12 | 0.5 |
| AP US Government and Politics | 12 | 0.5 |
| Economics | 12 | 0.5 |
| Economics Honors | 12 | 0.5 |
| Economics Honors Gifted | 12 | 0.5 |
| AP Macroeconomics | 12 | 0.5 |
| AP Microeconomics | 12 | 0.5 |
| AP European History | 9-12 | 1 |
| AP European History Gifted | 9-12 | 1 |
| Human Geography | 10 | 1 |
| AP Human Geography | 10-12 | 1 |
| World Cultural Geography | 10-12 | 1 |
| AP Comparative Government | 11-12 | 1 |
| Latin American History | 10-12 | 0.5 |
| Psychology I | 9-12 | 0.5 |
| Psychology II | 9-12 | 0.5 |
| AP Psychology | 10-12 | 1 |
| Comprehensive Law Studies | 10-12 | 1 |
| Comprehensive Law Studies Honors | 10-12 | 1 |

The School's curriculum will be standards-based in keeping with the Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted) and results--rather than processes--will be emphasized. The School will deliver a curriculum to prepare all students not only for college entry but also for successful completion of their postsecondary education, as evidenced by college course completion without the need for remediation. It is anticipated that students will meet and/or exceed the requirements for a standard high school diploma, demonstrating mastery of all respective Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted).

The School will implement the BCPS *Student Progression Plan*, as a vehicle to guide the progression and implementation of the curriculum to be taught (in the manner described herein

the following section). The School will seek to expand each student's foundation in each core subject to build upon the preceding acquired knowledge in order to prepare student to compete in a global market.

The School curriculum is designed to serve students of all ability levels, and therefore, students in need of remediation for not making adequate progress towards mastery of the Next Generation Sunshine State (and/or Common Core State Standards, as adopted) and/or students with special learning needs will have access to supervised study time and tutoring services during non-school hours (e.g. after school, Saturday mornings, etc. and whenever possible, to accelerate and/or remediate student achievement).

Similarly, students performing at grade level and above will have access to the full range of academic courses. Students who wish to pursue an advanced academic program will be provided with honors and Advanced Placement courses. Additionally, students will have the opportunity to earn additional credits through, for example, Dual Enrollment Courses at institutions of higher education and/or through Virtual School and/or Summer Programs, and students will be advised and made aware of those options by qualified personnel. All students at the School will be encouraged to maximize their academic potential by taking the most rigorous program in which they can be successful.

Notwithstanding, the School will serve students of all ability levels, and therefore, students in need of remediation or students who do not demonstrate grade level performance (as evidenced by earning a 1 or 2 on the FCAT exam or not passing an EOC, as applicable) will receive a school-wide PMP in reading and/or mathematics. Similarly, a PMP can also be initiated for science and writing by the teacher to target strategies for remediation of deficiencies in those areas. The School, in consultation with the student's parent, will develop the PMP as a means to assist the student in meeting state and district levels for proficiency. Each plan will include provision for intensive remedial instruction through extended school day activities; tutorial programs; Saturday class; and/or referral to the School Support Team. Exception might be an ELL student who has participated in the ESOL program for less than two years; and/or a SPED student whose IEP dictates otherwise and therefore the IEP supersedes the PMP criteria –in those situations, these students would not be required to be included in the school wide PMP process.

The School's curriculum will require students to interact with each other, apply curriculum to real-life situations, and use a variety of technological tools beyond the classroom. Teachers will incorporate various teaching strategies to accommodate all learning styles. In accommodating individual learning styles and individual learner needs, the School's curriculum incorporates the following instructional practices:

Interdisciplinary Connections - Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. As teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses.

Differentiated and Standards-Based Instruction –The School’s ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience.

Some of these instructional practices will include:

- **Direct Instruction (lecturing/modeling)**- This methodology will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted). This instruction is structured and based on mastery learning. Frequent curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention.
- **Scaffolding** - Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year progresses, the student becomes more adept at skills and at directing his or her learning, thus becoming more autonomous.
- **Cooperative Learning** – Teachers will guide small-group learning to increase communication and team-building skills. This is done based on grouping small teams of students heterogeneously according to ability, interest, background, etc.
- **Inquiry-Based Learning** - Based on the scientific method, this student centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills.
- **Information Processing Strategies** - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, CRISS Strategies, (e.g. KWL, reciprocal teaching, graphic organizing, scaffolding, webbing, etc.)
- **Accountability** - Teachers at the School are required to document instruction of the Next Generation Sunshine State Standards (NG SSS), (and/or Common Core State Standards, as adopted) and ELL strategies by completing daily lesson plans, as well as records of weekly and monthly thematic unit plans. Lesson plans identify specific objectives taught and benchmarks met as listed in the curriculum. The member of the administrative team will check lesson plans weekly and conduct daily classroom walk-throughs to ensure that curricular objectives which are documented in each teacher’s lesson plan book are being taught accordingly.

The following is a substantive overview of the core curriculum and courses that will be offered at the School. However, in fulfillment of graduation requirements other core courses may be offered as electives if necessary, to benefit the students.

Support for Curriculum Delivery - The school will have the following processes in place to support the delivery of the curriculum:

- targeted interventions for struggling readers and students performing below grade level (and implementation of the Sponsor's K-12 CRRP with fidelity);
- School Improvement Plan (SIP) maintained and utilized as a living document to ensure quality assurance, and as a continuous improvement tool to ensure that curriculum goals are being monitored, achieved, and accomplished;
- Literacy integration across all disciplines;
- Curriculum/instructional pacing of essential standards in major core content areas utilized and based on nine-week intervals (the School will utilize the Sponsor's curriculum pacing guides to ensure all NG SSS (and/or Common Core State Standards, as adopted) and course content Material is covered for mastery within specified timeframes);
- continuous review of curriculum implementation and student mastery to ensure a year's worth of learning via teaching of respective NG SSS (and/or Common Core State Standards, as adopted);
- ongoing principal evaluation is conducted through daily classroom walkthroughs (wherein the principal will ensure that all teachers are utilizing best practices and implementing the instructional initiatives with fidelity);
- research-based instructional practices will be incorporated (e.g. the Big Picture Company's *New Urban High School Design Principles* (NUHS), and Coalition of Essential School's principles);
- assessment data utilized to make instructional decisions and plan interventions (e.g. Sponsor's Benchmark Assessment Tests, teacher-made assessments, end of chapter assessments, embedded assessments, FAIR Assessments in Reading three times per year, with OPMs given if student performs below the threshold every 20 instructional days, embedded assessments, etc.);
- ongoing relevant professional development workshops to target learner needs;
- before and afterschool targeted tutoring for remediation and Saturday seminars for acceleration, in accordance with students learning needs;
- integration of long term thematic projects across the curriculum;
- focus on differentiated instruction for varied learning styles;
- reading and writing across the curriculum; and
- integration of technology across the major disciplines.

Preparing students to achieve the Next Generation Sunshine State Standards

The School's curriculum will be standards-based in keeping with the Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted) and results rather than processes will be emphasized. The School will deliver a curriculum to prepare all students not only for college entry but also for successful completion of their postsecondary education, as evidenced by college course completion without the need for remediation. It is

anticipated that students will meet and/or exceed the requirements for a standard high school diploma, demonstrating mastery of all respective Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted).

The School will implement the BCPS *Student Progression Plan*, as a vehicle to guide the progression and implementation of the curriculum to be taught (in the manner described herein the following section). The School will seek to expand each student's foundation in each core subject to build upon the preceding acquired knowledge in order to prepare students to compete in a global market.

The School curriculum is designed to serve students of all ability levels, and therefore, students in need of remediation for not making adequate progress towards mastery of the Next Generation Sunshine State (and/or Common Core State Standards, as adopted) and/or students with special learning needs will have access to supervised study time and tutoring services during non-school hours (e.g. after school, Saturday mornings, etc. and whenever possible, to accelerate and/or remediate student achievement).

Similarly, students performing at grade level and above will have access to the full range of academic courses. Students who wish to pursue an advanced academic program will be provided with honors and Advanced Placement courses. Additionally, students will have the opportunity to earn additional credits through, for example, Dual Enrollment Courses at institutions of higher education and/or through Virtual School and/or Summer Programs, and students will be advised and made aware of those options by qualified personnel. All students at the School will be encouraged to maximize their academic potential by taking the most rigorous program in which they can be successful.

Notwithstanding, the School will serve students of all ability levels, and therefore, students in need of remediation or students who do not demonstrate grade level performance (as evidenced by earning a 1 or 2 on the FCAT exam or not passing an EOC, as applicable) will receive a school-wide PMP in reading and/or mathematics. The School, in consultation with the student's parent, will develop the PMP as a means to assist the student in meeting state and district levels for proficiency. Each plan will include provision for intensive remedial instruction through extended school day activities; tutorial programs; Saturday class; and/or referral to the School Support Team. Exception might be an ELL student who has participated in the ESOL program for less than two years; and/or a SPED student whose IEP dictates otherwise and therefore the IEP supersedes the PMP criteria –in those situations, these students would not be required to be included in the school wide PMP process.

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Interdisciplinary Connections - Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. As teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses.

Differentiated and Standards-Based Instruction –The School’s ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual student’s learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience.

The following is a substantive overview of the core curriculum and courses that will be offered at the School. However, in fulfillment of graduation requirements other core courses may be offered as electives if necessary, to benefit the students.

Support for Curriculum Delivery - The school will have the following processes in place to support the delivery of the curriculum:

- targeted interventions for struggling readers and students performing below grade level (and implementation of the Sponsor’s K-12 CRRP with fidelity);
- School Improvement Plan (SIP) maintained and utilized as a living document to ensure quality assurance, and as a continuous improvement tool to ensure that curriculum goals are being monitored, achieved, and accomplished;
- Literacy integration across all disciplines;
- Curriculum/instructional pacing of essential standards in major core content areas utilized and based on nine-week intervals (the School will utilize the Sponsor’s curriculum pacing guides to ensure all NG SSS (and/or Common Core State Standards, as adopted) and course content Material is covered for mastery within specified timeframes);
- continuous review of curriculum implementation and student mastery to ensure a year’s worth of learning via teaching of respective NG SSS (and/or Common Core State Standards, as adopted);
- ongoing principal evaluation is conducted through daily classroom walkthroughs (wherein the principal will ensure that all teachers are utilizing best practices and implementing the instructional initiatives with fidelity);
- research-based instructional practices will be utilized (e.g. Marzano’s High Yield Teaching Strategies, the Eight-Step Instructional Process, the Big Picture Company’s *New Urban High School Design Principles* (NUHS), and Coalition of Essential School’s principles;
- assessment data utilized to make instructional decisions and plan interventions (e.g. Sponsor’s Benchmark Assessment Test, teacher-made assessments, end of chapter assessments, embedded assessments, FAIR Assessments in Reading three times per year;
- ongoing relevant professional development workshops to target learner needs;
- before and afterschool targeted tutoring for remediation and Saturday seminars for acceleration, in accordance with students learning needs;

- integration of long term thematic projects across the curriculum;
- focus on differentiated instruction for varied learning styles;
- reading and writing across the curriculum; and
- integration of technology across the major disciplines.

B. Describe the research base and foundation materials that were used *or will be used* to develop the curriculum.

A tremendous amount of research has been conducted on effective practices for improving student learning to create the most effective curriculum possible. This research provides the basis for pedagogy at the School. In addition to utilizing the Sponsor's approved curriculum, selected successful practices will be used in all of the academic courses. However, it will be expected that, in addition to these practices, teachers will also implement research-based strategies as applicable through their own subjects.

The School's educational program is specifically designed to improve the academic performance of all students, including at-risk students, by tailoring curriculum to individual learning styles, by focusing on strengths, by setting high academic expectations, by viewing differences as assets rather than liabilities and by incorporating best educational practices into the classroom and the curriculum. Differentiated instruction throughout the curriculum will assist all students in reaching their highest potential.

Effective strategies such as tutoring will be used not only to adapt instruction for students who need additional help but also to enrich instruction for students able to accelerate their learning. Additionally, high expectations will be set for all members of the School, creating a culture that encourages success. The curriculum of the School will meet and in some cases exceed the requirements to be considered a rigorous program.

The School will also implement hands on learning, inquiry-based research projects, science experimentation, hands-on technology that is integrated and problem driven, CRISS (Creating Independence through Student-owned Strategies), Reciprocal Teaching, and the Small learning communities' philosophy. Additionally, the School has utilized a great deal of research conducted on learning a second language, which points to heightened success for students who engage in its study.

The school will utilize research based and state adopted textbooks for all core curriculum subjects. Some of the research-based programs that will be utilized include:

- K-12 Comprehensive Research-Based Reading Plan implemented by Palm Beach County.
- Jamestown Navigator

- C. Describe the school's reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level.

The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research.

Reading is a critical portion of Florida's education system and the law requires it be a "primary focus" of all school curricula. The School will support the *Just Read, Florida!* initiative in assisting all students in becoming successful, independent, and comprehensive readers by adopting the BCPS K-12 Comprehensive Research-Based Reading Plan (CRRP) to provide teachers with a systematic framework for literacy instruction. The goal of all instruction is to improve student achievement through mastery of the Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted). Reading programs alone cannot accomplish the task of moving students to achieve mastery with grade level text. Schools need to use research based strategies that are systematic, explicit, scaffolded, differentiated, and print-rich and that are compatible with the instructional goals in the district's Comprehensive Research Based Reading Plan Programs. The School will adopt the plan in effect during the 2014-2015 school year and the applicant intends to modify as per the Sponsor's future modifications to the K-12 CRRP, and throughout the duration of the charter.

The goal of all instruction is to improve student achievement through mastery of the Sunshine State *Wilson Reading* need extensive and intensive intervention in word study, applying decoding strategies to text, building fluency as accuracy increases, vocabulary and comprehension strategies, infusing NGSSS benchmark strategies with scaffolded support across texts of increasing complexity.

Wilson Reading is a highly structured, systematic reading and writing program that serves as a comprehensive intervention to support struggling readers in learning the structure of words and language by teaching them to decode and encode (spell) fluently. Instruction is interactive and multi-sensory. *Wilson Reading* resources include age-appropriate reading material for older students.

Progress monitoring for students in *Wilson Reading* is conducted through in-program Step mastery tests. Annual growth in reading is monitored by pre- and post-Diagnostic Assessments of Reading (DAR) results, the WADE (Wilson Assessment for Decoding and Encoding), and FCAT results. Students are progress monitored three times per year using the Florida Assessments for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes. The Progress Monitoring schedule for all students is outlined on the High School Assessment Chart.

Placement of Level 1 and 2 students in Grades 9-10 with significant intervention needs in decoding and text reading efficiency:

Level 1 and 2 students without needs in decoding but who have some deficits in text reading efficiency are placed in National Geographic/Hampton-Brown *Edge B* (if 9th grade) or *Edge C* (if 10th grade) for a single block of Intensive Reading daily. Students placed in *Edge B* or *Edge C* need instruction on text reading efficiency (fluency and comprehension), with a strong comprehension monitoring, reasoning, and vocabulary focus, infusing NGSSS benchmark strategies with scaffolded support across texts of increasing complexity, including grade level content area and literary texts.

Progress monitoring for students in the single block of *Edge B* and *Edge C* is conducted through in-program mastery tests, the district's Benchmark Assessment Tests, as well as the fall, winter and spring Florida Assessments for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes. Annual growth in reading is demonstrated by pre and post Diagnostic Assessments of Reading (DAR) results, in-program assessments, and FCAT results. The Progress Monitoring schedule is outlined on the High School Assessment Chart.

Placement of Level 2 students in Content Area Reading Intervention (CAR-PD) Option: Level 2 students without needs in decoding or text reading efficiency may be served in a content area reading intervention or CAR-PD Option. The content area teacher serves as the reading teacher of record and provides the student with additional reading instruction using reading strategies embedded within the content area curriculum. The content area teacher will be Reading Certified or Reading Endorsed or will have completed CAR-PD or NGCAR-PD. If a CAR-PD teacher is not available, students will be placed in *Edge C*. Students in CAR-PD need rigorous instruction in vocabulary, comprehension strategies, and high-level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks, infusing NGSSS benchmark strategies with scaffolded support across highly complex and challenging grade level content area and literary texts.

Progress monitoring for students in CAR-PD is conducted through in-program mastery tests, the district's Benchmark Assessment Tests, as well as the fall, winter and spring Florida Assessments for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes. Annual growth in reading is demonstrated by pre and post Diagnostic Assessments of Reading (DAR) results, FAIR, and FCAT results. The Progress Monitoring schedule is outlined on the High School Assessment Chart.

Placement of 11th and 12th Grade students who have not passed the FCAT: 11th and 12th grade students that have not passed the tenth grade FCAT, having achieved a Level 1 or 2 SSS FCAT Reading score of 299 or below (or whatever the FL DOE determines as achieving a passing score on FCAT 2.0) will be served in Intensive Reading until they pass the FCAT or meet graduation requirements through a concordant score on the ACT or SAT. These students will be placed in Intensive Reading: Improving Reading for Career and College Readiness or Intensive Reading: Advancing Reading for Career and College Readiness. Students in these courses need rigorous instruction with a strong vocabulary, comprehension, reasoning, and critical thinking focus, infusing NGSSS and ACT/SAT strategies with scaffolded support across highly complex and challenging grade level content area and literary texts.

Students are provided guided support in applying these skills and strategies to their content area texts, inquiry and research projects, and other authentic reading, writing, and presentation tasks with a college and career focus. The curriculum focuses on strategies students need not just for passing the FCAT Reading Retake, but also on the strategies they need to achieve success on the ACT and/or SAT (with a concordant or college readiness score.) Students use *Ten Steps to Improving College Reading Skills* and *Ten Steps to Advancing College Reading Skills*, by Townsend Press as core texts. Additional texts include *The Real ACT*, Impact, Principle Woods, students' textbooks in other core subjects, and public domain texts of *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*.

Progress monitoring in 11th and 12th Grade Intensive Reading is conducted through in-program assessments, the district's Benchmark Assessment Tests, released items and practice tests for the FCAT, ACT, and SAT, as well as the fall, winter and spring Florida Assessments for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes. Annual growth in reading is demonstrated by pre and post Diagnostic Assessments of Reading (DAR) results.

Supplemental Intervention Reading Programs (SIRP)

Supplemental Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). They may be used with almost all students in the class in the event that the Comprehensive Intervention Reading Program (CIRP) does not provide enough instruction and practice in a given area for the majority of the students in the class or to provide targeted, intensive interventions for smaller groups of struggling readers. These programs provide targeted instruction designed to fill in gaps in student knowledge or skill. These programs can be used to provide additional instruction, additional practice, or both.

The CIRP includes instructional content based on the six essential components of reading instruction (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension). CIRPs are used to accelerate growth in reading with the goal of returning students to grade level proficiency. Teachers will place students in intervention programs based on data.

Students not meeting proficiency, as established by the state, regardless of whether they are fluent, will be placed in the appropriate intensive reading class. The following four courses in high school will offer the intensity of instruction needed to address student needs:

- Intensive Reading Plus (IR+): FCAT 2.0 Level 1 and 2 (or not meeting state proficiency standard as adopted by the state) students who are non-fluent and in need of decoding, fluency, vocabulary, and comprehension instruction = minimum of 90 minutes daily.

The School will provide an Intensive Reading Plus class for students who are non-fluent and in need of instruction in decoding and fluency. Students in high school who are non-fluent will be provided a daily literacy block. This literacy block will focus on explicit phonics and fluency instruction in order to improve decoding and fluency. The literacy block will include one period of Intensive Reading “Plus” back-to-back with one period of Language Arts taught by the same teacher. In order to provide sufficient opportunity to remediate these deficits, the students enrolled in the Intensive Reading “Plus” literacy block will receive a greater allotment of instructional time.

- Intensive Reading (IR): FCAT 2.0 Level 1 and 2 (or not meeting state proficiency standard as adopted by the state) students who are fluent and in need of vocabulary and comprehension instruction = minimum of 55 minutes daily or 90 minutes every other day.

The School will provide an Intensive Reading class for students who are fluent and in need of vocabulary and comprehension instruction. This class will focus on effective reading strategies and differentiated instruction that reinforces whole group instruction and provides opportunity for intervention within the classroom context.

- Intensive Reading Enrichment (IR-EN) This course will be required: FCAT 2.0 Level 2 (or not meeting state proficiency standard as adopted by the state) students who are fluent and in need of vocabulary and comprehension instruction at a higher level=minimum of 55 minutes daily or 90 minutes every other day.

In addition to the Intensive Reading (IR) course, the School will provide an Intensive Reading Enrichment class for high FCAT 2.0 Level 2 (or not meeting state proficiency standard as adopted by the state) students and students who have regressed. The class will focus on specific reading strategies targeted to enrich the level of instruction to significantly improve students’ vocabulary and comprehension achievement using selected grade level text and novel units.

- Intensive Reading for 11th/12th Grade Retakers: Level 1 and 2 students who have not met the graduation requirement and in need of reading instruction=minimum of 55 minutes daily or 90 minutes every other day.

The School will provide an Intensive Reading class for students who have not met the graduation requirement and in need of vocabulary and comprehension instruction. This class will focus on effective reading strategies and differentiated instruction that reinforces whole group instruction and provides opportunity for intervention within the classroom context. Students in 11th and 12th grade who have not met the reading graduation requirement must be enrolled in an Intensive Reading class in addition to the regular English class.

Students in grades 11 and 12 who have met the graduation requirement, but whose

developmental FCAT Reading score falls within level 2 (1926-2067) will receive reading intervention in the English class. The teacher will provide differentiated instruction based on student assessment data to improve reading proficiency.

Schools will utilize the following CIRPs in high school reading classes:

- Hampton Brown Edge Levels A (grade 9) and B (grade 10) - Intensive Reading Plus classes;
- Springboard
- Sun Sentinel - 11th and 12th Grade Retaker classes.

Schools will utilize the following CIRPs in the high school Developmental Language Arts Through ESOL classes:

- Hampton Brown Edge Fundamentals - ESOL Level 1
- Hampton Brown Edge Level A - ESOL Level 2
- Hampton Brown Edge Level B - ESOL Level 3
- Hampton Brown Edge Level C - ESOL Level 4

Materials:

The School will utilize one or more of the following SIRP Materials in reading classes: Reading Plus, Rewards, Jamestown Timed Readers, and SIPPS (Systematic Instruction in Phonemic Awareness, Phonics and Sight Words). Supplemental Intervention Reading Programs are intended for flexible use as part of differentiated instruction, or in more intensive interventions to meet student learning needs in specific areas (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension). Within these groups students will receive supportive comprehension instruction with scaffolding as necessary that focuses on using grade level text to explicitly address text complexity. The ultimate goal is to have students read independently grade level text.

Instructional Models

Guided by teacher instructions, reading/literacy teachers will model effective reading strategies and guide students through pre-reading, during reading, and post-reading techniques that will strengthen metacognition and self-monitor their own comprehension.

○ **Systematic, Direct and Differentiated Instruction-** Based on the research, teachers will use systematic, direct and differentiated instruction in their curriculum delivery while implementing the above mentioned research-based strategies as follows:

- **Systematic instruction** will involve a carefully designed sequence plan for instruction. The plan for systematic instruction is carefully thought out, strategic and designed before activities and lessons are developed. Systematic instruction is clearly linked within, as well as across, the six elements of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment.

Students are provided appropriate practice opportunities which directly reflect instruction.

- **Direct instruction** is an instructional approach that utilizes explicit and structured teaching routines. A teacher using direct instruction models, explains, and guides the students through extended practice of a skill or concept until mastery is achieved. The lessons are fast paced, students are academically engaged, and teachers are enthusiastically delivering instruction. Direct instruction is appropriate instruction for all learners, all five components of reading, and in all settings (whole group, small group, and one-on-one).
- **Differentiated Instruction** meets the demands of the differing learning abilities in the same class. For optimal instruction, students will be grouped in various ways and in flexible setting to accommodate varying reading levels and learning styles. Teachers will utilize the methods of whole-group instruction, small-group instruction, individual instruction, and independent reading to address the various needs of the students.
- **Print-Rich Environment** - Each reading class will maintain a classroom library to include a collection of quality literature that includes Material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and nonfiction. This collection will offer students reading Material that will support their individual interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. The books in the classroom library will be attractively displayed to exhibit an inviting accessibility to all students. Teachers will organize classrooms to afford students ample opportunities for, and easy access to reading Materials during literacy center time within the daily reading block. (e.g. Word Walls)
- **Sustained Silent Reading** - Increments of independent, sustained silent reading will be included in the reading classroom. Reading Material will be self-selected, and will encourage students to build stamina for increasingly longer and more challenging text. Teachers will monitor for engagement via reading logs, reaction journals, text talk, book passes or story summaries, to help students make connections to text.

The Reading Leadership Team:

The school will establish a Reading Leadership Team, with the purpose of creating capacity of reading knowledge within the school building and focusing on areas of literacy concern across the school. The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The principal,

reading coach (as applicable), mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The administrative team will conduct classroom visitations, monitor lesson plans and ensure that reading strategies are implemented across (if applicable) the curriculum. Teachers needing assistance will be supported by reading coordinators. In addition, all faculty members will address strategies for reading instruction in their annual Individual Professional Development Plans (IPDP). These strategies will be constantly updated based on the results and analysis of progress monitoring in reading.

The Reading Leadership Team will meet monthly to:

- Discuss and disaggregate student data;
- Review, plan and assess the professional development needs of staff related to reading instruction based on student performance data;
- Develop an action plan that addresses curricular and professional development needs as they relate to the implementation of the reading plan; and
- Plan and promote school-wide literacy events, among other things.

The principal will actively promote school-wide literacy reform by:

- Including representation from all curricular areas on the RLT;
- Selecting team members who are skilled and committed to improving literacy;
- Offering professional growth opportunities for team members;
- Creating a collaborative environment that fosters sharing and learning;
- Developing a school wide organizational model that supports literacy instruction in all classes; and
- Encouraging the use of data to improve teaching and thus impact student achievement.

Language Arts Department Heads, and/or Reading Coaches, if applicable, will analyze progress monitoring data on a quarterly basis. As student data are collected and analyzed, these data will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for focused professional development (including site-based modeling and coaching).

Data Collection and Analysis: The School's The Reading Leadership Team will compile progress monitoring data on a quarterly basis (or when available) and will disaggregate the results. Classroom instruction will be designed to address the deficiencies shown by data analysis and progress monitoring (incorporating classroom assessments) will be used to measure effectiveness of such.

Progress Monitoring:

The principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District benchmark assessment test data, observational

data, and in-program assessment data. Progress monitoring and benchmark assessment test data will be collected a minimum of three times per year. Observational data is collected via principal classroom walk-throughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

- participating in the Data Analysis Team meetings after each FAIR assessment period,
- analyzing the progress monitoring data with reading coach (or a language arts department head),
directing the reading coach (or a language arts department head) to meet with grade level/departments to review their progress monitoring (FAIR) data,
- monitoring that the reading coach (or a language arts department head) uses the data to differentiate teachers support as evidenced by the coach's log, daily/weekly schedule, classroom visitations, and
- monitoring the teacher's use of data driven instruction during classroom visits.

The School will utilize the Florida Assessments for Instruction in Reading (FAIR) as a progress monitoring tool. Students will be progress monitored three times per year using the Florida Assessments for Instruction in Reading (FAIR). In addition, teachers will keep data portfolios, or folders, of student assessment results and progress in their classrooms to provide additional data of student progress for district and school-based monitoring. The School will also utilize the District's Benchmark Assessment Test as a means to progress monitor.

The School will know the Reading Plan is working by obtaining quality results on the Sponsor's Benchmark Assessment Tests, which have proven to be highly predictive of FCAT success. Results will be used to modify instructional practices, interventions, and for the use of differentiated instruction. Subsequently FCAT examinations will dictate whether or not the School has met prescribed goals and objectives and will clearly indicate whether or not students have made a year's worth of learning gains in a given year.

NOTE: The Sponsor's BCPS K-12 CRRP, as referenced above, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the K-12 CRRP, as amended from time to time.

D. Explain how students who enter the school below grade level will be engaged in and benefit from the curriculum.

All students will be engaged in and benefit from the curriculum, including exceptional students or students who enter the school below grade level. The results of the most recent Florida Comprehensive Assessment Test, teacher-made tests, and screenings through the reading program will be used to determine the level of mastery in reading, writing, mathematics and science for all students. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services).

Apart from providing the specific services listed in a student's IEP, EP, and/or ELL plans for ELLs, as applicable, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students remain successful. Student performance will be continuously assessed. Students not making adequate progress towards the Next Generation Sunshine State Standards will be identified and the following measures will be instituted:

- All students not meeting standards will be placed on a Progress Monitoring Plan and specific strategies to remediate any learning deficiencies will be implemented (excluding ELLs who have been participating in the ESOL program for less than 2 years and/or ESE students who have an IEP in place that takes the place of a PMP.)
- Reading strategies in the content areas will be facilitated throughout the curriculum to provide students additional practice in addition to those taught during language arts classes.
- Early bird, Super Saturday, and daily pull-out tutoring may be required for those students consistently demonstrating non-mastery of the standards.
- Students consistently demonstrating non-mastery of Benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.

In addition, students needing remediation based on respective subject area assessments in specific subject areas will be assigned to and placed on a specific Progress Monitoring Plan (PMP) targeting these deficiencies. This plan requires active participation from the student, the parents and specific teachers in order to ensure continuous student improvement. This initiative allows each student to have ownership and understating of his/her learning style and allows each student to track and monitor his/her achievement. The PMP will be comprised of specific measurable individualized goals for that student, as well the strategies and services (tutoring/required additional classes, ELD services) to be implemented in order for the student to achieve the specified goals.

E. [Describe proposed curriculum areas to be included other than the core academic areas.](#)

The following elective courses will be offered to enhance the curriculum and/or in fulfillment of course requirements.

World Languages:

The School recognizes that the growing international interdependence among nations and the pluralistic nature of the world demands that the United States develop citizens with sound understanding of international and cross-cultural issues, and with the ability to communicate in more than one language.

Two years of language other than English will be offered, to afford students the opportunity to meet the foreign language entry requirement for state university system and become eligible for the State of Florida's Bright Future's Scholarship. Reading, speaking, and writing a language other than English will not only encompass enhancing students' functional ability with

the language, but also will focus on viewing and using the knowledge of another world language as the gateway to the understanding and appreciation of another culture. Additionally, language courses will aim to reinforce and build grammar, vocabulary, comprehension and critical thinking skills that can be transferred to the English language.

To that end, all language courses will be delivered via State-adopted and research-based texts, and will address all language NG SSS (and/or Common Core State Standards, as adopted). Further, the School will ensure all state mandates and standards are addressed and that course content for language courses is delivered as specified in the course content description provided by the State, with fidelity.

The following is a list of courses that the school intends to offer, however with the possibility of additional or alternate language coursework upon considering student need and interest:

| COURSE TITLE | GRADE LEVEL | CREDIT |
|-----------------------------------|-------------|--------|
| Spanish I - (Non-Speakers) | 9-11 | 1 |
| Spanish II - (Non-Speakers) | 9-12 | 1 |
| Spanish for Spanish Sp I | 9-11 | 1 |
| Spanish for Spanish Sp II | 9-11 | 1 |
| Spanish for Spanish Sp III Honors | 9-12 | 1 |
| Spanish for Spanish Sp IV | 9-12 | 1 |
| AP Spanish Language | 9-12 | 1 |
| AP Spanish Literature | 10-12 | 1 |
| French I | 9-11 | 1 |
| French II | 9-12 | 1 |
| French III | 9-12 | 1 |
| French IV | 9-12 | 1 |
| AP French Language | 10-12 | 1 |

The Arts:

The School will apply an approach of global interpretation and understanding of the arts for its students, analyzing the common traits and differences of artistic expression across cultures, discovering the cultural values of civilizations reflected in their works of arts, and understanding the relationship between ideas and arts across the globe.

Both visual arts and performing arts will be elements of the curriculum. Students will be taught to identify particular creative abilities and to master techniques appropriate to particular forms of expression, developing their own imagination and skills. Works of art that have proven to be of enduring worth will be used throughout the program of arts instruction. The School will be organized around the “creative cycle” wherein an exploration of the arts will focus on “creative energy, communication, interaction, and reflection.”

The following is a list of courses that will be offered, in accordance with student need and interest:

| COURSE TITLE | GRADE LEVEL | CREDIT |
|---|-------------|--------|
| Administrative Office Technology | 9-12 | 1 |
| Accounting I | 9-12 | 1 |
| Accounting II | 10-12 | 1 |
| Accounting III | 10-12 | 1 |
| Business and Entrepreneurial Principles | 10-12 | 1 |
| Intro to Information Technology | 10-12 | 1 |
| Digital Design I | 9-12 | 1 |
| Digital Design II | 10-12 | 1 |
| Digital Design III | 10-12 | 1 |
| Business Software Applications 1 | 9-12 | 1 |
| Business Software Applications 2 | 10-12 | 1 |
| Multimedia Foundations I | 9-12 | 1 |
| Multimedia Foundations II | 10-12 | 1 |
| Computing for College Careers | 10-12 | 1 |
| Web Design 1 | 9-12 | 1 |
| Web Design 2 | 10-12 | 1 |
| Web Design 3 | 10-12 | 1 |

Physical Education:

The School's physical education program will center on teaching students to cultivate a healthy and active lifestyle. Students will develop the motor skills necessary to participate successfully in a variety of physical activities, and will learn the benefits of a regular exercise regime. The physical education program will also expand beyond the school grounds, allowing students to experience and appreciate a wide range of physical activities outside of school, and will be structured to include opportunities for forms of self-reflection, communication, and teamwork.

The following is a list of courses that will be offered, in accordance with student need and interest:

| COURSE TITLE | GRADE LEVEL | CREDIT |
|--------------------------------|-------------|--------|
| Personal Fitness | 9-12 | 0.5 |
| Team Sports I | 9-12 | 0.5 |
| Team Sports II | 9-12 | 0.5 |
| Individual and Dual Sports I | 9-12 | 0.5 |
| Individual and Dual Sports II | 9-12 | 0.5 |
| Individual and Dual Sports III | 9-12 | 0.5 |
| Beg. Weight Training | 9-12 | 0.5 |
| Beg. Aerobics | 9-12 | 0.5 |
| Int. Aerobics | 9-12 | 0.5 |

Business Technology/Practical Arts:

Courses in business technology/practical arts will provide planned, specialized instruction designed to prepare students to enter employment, to make career progress, and to refine prescribed competencies required for employment in a cluster of business occupations or in a specific occupation chosen as a career objective. Courses will prepare students for jobs in a variety of fields such as Management and Supervision, Accounting, Finance and Computer Technology, Web Design, etc. Students are provided with concrete experiences through the study and use of technological tools, Materials, systems, and processes.

The school recognizes that instructional technology can facilitate learning and enhance the curriculum itself. All members of the school, including parents, will benefit from the success of the technology plan. The teachers will improve their lesson plans and delivery methods. The students will have the opportunity to be exposed to and to learn an enhanced curriculum with all the additional tools for computation and visualization.

The School, in an effort to maximize student exposure to the latest technology, will equip its classrooms with multi-media, high-speed computers and other hardware with high-speed Internet access. In addition to technology utilized in elective courses listed below, the School will utilize SMART, Promethean and Mimio boards. Additional equipment can be integrated with best practices to enhance the technological exposure of the students such as the purchase of document cameras, various integrated learning systems and professional development related to such systems, plus other hardware and peripherals to increase staff, teacher, parent and student access to a wide range of advanced equipment that facilitates operations, improves instruction, and encourages the use of 21st Century technology.

Such integration of technology throughout the curriculum requires policies are in place to promote safe, ethical, and appropriate use of such technology in compliance with legal and professional standards. Therefore, a policy for the acceptable use of the Internet as a tool for learning will be included in the respective handbooks produced and agreed to by students and their parents that clearly dictate network etiquette guidelines for such use. Similarly, in the staff handbook, a similar use policy will be included as a reminder of professional standards regarding appropriate use of technology to which the staff will adhere. To establish a policy for the acceptable use of the Internet as a tool for learning, the School will adopt an Acceptable Use Policy for the Exploration and Utilization of the Internet as a Tool for Learning. Students and staff will be provided with network etiquette guidelines in their respective handbooks. Staff will also be reminded of professional standards regarding appropriate use of technology.

The following is a list of courses that will be offered, in accordance with student need and interest:

| COURSE TITLE | GRADE LEVEL | CREDIT |
|---|-------------|--------|
| Administrative Office Technology | 9-12 | 1 |
| Accounting I | 9-12 | 1 |
| Accounting II | 10-12 | 1 |
| Accounting III | 10-12 | 1 |
| Business and Entrepreneurial Principles | 10-12 | 1 |
| Intro to Information Technology | 10-12 | 1 |
| Digital Design I | 9-12 | 1 |
| Digital Design II | 10-12 | 1 |
| Digital Design III | 10-12 | 1 |
| Business Software Applications 1 | 9-12 | 1 |
| Business Software Applications 2 | 10-12 | 1 |
| Multimedia Foundations I | 9-12 | 1 |
| Multimedia Foundations II | 10-12 | 1 |
| Computing for College Careers | 10-12 | 1 |
| Web Design 1 | 9-12 | 1 |
| Web Design 2 | 10-12 | 1 |
| Web Design 3 | 10-12 | 1 |

Additional elective courses may be offered under any of the aforementioned headings to address student's curricular needs.

F. Describe how the effectiveness of the curriculum will be evaluated.

The extent to which the effectiveness of the curriculum can be evaluated will be determined by the achievement of the specific measurable objectives stated herein this application (for the objectives provided herein section 5) and as written in the School's *School Improvement Plan* in subsequent years beyond year one. Those educational goals and performance objectives target student performance and achievement goals, and provide the expectation that all students are expected to make annual learning gains and demonstrate mastery of grade level Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted).

Further, the educational strengths and needs of students will be determined on an individual and school-wide basis. Analysis on a school wide basis will assist in determining staff development needs, curriculum realignments, and the objectives submitted in the School Improvement Plan. Data is used to understand and improve school effectiveness by targeting benchmarks indicating which students need additional support to master specific grade level skills. An array of educational activities will be integrated into the curriculum to support the goals of the *School Improvement Plan* and enhance the overall academic success and performance of the students the School will serve. On a personal basis, students who do not demonstrate grade level proficiency (evidenced by scoring below a 3 on the FCAT 2.0 Reading

or Math, as applicable or who do not earn a passing grade on an EOC exam), will be placed on a PMP where their learning needs will be identified, goals developed (with parental input) as well as planned interventions will be identified and student progress towards improvement closely monitored and further documented.

Additionally, under the Somerset District Accreditation umbrella, it is required that all Somerset schools implement, with fidelity, the programs and expectations under which all other existing Somerset schools were accredited; as a condition for the entity to maintain their status as an accredited corporate school system. As a Somerset school, the School will be closely and consistently monitored by the governing board and the School will annually report on their progress and observance of specific parameters and guidelines set by the Accrediting agency. Furthermore, the ongoing continuous improvement process through SACS/CASI, provides for reflection and the development of action plans for all school areas with special emphasis on academic standing and school climate concerns of all stakeholders (student, parent, and community).

Section 5: Student Performance, Assessment and Evaluation

- A. State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained.

The School will establish educational goals for improving student achievement through Annual Measurable Objectives (AMO) that aim to continuously increase student proficiency from year to year and are competitive with district/state achievement targets. The AMO's will be realigned annually through the School Improvement Plan, as a vehicle for continuous improvement. The FL-DOE has not yet established a state measure for assessing student mastery on adopted CCSS in 2015. Therefore, the school cannot set absolute thresholds at this time. The AMOs for the first year of operation will be realigned once this information is available. The school commits to implement and address absolute thresholds for all state/district assessments (including applicable EOC) based on actual baseline data, once available.

At minimum, the school has set the following Annual Measurable Objectives. Objective Targets was projected using the current available district achievement data of the 2013 Geometry EOC.

- Given school-wide instruction for mastery of the CCSS in English Language Arts (ELA), the School average will meet and/or exceed the District and/or State average (whichever is higher) of students who score proficient or above (as established by FL-DOE) on the 2014-15 administration of the PARCC or other state-approved assessment of ELA.

- Given school-wide instruction for mastery of the CCSS in Mathematics, the School average will meet and/or exceed the District and/or State average passing score (whichever is higher) of students who score proficient or above (as established by FL-DOE) on the 2014-15 administration of the PARCC or other state-approved assessment of Mathematics.
- Given school-wide instruction for mastery of CCCS in Geometry, at least 55% of students enrolled in the course will demonstrate proficiency, as evidenced by a passing score on the 2015 End of Course (EOC) exam in Geometry.
- Given school-wide instruction for mastery of CCCS in Algebra I, at least 54% of students enrolled in the course will demonstrate proficiency, as evidenced by scoring a 3 or higher on the 2014-15 End of Course (EOC) exam in Algebra I.
- Given instruction for mastery of Biology NGSSS and CCS Literacy Standards, at least 70% of students enrolled in the class will demonstrate proficiency as evidenced by earning a passing score on the 2014-15 Biology EOC.
- Given school-wide instruction for mastery of US History NGSSS and CCS History Literacy Standards, at least 50% of students enrolled in the class will demonstrate proficiency as evidenced by earning a passing score on 2015-16 US History EOC Exam. *This objective was projected using the 2013 available base field tests scores in History)
- Given instruction for mastery of CCSS/NGSS, in a College Preparatory environment, the School's average passing rate on the P.E.R.T (or other college readiness exam mandated by the FLDOE) will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a passing score on the 2016-17 P.E.R.T administration.
- Given a school-wide emphasis on increasing learning opportunities for the lowest performing students to ensure adequate progress towards mastery of the NGSSS/CCSS, at least 55 % of the lowest quartile of students will make learning gains in ELA and Math, as established by the FLDOE in 2014-15 or other state and/or district standardized assessments utilized for State of Florida Accountability Program.

Note * Although the AMO is written to address PARCC assessments, the School commits to utilize whatever Common Core Standardized assessment (albeit PARCC or any other common core state standards assessment) mandated by the FL-DOE.

Note** The AMO % target was set using the district guideline for establishing FCAT baseline for new schools as per the BCPS Office of School Improvement Data Reports. The AMO for 2014-15, sets a goal to increase the percent of students scoring at Levels 3-5 and reduce the

percent of students scoring at levels 1 and 2 by 50% over six years (using 2010-11 BCPS district wide data as the baseline year).

*Note***The absolute thresholds set herein for EOC objectives are based upon current average passing rates for neighboring Florida counties and the overall State average passing rate. The school will adjust this threshold through the SIP, in response to average passing rates during the 2013-14 school year.*

Evaluating Student Performance and Progress – All Students are expected to make annual learning gains toward achieving the CCSS and NGSSS as assessed by teacher-made internal pre and post testing in each core course in 2014-15. Due to changes in legislation and state-mandated testing in ELA and Mathematics, the specific thresholds have not yet been determined by the FLDOE for 2015. The school will set an absolute AMO targets for annual learning gains as expected to be established by the FL-DOE in 2014-15. As per the Student Success Act, school districts will be expected to administer student assessments that measure mastery of course content for each course offered, beginning the 2014-2015 school year. Accordingly, the school will use such state and district-adopted as well as school-based assessments to measure student progress toward mastery of the CCSS and applicable NGSSS across all grade levels. The School will follow the Sponsor's testing calendar and measurements, and frequency of assessments therein as amended from time to time in accordance with district and/or statewide assessments.

Baseline data will be established, collected, and used to identify the educational strengths and needs of students and rates will be compared to the academic progress of the same students from year to year. All baseline, interim, and standardized testing data will be collected and analyzed each year to measure progress and inform instruction. Academic grades will reflect the student's academic progress based on the competencies/benchmarks for the grade level course in which the student is enrolled. The Interim Assessments to be used are the District's Interim Assessment Tests which include Baseline Assessments in all areas tested by the state as well as assessed in the Fall, Winter and Spring.

B. Describe the school's student placement procedures and promotion standards.

Placement – The school will use data (state and district requirements, report cards, testing scores, past performance and comportment) as factors for placement in the appropriate courses (described above). Depending on individual student assessment results, some students may be required to enroll in remediation courses for mathematics and reading which will take the place of electives.

Students are initially assigned to a cohort class based upon their year of entry into 9th grade. The Florida Department of Education expects all students to graduate from high school within four years of enrollment. Students will remain classified along with their original cohort to

ensure appropriate progression, course placement, and adherence to the proper graduation requirements. Students in their first year are in 9th grade, second year are in 10th grade, etc. Transfer students who have been retained in their previous district will be assigned to their appropriate grade level during registration based upon their cohort. For students who have been previously retained or are otherwise not classified according to their respective cohort, schools may place them in the appropriate grade level if approved by the school principal/designee. These decisions will be made in accordance with a personalized academic plan, which specifies how the student will meet the credits, GPA, and testing requirements in order to graduate with the cohort. This plan may be in the form of an IEP, 504, PMP, ePEP, or similar document.

No student will be assigned to a grade level based solely on age or other factors that constitute social promotion (F.S. 1008.25(6)(a)). Students may be assigned to a grade level based upon their initial year of entry into HS or other academic criteria recommended by the school principal/designee as a part of the student's personalized educational plan.

Promotion from grade to grade will be in accordance with the requirements set forth in the District's **Student Progression/Promotion Criteria Matrix**.

The number of credits required to progress from one grade to another in high school follows:

- To be in grade nine, a student must be promoted from grade eight.
- To be in grade ten, a student must have earned a minimum of five credits. To be promoted mid-year to grade 10, the student must have earned a minimum of 7.5 credits.
- To be in grade 11, a student must have earned a minimum of 11 credits. To be promoted mid-year to grade 11, a student must have earned a minimum of 13.5 credits.
- To be in grade 12, a student must have earned a minimum of 17 credits. To be promoted to grade 12 mid-year, a student who is working toward the 24-credit diploma option must have earned a minimum of 20.5 credits.

Promotion for ELLs and ELLs with disabilities is to be based on the student's performance in the dominant language while the student is in the process of becoming independent in English. Retention of ELLs requires the review and recommendation of the ELL committee. Retention of a student with disabilities who is also ELL (ESE/ESOL) has the same requirements as a non-ESOL student with disability. The IEP Team will review the goals and accommodations to address student needs, as appropriate.

Promotion from grade to grade and student placement in each grade level will be in accordance with the requirements set forth in the Sponsor's Student Progression Plan/Promotion Criteria Matrix to identify the placement and promotion requirements for all students enrolled. This overview of the policies reflects the most current Student Progression Plan (available at the time of application submission (2013)). The School hereby agrees to adopt the plan in effect for the 2014-2015 school year and as amended for each year of the charter.

- C. *If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.*

Graduation Requirements: A student may be awarded a standard diploma at which time he/she meets all graduation requirements. A student who graduates early from high school may continue to participate in school activities during his/her four-year cohort period, and will continue to be ranked with this cohort. The student shall be included in all awards and honors with his/her cohort. Students who have graduated early shall comply with school board rules regarding access to school facilities and grounds during normal operating hours. The information below provides additional information regarding a number of graduation requirements:

Mathematics: (1) Algebra: All students must earn one credit in Algebra. The Algebra requirement can be satisfied in the following ways: (a) 1 credit in Algebra I or Algebra I Honors, (b) 2 credits in Applied Mathematics, (c) 1 credit in Integrated Mathematics I and 1 credit in Integrated Mathematics II, (d) 1 credit in Algebra IA and 1 credit in Algebra IB, (e) 1 credit in Algebra II or Integrated Mathematics III or any Level III mathematics course.

(2) Algebra I End-of-course assessment: Students who entered grade 9 in the 2010-11 school year, and thereafter, who had not already earned credit for Algebra I in middle school will be required to take the End-of-Course assessment in Algebra. The results of this assessment will count as 30% of the student's final Algebra I grade. Said students that have not already earned credit for Algebra I in middle school, will be required to pass the End-of-Course assessment in Algebra I to earn credit in Algebra I. Students will be required to pass the End-of-Course assessment in Algebra to earn high school credit in Algebra.

(3) Geometry: Beginning with students who entered grade 9 in the 2010-2011 school year, and thereafter, in addition to the Algebra I credit requirement, one of the four credits in mathematics must be Geometry or a series of courses equivalent to Geometry, as approved by the State Board of Education.

(4) Geometry End-of-course assessment: Students who entered grade 9 in the 2011-12 school year, and thereafter, and who had not already earned credit for Geometry in middle school will be required to take the End-of-Course assessment in Geometry. The results of this assessment will count as 30% of the student's final Geometry grade. Students who have not already earned credit for Geometry in middle school, will be required to pass the End-of-Course assessment in Geometry to earn high school credit in Geometry.

(5) Algebra II: Beginning with students who entered grade 9 in the 2012-2013 school year, and thereafter, in addition to the Algebra I and Geometry credit requirements, one of the four credits in mathematics must be Algebra II or a series of courses equivalent to Algebra II, as approved by the State Board of Education.

Science: (1) Required Sciences: Beginning with students who entered grade 9 in the 2011-2012 school year, and thereafter, one of the three credits in science must be Biology I or a series of courses equivalent to Biology I, as approved by the State Board of Education. The end-of-course assessment requirements must be met in order for a student to earn the required credit in Biology I. One of the three credits must be Biology I or a series of courses equivalent to Biology I, as approved by the State Board of Education, one credit must be chemistry or physics or a series of courses equivalent to chemistry or physics, as approved by the State Board of Education, and one credit must be an equally rigorous course, as determined by the State Board of Education.

(2) Biology End-of-course assessment: Students who entered grade 9 in the 2011-12 school year, and thereafter, and who had not already earned credit in Biology in middle school will be required to take the End-of-Course assessment in Biology. The results of this assessment will count as 30% of the student's final Biology grade. Students who entered grade 9 in the 2012-13 school year, and thereafter, who have not already earned credit in Biology in middle school, will be required to pass the End-of-Course assessment in Biology to earn high school credit in Biology.

Fine Arts: For 9th graders who entered in 2007-2008, and thereafter, 1 credit in Speech, Debate, TV Production, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination can be selected to satisfy this requirement. (F.S. 1003.428(2)(5)).

Performing Arts: In addition to courses identified as Fine Arts, this requirement may be met through: (1) Completion of one semester with a grade of C or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in Eurhythmics, a dance class, if it has not been used to satisfy the Physical Education requirement, OR (2) Completion of two (2) years in a JROTC class, a significant component of which is drills.

Life Management Skills: Beginning with students entering 9th grade in 2007-2008, and thereafter, this course is integrated into (Physical Education with Integrated Health) course. For students who take Physical Education + Personal Fitness to meet the Physical Education requirement, Life Management Skills, a separate course, is still required since the content of LMS is not included in the Physical Education or Personal Fitness curriculum.

Education, Physical Education Integrated with Health: While the district has adopted HOPE Variation 1 as our Physical Education instructional model, students may meet the Physical Education requirement by meeting any one of the following options: (1) .5 credit of Personal Fitness, .5 credit of Life Management Skills and .5 credit of a Physical Education Elective or Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND passing the Personal Fitness Competency Test with a passing grade of C or better (this will satisfy the PE requirement even though no PE credit is earned).

Service Learning: Students are required to complete a minimum of 40 documented hours of service learning in order to graduate. In cases of extreme hardship or senior out-of-district transfers, the school principal may waive the service-Learning requirement.

Graduation Diploma Options - Selection of one of the graduation options is exclusively up to the student and parent. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for the four-year high school graduation option (F.S. 1003.429(1)6(2)).

- **24-Credit Option** - The 24-credit option is the traditional standard high school diploma as described in the graduation requirements above.
- **18-Credit Option:** Students who select the 18-credit college preparatory or career preparatory diploma option shall automatically move to the 24-credit diploma when the student: (F.S. 1003.429(8). (a) Exercises the right to change to the 4-year, 24-credit diploma, OR (b) Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10, or (c) Does not meet the diploma/graduation requirements by the end of grade 11.

STUDENTS WITH DISABILITIES

A student with disabilities who has met all requirements for graduation with a standard diploma except the state assessment program requirements shall be awarded a certificate of completion from the School, unless the graduation requirement has been waived by the IEP team or Commissioner of Education. Students with disabilities, eligible under IDEA, may remain in or return to school until receipt of a standard diploma or until the end of the school year in which they turn 22 years of age.

GRADUATION REQUIREMENTS - SPECIAL DIPLOMA FOR STUDENTS WITH DISABILITIES Two options are provided for earning a special diploma. Option I is based primarily upon mastering state standards and earning credits. Option II is based primarily on demonstrating competency in employment. Exceptional students eligible under IDEA may graduate with a special diploma and return to school until receipt of a standard diploma or until the end of the school year in which they turn 22 years of age. Service learning hours are not required for a special diploma. A student with disabilities who was working towards a Special Diploma – Option I may receive a special certificate of completion and participate in the graduation ceremonies of his/her school if the student completes the minimum number of credits and other requirements of the School Board but is unable to demonstrate mastery of the Sunshine State Standards for a Special Diploma.

The awarding of Special Diploma (option 1 or option 2) for Students with Disabilities and/or Special Certificate of Completion will occur in adherence to the guidelines and provisions detailed in the BCPS Student Progression Plan (SPP).

Grading Student Performance: Student grades will be issued in accordance with State and Sponsor guidelines, as specified in the Sponsor's SPP. Academic grades will reflect the

student's academic progress based on the competencies/benchmarks for the grade level/course in which the student is enrolled. A student's academic grade will reflect the teacher's most objective assessment of the student's academic achievement. The determination of the specific grade a student receives will be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period, including such factors as class attendance, homework, and participation. The grade will not be based on the student's effort and/or conduct, attendance or tardiness.

The following are the academic grades used:

| GRADE | NUMERICAL VALUE (%) | VERBAL INTERPRETATION | GRADE POINT VALUE |
|-------|------------------------|----------------------------|----------------------|
| A | 90 -100 | Outstanding progress | 4 |
| B | 80 -89 | Above average progress | 3 |
| C | 70 -79 | Average progress | 2 |
| D | 60 -69 | Lowest acceptable progress | 1 |
| F | 0 -59 | Failure | 0 |
| I | 0 | Incomplete | 0 |

In grading students these numerical or letter grades are to be averaged to determine a students' grade for a nine-week grading period.

Conduct Grades. Conduct grades are to be used to communicate clearly to both students and their parents the teacher's evaluation of a student's behavior and citizenship development. These grades are independent of academic and effort grades. The conduct grade must be consistent with the student's overall behavior in class and should not be based on a single criterion.

Effort Grades. Effort grades are utilized to convey both to students and their parents the teacher's evaluation of a student's effort as related to the instructional program. These grades are independent of academic and conduct grades. In assigning an effort grade, the teacher must consider the student's potential, study habits, and attitude. Three numerical grades are used to reflect effort in all grades.

Forgiveness Policy: In grades 9-12, teachers may override the final grade of a semester or an annual course on the electronic grade book, thus overriding the computation of the grade point average. The override option applies to raising a grade to a higher grade or lowering it.

For students in grades 9-12 the forgiveness policy for required courses is limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in another course. In either situation when a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA, but the lower grade will remain on the student's transcript and in the student's permanent record. Any course not replaced according to this policy shall be included in the calculation of the cumulative grade point average required for graduation.

In grades 9-12, in authorized semester courses, the student's final grade shall be determined by the teacher as follows: 50 percent value for each of two nine-week grading periods, with a provision for teacher override. A teacher may administer an assessment at the end of each nine-week grading period. The value of the assessment may not exceed 10 percent of the grade for each nine-week grading period.

In authorized annual courses, the student's final grade shall be determined by the teacher as follows: 25 percent value for each of four nine-week grading periods, with a provision for teacher override. A teacher may administer an assessment at the end of each nine-week grading period. The value of the assessment may not exceed 5 percent of the grade for each nine-week grading period. This equates to ten points required to pass an annual course using a 4.0 scale. Students in grades 9-12, in order to pass an annual course must earn a minimum of 10 grade points, five of which must be earned in the second semester. A teacher exercising the override rule must have documentation for such a decision.

EOC Requirement: As of July 1, 2010, statewide EOC assessments are mandated for specific high school courses, including Algebra 1, Geometry and Biology 1. In the 2013-14 school year, U.S. History EOC assessment will be added to the list of required EOC tested courses for all students, however at this time, the exact requirements for students are pending from FL-DOE. Additionally, middle school students who take a course that requires a statewide EOC, may "bank" their passing scores for the purpose of high school credit accumulation.

Unexcused Absences:

Students in grades 9-12 who have ten or more unexcused absences in an annual course (5 in a semester course) will be subject to the withholding of passing final grade(s) ("A" - "D"), pending a student/parent-requested administrative screening and/or review of all absences by the attendance review committee. If all course objectives and competencies have been appropriately mastered by the student, he/she may receive a passing final grade within acceptable grade definitions as provided in the Sponsor's SPP (pages 43-44).

NOTE: The SPP, as referenced above, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the SPP, as amended from time to time.

- D. Describe how baseline achievement data will be *established, collected, and used*.
Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.

Students arriving in Florida's public schools for the first time, or students who have been in private schools and returning to the District's public schools, will first have their records reviewed. Students will be screened using the Florida Assessment for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes and the Diagnostic Assessments of

Reading (DAR) word lists. A Grade Level Lexiled Passage and the NAEP Fluency Rubric may be used as additional screening assessments to confirm reading needs and potential Intensive Reading placement. Detailed placement criteria, including cut scores for each assessment, are outlined in detail on the District's Decision Tree and corresponding placement charts. Schools may also administer the Hampton Brown/National Geographic Edge placement test or benchmark assessment tests if needed.

If a student with disabilities whose IEP identifies a deficit in reading due to the impact of their disability, the full DAR will be administered in accordance with Sponsor's guidelines.

The baseline student academic achievement levels for the school will be established using multiple measures of student's academic performance on the school and the Florida Assessment Program, as applicable. Some of the assessments to be utilized will include the following:

- Florida Comprehensive Assessment Test or PARCC as adopted;
- Other Standardized tests;
- Other standards-based exams;
- Benchmark Assessment Tests (BAT)
- FAIR (as applicable)

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels in prior years, when data is available, in order to assess rates of prior academic progress and the baseline rates of academic progress for the School's students. Other than standardized test scores, other baseline data may include report card grades, attendance records, and behavioral records (including in school and out of school suspensions as well as exemplary behavior). In the case of Exceptional Student Education (ESE), *IEPs* will be secured and *ELLSEPs* will be obtained for English language learners (ELL). This data will be made available to teachers who will assess progress against the baseline data.

Baseline data will be also be utilized to determine the extent to which educational goals and performance standards have been met (inasmuch as the achievement of the specific measurable objectives identified in the charter school application for the first year of operation). Said baseline data is also made available to stakeholders and the community at-large, as reported in the *School Improvement Plan* via the needs assessment and also through specific learning objectives, which are written to address student's learning needs. In subsequent years, the results (based upon those baseline data items) will be gauged against the objectives specified in the *School Improvement Plan* and this method of goal setting and data collection will be utilized as a living and continuous improvement tool.

- E. Identify the *types and frequency* of assessments that the school will use to measure and monitor student performance.

The School will follow federal, state, and district policies and procedures with regard to administration of tests and standardized assessments and participate in all required assessments as specified in F.S. 1003.43 (7)(a)(4) and/or as directed by the Sponsor and/or specified in charter. The School will appoint a test chairperson to carry out and administer procedures and setup and monitor computer based testing programs. The School will ensure test security, report irregularities and ensure confidentiality of student results.

In addition to the discussion of required and mandated assessment requirements for graduation and teacher-made classroom assessments for evaluative purposes to determine mastery of NG-SSS standard's content for earning specific class credit requirements, as discussed above; the School commits to implement all State mandated and/or Sponsor-required assessments as appropriate to high school students and as presented in the BCPS Assessment Calendar. Some of the specific instruments that will be used to assess student performance, as well as those utilized for diagnostic and/or other placement purposes, are presented below:

| |
|--|
| BCPS Testing Calendar (9-12) |
| Florida Assessment for Instruction In Reading (FAIR) AP1, AP 2, AP3 |
| District Benchmark Assessment (BAT) |
| District Writing Prompt Tests |
| Florida Alternate Assessment Administration (ESE) |
| Comprehensive English Language Learning Assessment (CELLA) |
| Florida Comprehensive Assessment Test (FCAT) 2.0 - Science, Writing, Reading and Mathematics* |
| Advanced Placement Exams (AP) |
| Algebra, Biology, and Geometry End-Of-Course Tests |
| Florida Post Secondary Education Readiness Test (PERT) |
| Preliminary ACT (PLAN) |
| Advanced Placement Examinations (AP) |
| College Board Preliminary SAT |
| IDEA Oral Language Proficiency Test II (IPT-II) and Kaufman Test of Educational Achievement II (KTEA-II) (ESOL Placement) |
| PSAT/NMSQT |

* FCAT - It is anticipated that the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments or other state-adopted assessment will be given in lieu of FCAT 2.0 beginning in 2014-15 and beyond. The school will abide by the testing adoption in 2014-15 and beyond as determined by the FL-DOE. The aforementioned testing calendar represents the Sponsor's current Assessment schedule. The School hereby agrees to adopt and implement the Sponsor's Testing Calendar as amended for 2014-15 school year and thereafter.

School-Based Assessments in all Courses will include:

- Weekly teacher-generated quizzes
- Monthly teacher-generated and textbook-adopted assessments
- Quarterly Exams
- Portfolios and presentations
- Class participation/presentation and PBL rubrics
- Quarterly projects /investigations
- Teacher Made Performance-Based Assessments
- UDL Design Framework*

**Universal Design for Learning* supports teachers' efforts to meet the challenge of diversity by providing flexible assessment strategies that help teachers differentiate instruction to meet varied needs, especially for SWD and ELL student populations. It does this by providing options for Instruction (Presenting information and content in different ways) and Assessment (Differentiating the ways that students can express what they know)

In preparation for PARCC and Common Core Assessments, performance tasks elicit a demonstration of the student's mastery of one or more benchmarks standards; they may require students to create a product, demonstrate a process and/or perform an activity; Performance tasks will be evaluated with teacher customized scoring rubrics/exemplars.

F. Describe how student assessment and performance data will be used to evaluate and inform instruction.

The State of Florida Comprehensive Assessment Program will be used to improve the teaching and learning of higher educational standards. The primary purpose of state-standardized test and EOC assessments is to assess student achievement of the higher-order thinking skills represented in the NGSSS/CCSS. Results of these examinations will inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening on an annual basis. Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction for the subsequent school year. Additionally, it will guide students in understanding full mastery of each respective standard and it will keep parents informed about student progress to specific learning objectives. Expectations are that students will progress at least as well as they did before

attending the charter school, that the specific measurable objectives for the School are achieved, and they will have at least a year's worth of learning in a year's time.

The School will also participate in the Sponsor's Benchmark Assessment Tests as means to monitor student's attainment of the curriculum benchmarks. The BAT will be utilized to assess level of mastery of benchmarks within the NGSSS/CCSS and to further monitor student progress after instruction and intervention has occurred.

Additionally, student performance in the classroom will be assessed by the classroom teacher, and student's not making adequate progress towards the Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted) as evidenced in teacher evaluation and assessment of student work and academic performance will also be identified, and appropriate measures for improvement will be instituted. Ongoing communication between the School and the parents will be maintained through on-line reporting systems such, for example, web-based grade book, such as, Pinnacle-Excelsior grade book, and through progress reports, parent conferences, and other forms of written and oral communication that the parents may be comfortable to utilize. Ongoing internal audits (Interim Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-year assessments, will also be utilized as reflective and guidance tools.

Furthermore, the establishment of a *School Improvement Plan* will ensure school-wide student assessment and performance data can be shared with parents, students and other stakeholders. The EESAC Committee will participate in the development of the *School Improvement Plan* to ensure input from all stakeholders, including teachers, students, parent representatives, and community members. The attainment of specific learning objectives, with supporting documentation, will be detailed in the School's Annual Report, and copies will be made available to the charter school constituents on an annual basis.

As well, the School will utilize a Response to Intervention model that integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. The school will identify students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness; and identify students with learning disabilities or other disabilities. The RTI implementation at the school will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning difficulties and problems.

G. Describe how student assessment and performance information will be shared with students and with parents.

The comprehensive assessment program will be used to inform students, parents, and teachers about where a student is succeeding and what areas need strengthening.

Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction.

Additionally, state-mandated tests, EOC's and benchmark assessment test results will guide students in understanding full mastery of each respective standard and it will keep parents informed about student progress to specific learning objectives. Teachers will use assessment rubrics as teaching tools in the classroom by helping students to interpret their performance and comprehend their results. Students will be given the opportunity to participate in DATA chats with teachers, which will provide the opportunity to understand their strengths and weaknesses on standardized tests and make them active participants in their education.

Appropriate measures for improvement will be instituted for students not making adequate progress towards the State Standards. The parent/guardian will be advised in a special conference as needed, and remedial strategies will be communicated. If a child's performance is on target for his or her immediate stage of development, we will so advise the parents. Assessment and performance information will be shared with parents and evidence by parental contact logs for every teacher. Progress reports shall be signed by the parent and returned to the teacher. Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record keeping and grading, interim reports will be provided for all students.

Ongoing communication between the School and the parents will be maintained through on-line reporting systems such, for example, a web-based grade book and through progress reports, parent conferences, and other forms of written and oral communication that the parents may be comfortable to utilize. Conferencing will be a highly effective way to keep parents apprised of their child's progress in all grade levels. Specifically, the School will ensure communication with parents via the following district-mandated means:

- Progress Reports (Report Cards). The School will issue Progress reports at the end of each marking period. These will not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.
- Interim reports. No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior or excessive absences. In schools with an automated system for record keeping and grading, interim reports will be provided for all students, indicating satisfactory or unsatisfactory progress.
- Required Parental Notification for students in danger of not meeting graduation requirements. Any student with a GPA below 2.5 shall have their parent or guardian notified that good work and improvement is necessary to ensure that high school

graduation requirements are met. The School will assist students to meet these requirements through a variety of options which may include, but are not limited to:

- forgiveness policy
- extended learning
- special counseling
- volunteer and/or peer tutors
- school-sponsored help sessions
- homework hotlines
- study skills classes

Further, the establishment of a *School Improvement Plan* will ensure school-wide student assessment and performance data can be shared with parents, students and other stakeholders. The EESAC Committee will participate in the development of the *School Improvement Plan* to ensure input from all stakeholders, including teachers, students, and parent representatives. The attainment of specific learning objectives, with supporting documentation, will be detailed in the School's Annual Report, and copies will be made available to the charter school constituents on an annual basis.

Section 6: Exceptional Students

- A. Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.
- The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.

The School will adhere to all applicable provision of Federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

The School hereby agrees to adopt and implement the Sponsor's Special Policies and Procedures (SP&P) with respect to the ESE Plan, as amended from time to time. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies. The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of required supplementary supports and services and/or modifications and accommodations.

Students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. An inclusion model with ESE support will be used, as

appropriate, wherein the ESE Specialist and General Education teacher regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

Plan of Services: The school will follow the School Board of Broward County's Special Programs and Procedures (SP&P) for Exceptional Students and Collaborative Problem Solving (CPS) and Comprehensive Evaluation in serving students with disabilities (SWD).

Highly qualified personnel will ensure that students' needs are being met even before student is identified or evaluated for Exceptional Education Services through a Response to Intervention (RtI) process, wherein interventions will be frontloaded in the general education classroom as a first step which provides students the support they need to learn. The RtI framework will be a comprehensive support to students. The goal of the RtI model at the school is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities. This first step is to provide the student with support in order for them to achieve their success in the classroom.

B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Any eligible student who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. The School will be open to any student residing in the county. The School will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance of being admitted through a random selection process conducted by the School's accounting firm in conformity with Florida's Charter School Legislation. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases.

C. Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student's needs.

The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the Special Education, as amended from time to time. It is the School's mission to place students in an environment where they can develop to their highest potential, those students whose needs cannot be adequately addressed at the School will be appropriately referred, and staff will work together with the Sponsor's personnel to ensure that the needs of these students are met.

Operating under the auspices of the Sponsor as the Local Education Agency (LEA), the School will assume responsibility for programming and delivering related services to

exceptional students, as identified in the student's IEP with adherence and fidelity to the Sponsor's policies, and with provisions further detailed in the paragraph that follows. The School does acknowledge a need for a collaborative linkage with the Sponsor, especially with respect to the responsibilities that exist for providing a free appropriate public education to children with disabilities.

Least Restrictive Environment: Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Similarly, gifted students will be educated in an environment that promotes acceleration.

The school will utilize the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans (as applicable), and providing a full range of services. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code. Additionally, the School will follow guidelines and procedures detailed in Broward County Public Schools' ESE Plan and Manuals.

The educational program for exceptional students will include and adhere to the principles of the law as follows:

- **Free appropriate public education (FAPE)-** will be provided to every exceptional student enrolled in the School. That is, Free (no cost to parents); appropriate suited to individual needs of the child; public – provided by and paid for the public education system; education-including extracurricular activities.
- **Appropriate evaluation** – evaluations will occur within appropriate timeframes and in accordance with published guidelines.
- **Individual Education Plans (IEP)-** and Educational Plans (EP) for gifted will be developed, and maintained; meetings will be held in accordance with Sponsor's guidelines.
- **Parent/Student Participation in Decisions** – including but not limited to giving consent for evaluation and initial placement, helping design the IEP, helping the School understand their child.
- **Procedural Due Process** – A Non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these and with integrity to FAPE will consistently be implemented. Notwithstanding, when in question, due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.
- **Least Restrictive Environment: (LRE)** students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the

disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In accordance with the policies of Broward County Public Schools, the School will follow the RTI process, including the following three (3) tiers of intervention that will be followed before ESE testing can commence:

- **Tier 1:** During this stage, students will be provided academic and/or behavioral support aimed at serving their needs.
- **Tier 2:** At this point in the process, students will be provided a variety of methods to target instruction that may include but not be limited to: small groups, one-on-one instruction, and twice a week pull-out tutoring.
- **Tier 3:** During this stage, students will be provided with a more frequent, intense and individualized intervention which can include but not be limited to: pull-out tutoring conducted three to five times a week, or one-on-one tutoring.

Identifying Exceptional Education (ESE) Students - The School will follow the School Board of Broward County's Special Programs and Procedures for Exceptional Students and Collaborative Problem Solving (CPST) and Comprehensive Evaluation. In summary the school will identify students as follows:

Identifying Exceptional Education (ESE) Students - The School will follow the School Board of Broward County's Special Programs and Procedures (SP&P) for Exceptional Students and Collaborative Problem Solving (CPST) and Comprehensive Evaluation. Following the SP&P, the school will identify students as follows:

- **Step 1:** Identify the problem with stakeholders (parents, teachers, staff, etc).
- **Step 2:** Analyze the problem by reviewing at data that focuses on the student's learning and behavioral/social characteristics in the classroom.
- **Step 3:** Select and implement the intervention comfortable with all stakeholders.
- **Step 4:** Progress monitor for a time period of at least 4-6 weeks to evaluate the effectiveness of intervention(s).
- **Step 5:** If the aforementioned plan has been executed with fidelity and the student is not responding appropriately then the School will refer the student to SBBC's Psychological services for appropriate comprehensive evaluation.
- **Step 6:** All stakeholders meet as a team to review and discuss the results of the comprehensive evaluation, and as a committee determine ESE eligibility for services.
- **Step 7:** Appropriate educational support is determined; IEP is developed for student.
 - If Student is **not** ESE eligible: Regular education services including such things as specialized tutorial programs or the Behavior Change Program may be implemented. In this case, the student may be eligible for a 504 Accommodation Plan. If a 504 Plan is established, the plan will clearly detail the accommodations or modifications that will be needed for the student to have an opportunity to perform at the same level as their peers.
 - If Student **is** ESE eligible, an IEP is developed.

Individual Education Plans (IEPs): The School will utilize all of the Sponsor's procedures (Easy IEP) and forms related to IEP and placement process procedures. The School will develop an Individual Education Plan (IEP) and conduct an IEP meeting with the student's family for each exceptional student enrolled in the School. The School will invite the Sponsor to any and all parent conferences, staffings and IEP meetings, by giving at least two (2) weeks prior notice, with a copy of the Parent Participation Form, by mail or given in person. The school will support the education of the students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services necessary for full implementation of the child's IEP.

Students will be guaranteed a free appropriate education through aforementioned identification and evaluation as well as consequent placement and implementation of an appropriate IEP. The written individualized educational plan for each student will include measurable annual learning goals and behavioral goals. Supplementary and Related Services will also be identified as well as necessary accommodations and modifications which will be clearly delineated in this written plan.

The IEP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's IEP. The school will offer various services to meet the needs of the students with disabilities based on the Individual Educational Plan. These services include specialized gifted courses (as detailed in the curriculum section of this application), acceleration, modifications of content through differentiated curriculum, curriculum compacting, and enrichment. Other services may include social skills development and/or counseling.

The ESE Specialist – Confirm that students have current assessment data and are receiving the type of supports they need in general education. These may include:

- Collaborating with the Reading and/or Math Coaches to confirm proper reading placement.
- Reviewing all schedules prior to the start of the school year and making necessary changes.
- Reviewing progress monitoring data on students in Intensive Reading Classes with Reading Coach (or a language arts department head) and Support Facilitators and adjust as necessary.

Least Restrictive Environment: Students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. As it is the School's mission to place students in an environment where they can develop to their highest potential, those students whose needs cannot be adequately addressed at the School will be appropriately referred; and staff will work with the Sponsor's personnel to ensure that the needs of these students are met.

Procedural Safeguards - Parents of students with disabilities will receive procedural guidelines and guidance in their native language. These will include the areas of notice and consent, independent educational evaluations, confidentiality of student records, due process hearings, and surrogate parents. As early as possible in the planning/development stages, School staff will work closely with the Sponsor's staff to discuss the needed services (including all related services and programs) of the enrolled students with disabilities. Services will be regularly and routinely monitored through the School's ESE Specialist to ensure that individual learning plans are being met. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service.

Federal and State Reports: The School will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the Sponsor and the State Department of Education.

- D. Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.

The School will make adaptations to school facilities, to the maximum extent appropriate and within provisions of the law, to ensure students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes, including the use of supplementary aids and services, cannot be achieved satisfactorily.

- E. Describe how the school's effectiveness in serving exceptional education students will be evaluated.

The goals for determining the School's effectiveness in serving special education students are consistent with the goals set for all students of the School or as specified in the child's IEP. The School will support the education of the students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services necessary for full implementation of the child's IEP. The School's effectiveness in serving special education students can also be evaluated in its ability for the student to demonstrate learning gains consistent with the annual goals specified in the child's IEP. In addition, the Sponsor's annual ESE compliance will further measure the school's effectiveness to serve Exceptional Education Students. Similarly, the School's ability to meet Adequate Yearly Progress (AYP), including AYP for the students with disabilities subgroup, would also serve to demonstrate effectiveness. Feedback from the Sponsor's annual ESE compliance

review will also help the School to measure its effectiveness in serving students with disabilities.

F. Explain how exceptional students who enter the school below grade level will be engaged in and benefit from the curriculum.

The school will be nonsectarian in its programs, recruitment, admission policies and operations. The promotional plan to be followed in publicizing the School will be designed to reach the entire community and, accordingly, all groups within it. By publicizing the availability of the School throughout Broward County, the School's demographic composition should mirror that of the local community. Therefore it is anticipated that the School may have approximately 10 percent population of students with disabilities enrolled at the School.

G. Provide the school's projected population of students with disabilities and describe how the projection was made.

The school teaching staff will include a certified ESE Program Specialist with demonstrated experience in providing support and services to children with disabilities. The ESE Specialist will be an employee of the School and will, at minimum, possess full certification in special education. The ESE Specialist will ensure the implementation of all IEPs and will consult with the general education teachers to provide direct instructional support to special education students. Consultation provided by the ESE Specialist will include:

- adjustments to the learning environment;
- modifications of instructional methods; and
- adaptation of curricula, and the use of appropriate accommodations to meet the needs of individual students.

Special Education teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP (e.g. including, but not limited to, if applicable, Extended School Year Services (ESY)—for students needing specialized services as required by students IEP).

The school will employ teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the special education students. The number of special education staff will be based on the number of students in the Special Education Program identified upon student enrollment.

Speech-language, occupational, and physical therapy services will be contracted services that the School may provide for students who qualify for those services. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service.

H. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.

The school will have two (2) teachers with proper certifications available to serve students with disabilities as projected by an estimated 12% of ESE currently attending the district schools. The school will increase number of staff based on actual student enrollment. The school teaching staff will include a certified ESE Teacher with demonstrated experience in providing support and services to children with disabilities. The ESE Teachers will be an employee of the School and will at a minimum possess full certification in special education.

The ESE Teacher will ensure the implementation of all IEPs and Section 504 Plans. The needs of the population of students with disabilities will dictate the role of the ESE Teachers. The ESE teachers will provide services within the General Education setting through consultation, collaboration, and/or support facilitation, as well as maintain all ESE records in compliance. If the needs of the SWDs include consultative and collaborative services, the ESE teacher can arrange his/her schedule to meet the needs of the students and maintain compliance of records. For example, the ESE teacher may co-teach a class in Reading/LA and/or math and meet the needs of those students as well consult with the General Education teachers on a weekly or monthly basis to ensure SWD students on consultation are making progress and accessing the curriculum. However, if the need arises to hire an additional ESE teacher(s), that decision will be made based on the needs of the population of students with disabilities.

Consultation provided by the ESE Teacher may include:

- adjustments to the learning environment
- modifications of instructional methods
- adaptation of curricula, and the use of appropriate accommodations to meet the needs of individual students

ESE teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP.

The school will employ teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the special education students.

Speech-language, occupational, and physical therapy services will be contracted services that the School may provide for students who qualify for those services. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. Contract Services (see budget Appendix A) include professional fees paid to entities such as the Services and Support Provider, Speech Therapist, and other ESE service providers.

I. Describe how the school will serve gifted and talented students.

The School will serve the needs of gifted students in accordance with State Board Rule 6A-6.03019, FAC, *Special Instructional Programs for Students Who Are Gifted*, and BCPS Exceptional Student Education Policies and Procedures (SP&P), and as amended from time to time – as follows:

The School will serve the needs of gifted students in accordance with State Board Rule 6A-6.03019, FAC, *Special Instructional Programs for Students Who Are Gifted*, and BCPS Exceptional Student Education Policies and Procedures (SP&P).

Identification: Gifted students will be identified for special instructional programs for the gifted if the student demonstrates the following:

1. A need for a special program*;
2. A majority of the characteristics of gifted students according to a standard scale checklist
3. Superior intellectual development measured by an intelligence quotient of two (2); and standard deviations or more above the mean on an individually administered standardized test of intelligence.

*In order to provide a comprehensive profile of the student's abilities and needs, screening activities will include nomination forms from teachers, school staff, students themselves, parents and/or community or through the COGAT screening test. The following criteria may be used in identifying students:

- performance on standardized tests as determined below;
- referrals from teachers for gifted eligibility based on classroom performance, student's portfolio;
- recommendation from counselor/teachers regarding student motivational behavior, involvement in activities, etc.; and
- recommendation from parents about student's academic areas of strength
- COGAT score of a minimum of ≥ 116 .

Plan B gifted (which is the underrepresented minority, ELL/ESOL, Free reduced lunch) is assigned if the student scores in the 80th percentile or above in reading or mathematics on a standardized achievement test such as the BAT or scores an average of 80% on at least four (4) of the nomination forms. Then, the student will be referred for screening of intellectual functioning. The Kaufman Brief Intelligence Test (K-BIT) or other cognitive screening measure will be administered after proper consent for such an evaluation has been obtained. If the student scores greater than 116 on the screening measure of intellectual functioning, or if the parent requests evaluation, the student will be referred for evaluation by the School Psychologist.

Services - The School will choose the most intense model that can be financially supported by the size of the gifted population. The number of gifted students per grade level will determine the choice of models as follows:

Self-contained, Gifted Content Area Classes: Content-based classes in Language Arts, Math, Science, and Social Studies (or combination blocks of these content areas), numbers permitting in grades 9 and 10. Teachers are gifted endorsed (or working towards gifted endorsement and on an approved out-of-field waiver) and differentiate curriculum based on individual student needs.

Self-contained Gifted/High Achieving Content Area Classes: Content-based classes in Language Arts, Math, Science, and Social Studies (or combination blocks of these content areas), in grades 9 and High achieving students are determined by the following:

- (For placement in the Gifted/High Achiever model in language arts, social studies and science.) Scored a Level 5 in reading on the most recent FCAT. If there are more level 5s than available seats, the students are ordered by their scaled scores. If there are multiple students who have the same scaled scores, then their GPAs from the previous year will be considered.
- (For placement in the Gifted/High-Achiever model for math). Scored a Level 5 in math on the most recent FCAT. If there are more level 5s than available seats, the students are ordered by their scaled scores. If there are multiple students who have the same scaled scores, then their math grades from the previous year will be considered.

Note: If there are an insufficient number of students who scored a Level 5 to fill the seats, then students who scored a Level 4 can be considered.

Teacher(s) are gifted endorsed (or working towards gifted endorsement and on an approved out-of-field waiver) and differentiate curriculum according to individual student needs.

Identification - In alignment with The Sponsor's Gifted Education Program, the following procedures are to be followed for identifying those students who may be gifted:

If the student scores at the 80th percentile or above in reading or mathematics on a standardized achievement test or scores an average of $\geq 80\%$ on at least four (4) of the nomination forms, the student will be referred for screening of intellectual functioning. The Kaufman Brief Intelligence Test (K-BIT) or other cognitive screening measure will be administered after proper consent for such an evaluation has been obtained. If the student scores ≥ 115 on the screening measure of intellectual functioning, or if the parent requests evaluation, the student will be referred for evaluation by the School Psychologist. The screening information collected will be recorded on the Plan B Referral Form:

- a. If the student scores less than 115 on the screening measure of intellectual functioning, the student is no longer considered a candidate. (NOTE: for Limited English Proficient (LEP) students, a score on the Matrices section of the K-BIT or a score on another nonverbal instrument (e.g., Naglieri) may be used.

- b. If the student is not referred for formal evaluation, parents are notified of this decision in their native language where feasible. Notification is made either by phone, letter, or conference. Notification by phone or conference will be documented in writing.

EP Plan Development: Once a student has been identified as gifted, the gifted coordinator will notify the student's parent, teachers, and school psychologist. The gifted coordinator at the school site will fill out the appropriate forms provided by the school district and notify the parents of the student to give permission for testing. Upon review of test, at a mutually scheduled EP meeting, the participants will determine the best suitable services required to meet the student's educational needs. The Gifted Eligibility Matrix (GEM) will be utilized to evaluate placement in the gifted program. The Plan B Matrix will include measures of intellectual functioning, academic performance, leadership, motivation, and creativity through the following means.

A multi-disciplinary committee of professionals will be established which will include a parent and may also be comprised of the classroom teacher, the teacher of the gifted, the Exceptional Student Education (ESE) Specialist, an LEA representative, the school psychologist, an ESOL designee where appropriate, and other school staff who spend significant time with the student. The eligibility committee at each school will be responsible for the review and analysis of evaluation data and the recording of the data on the Gifted Eligibility Matrix (GEM).

Initial Educational Plan (EP) Team Participants: The EP team will include the following participants:

- The student's parents*;
- The student;
- The schools' gifted coordinator;
- At least one teacher of the gifted program;
- One regular education teacher of the student who, to the extent appropriate, is involved in the development and review of a student's EP. Involvement may be the provision of written documentation of a student's strengths and needs;
- School psychologist; and
- Staffing Specialist.

Parents will be considered partners with the schools in developing, reviewing, and revising the educational plan (EP) for their child. The role of parents in developing EPs will include:

- Providing critical information regarding the strengths of their child;
- Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education;
- Participating in discussions about the child's need for specially designed instruction;
- Participating in deciding how the child will be involved and progress in the general curriculum; and
- Participating in the determination of what services the school will provide to the child and in what setting.

The Educational Plan (EP) for each student will be individualized, measurable, and observable. The plan will include a statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum results of the student's performance on state and district assessments, and evaluation results;

- A statement of goals, including benchmarks or short term objectives;
- A statement of the specially designed instruction to be provided to the student;
- A statement of how the student's progress toward the goals will be measured and reported to parents; and
- The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services;

Implementation: The EP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's EP.

Services and instructional Strategies for Gifted - The school will offer various services to meet the needs of the gifted student based on the Educational Plan. These services may include but are not limited to:

- specialized gifted courses (as detailed in the curriculum section of this application),
- acceleration,
- ability grouping,
- modifications of content through differentiated curriculum,
- Career exploration and goal setting integrated into the curriculum,
- curriculum compacting,
- enrichment,
- social skills development and/or counseling, and
- Real world immersion activities (i.e. as science and social studies fairs, music and art exhibits, academic competitions, mentoring).

Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level Next Generation Sunshine State Standards and/or Common Core opportunities for acceleration. Curriculum for gifted students should include a wealth of opportunities for extended learning beyond the classroom.

Evaluations - A consultation model will be established by the gifted coordinator at the school. Consultation will include periodical meetings between the general education teachers, gifted teachers and gifted coordinator to plan, implement, and monitor the student's progress. All faculty providing consultation to the student will maintain a record of the teachers, courses, and students for whom the services are being provided.

The EP team shall consider the strengths of the student and needs resulting from the student's giftedness and the results of recent evaluations, including class work and state assessments. In the case of a student with limited English proficiency, the language needs of the student as

they relate to the EP, will be considered when reviewing and revising the plan. Quarterly Progress reports are also sent home in addition to parent contact.

Educational Plan (EP) Review Team Participants: The EP review team will include but is not limited to the following participants:

- The student's parents;
- The student;
- At least one teacher of the gifted program;
- General Education teacher; and
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student.

Timelines: An EP will be in effect at the beginning of each school year for all gifted students for duration of 1 or 2 years as applicable to each case. Timelines for EP meetings for students who are gifted shall include the following: **1)** An EP will be developed within thirty (30) calendar days following the determination of eligibility for specially designed instruction. **2)** Meetings may be held to develop and revise the EP at least every 1 or 2 years for students. Plans may be reviewed earlier as needed or if the student's parent or teacher requests a review, or if services change. **3)** Re-evaluation will take place every 3 years.

Section 7: English Language Learners

The School will adhere to all applicable provisions of Federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

- A. Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.

The School will adhere to all applicable provisions of Federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. Additionally, the School will meet the requirements of the Consent Decree entered in *Lulac, et al. vs. State Board of Education*.

The School hereby agrees to adopt and implement the Broward County Public Schools ELL Plan⁶, as referenced herein, in serving English Language Learners (ELL). Sponsor's District Plan for English Language Learners is as follows:

Identification and Assessment: Per FS 1003.56, the School "English Language Learner" (ELL) is identified as:

- An individual who was not born in the United States and whose native language is a language other than English;

- An individual who comes from a home environment where a language other than English is spoken in the home; or
- An individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency.

The school will survey ALL parents upon initial entry (registration) using the Home Language Survey (HLS). This is required by the League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree. The Home Language Survey is given at the time of registration and includes three questions:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

If a parent answers “yes” to one or more of the three HLS questions, and/or meets the definition of ELL, they will be advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the school’s ESOL Program. The parents are informed orally of the need of a language assessment by the school registrar, ESOL contact/designee, or by the guidance counselor. The student is then referred to a trained language assessor at the school.

The student is assessed for English aural/oral language proficiency with:

1. Oral Language Proficiency Test II (IPT-II) 2nd Edition
2. Fluent English Speakers on the IDEA Oral Language Proficiency Test. This test is administered by the Kaufman Test of Educational Achievement II Brief Form (KTEA-II) as part of the entry requirements into the ESOL program. This test generates Reading and Writing scores and can be used to determine reading achievement.

The School will use the charts correlating the Oral Language Proficiency Test Score Levels with Broward County Language Level charts:

- Students with A1 to C1 or A1-B2 language level classifications are entitled to receive ESOL services.
- If the student is classified A1-B2, the school will update the language classification on TERMS and the ELLSEP folder. All decisions regarding ELL programmatic assessment and academic placement will be documented in the appropriate section of the student’s English Language Learner Student Educational Plan (ELLSEP) folder. Parents will be notified of placement within 20 days in the home language.

ESOL Program Placement - The school will implement an ESOL program of instruction in meeting the needs of the ELL population to be served. Program instruction will be designed to develop the student’s mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. The School will provide ESOL instruction in English and ESOL instruction (or home language instruction) in the basic subject areas of

reading, mathematics, science, social studies, and computer literacy following the guidelines and procedures outlined by the current District ELL Plan.

English Language Learners will receive instruction, which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using classroom walk-through model. Evidence of instruction can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELLs must document the ESOL strategies used for each lesson in their plan book.

Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic skills administered in English (e.g., Kaufman Test of Educational Achievement-Brief-II Form) and/or the student's heritage/native language, or other forms of formal or informal assessment are used in determining the appropriate grade placement of ELLs. All decisions regarding ELL programmatic assessment and academic placement are documented in the appropriate section of the ELLSEP Folder.

Placement decisions are primarily based on:

- Documented Prior Educational Services,
- ELL Committee,
- Assessment – Diagnostic/placement test, and
- Parent/Guardian and Student Interview.

Some of the ELL Strategies to assist ELLs include but are not limited to Marzano's High Yield Strategies:

Identifying Similarities and Differences

Mind mapping

Venn diagrams

T Charts

Cause and Effect Organizers

Word Sort

Cooperative Learning

Group Projects

Language Experience Approach

Shared Reading and Writing

Book Pass

Dramatization

Nonlinguistic Representations

Pictures
Manipulatives
Concept Maps
Student Drawings
Mnemonic Clues
Visualization
5 Senses Organizer

Questions-Cues-Advanced Organizers

Activate background knowledge
Frontload key vocabulary
Predicting, inferencing, concluding
Reciprocal teaching and modeling
Think alouds and guided questions
KWL

Homework and Practice

Lesson opening with review and preview
Metacognition of strengths and weaknesses
Reflective journals
Sharing goals and objectives with parents
Praise efforts to use English
Hold high expectations
Honor individual learning styles
Use authentic assessment

Resources: Word-to-Word dictionaries in the students' heritage language/English language will be available in the ESOL and Content classrooms throughout the year, as well as, for all district and state assessments. Students identified as ELL will be placed in **two** ESOL courses as applicable to the grade level and language proficiency:

1. Language Arts content course scheduled by grade level:

| |
|--|
| M/J Language Arts 1 Through ESOL -100200002 M/J Language Arts 2 Through ESOL - 100201002 M/J Language Arts 3 Through ESOL- 100202002 |
|--|

2. Language proficiency course scheduled by English Proficiency Level:

| |
|--|
| 1002181L1 - M/J Developmental Language Arts Through ESOL (Level 1) 1002181L2 - M/J Developmental Language Arts Through ESOL (Level 2) 1002181L3 - M/J Developmental Language Arts Through ESOL (Level 3) 1002181L4 - M/J Developmental Language Arts Through ESOL (Level 4) |
|--|

*NOTE *English I, II, III, and IV or English I-IV through ESOL are required to meet the graduation requirement for this subject area.*

*NOTE **If levels need to be combined, the Developmental Language Arts placement may be in the best combination of mixed language level courses (ESOL levels 1 and 2, 3, 4).*

The ELL Committee – The main function of the ELL Committee is to resolve any issue that affects the instructional program of an ELL student. It is composed of at least 4 members: an administrator or designee, the ESOL teacher, the home language teacher (if any), the classroom/subject area teacher(s), plus guidance counselors, school social workers, school psychologists or other educators as appropriate for the situation. The parent(s) will be invited to attend any meeting of the ELL Committee.

For students in grades K-12 with inconsistent test data to meet the entry criteria, an ELL Committee is convened to determine if the student should enter the ESOL Program. Parents are invited to attend this meeting. For students in grades K-12, the ELL Committee may determine a student to be ELL or not to be ELL according to consideration of at least two of the following criteria in addition to the results of the assessment of English language listening/speaking proficiency (IDEA Oral Language Proficiency Test) and/or reading and writing:

- extent and nature of prior educational and social experiences; and/or student interview;
- written recommendations and observations by current and previous instructional and supportive services staff;
- level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion referenced standards;
- grades from the current or previous years;
- test results other than those from the district assessment of listening/speaking/reading/writing.

ELL Committee decisions are documented in the ELLSEP folder under ELL Committee recommendations. ELL Committee members sign the folder for documentation purposes.

The Individual ELL Student Education Plan: All students classified as ELL will have an Individual ELL Student Plan. Such plan is part of the permanent student cumulative record folder upon entry into the ESOL program. The plan will include biographical student information (name, grade, home language), initial assessment and placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post program review, etc. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and ELL committee meeting information. The ELL Plan will:

- Inform the student, parent, and teachers on the student ESOL language level;
- Monitor student progression;
- Establish meetings between the school, the parents, and the student to discuss academic progress;
- Provide methods for evaluation and provisions for monitoring and reporting student progress;

- Provide for parental and teacher involvement to ensure that the students are being properly serviced; and
- Provide for student exit from and reclassification into the program.

The School will designate an ESOL coordinator to be responsible for developing and updating all Student ELL Plans, keeping a record of parental contact and ESOL Program Records Folder. The ESOL contact/designee is responsible for overseeing the development and updating of the English Language Learner Student Education Plan (ELLSEP) by the ELL committee. The ELLSEP is updated as follows:

- whenever an ELL Committee is held;
- annually at the end of each school year;
- on the anniversary date of student's entry into the ESOL Program; and
- any other time when there is a change in the student's educational plan.

All ELLSEPs are reviewed annually, at the end of each school year, to determine the appropriate educational placement and instructional options of the student. Assessment data (i.e. achievement test results, class performance, grades, language proficiency) are considered when conducting the review. The documentation of the recommendations is part of the student ELLSEP folder. The plan is also updated on the student's anniversary date of entry into the ESOL program for a recommendation for continued placement in the ESOL program. The 2nd and 3rd year recommendations are documented by the ESOL contact/designee in the appropriate section of the ELLSEP folder. In addition, the principal/designee or the ESOL contact person informs the teachers of students who have completed a 3-year base period in the ESOL program. If the student does not meet the exit criteria after 3 years in the ESOL program, the ELL Committee is convened to make a recommendation for a 4th, 5th or 6th year of continued ESOL program placement. Recommendations for an extension of the ESOL program are documented on the ELLSEP Folder by the school ESOL contact person or designee.

Evaluation - Student plans will be updated annually by the program coordinator. The ESOL coordinator will document former ELL student's progress in the student's ELL Student Plan using a Post-Program Review Report and a Post-Program Review Student Profile. These are generated with information regarding students who have exited the ESOL program within the last two years. Documentation of the progress review for each ESOL-exited student will be conducted at the end of the student's first grading period, first semester, first year, and second year after exiting. The school will monitor the student's progress using report cards, test scores, classroom performance, Post Program Review Reports (as applicable), Standardized tests and Student Case Management referrals (as applicable).

The Comprehensive English Language Learning Assessment (CELLA) will be administered each spring to all current ELL students to measure proficiency and gains in reading, writing, listening, and speaking.

Exit procedures:

The School ESOL contact person, in coordination with its teachers, will ensure with the following procedures to exit students from the ESOL program:

- Identify students who are eligible to exit the ESOL program based on the exit criteria.
- Update the exit information on the ELLSEP folder for exiting students.
- Complete the appropriate section of the ELLSEP folder with the assessment data used to determine English proficiency, date and signature. If the ELL Committee needs to be convened, parents will be invited and all committee members will sign as appropriate.
- Provide the school data processor with required exit data. The required information is entered in the State Database (TERMS).
- Notify the parent(s) that the student is exiting the ESOL program.
- Monitor the student for two years from the exit date in order to ensure success in the mainstreamed classroom.

Students in grades 3-12 eligible for exit from the ESOL program will score an achievement level of three or greater or equivalent developmental scale score on the Reading portion of the Florida Comprehensive Assessment Test* or other state-mandated assessment. In addition students will score a level of proficient on the Comprehensive English Language Learning Assessment (CELLA) in listening and speaking, and writing.

Parental Involvement – The School will advise parents and encourage them to take part in the ESOL Leadership Council monthly. This district-wide forum for Limited English Proficient (LEP) parents and interested community members will allow parents to assist in identifying the educational needs and priorities of ELL students. To promote parent and community participation in programs for ELLs, the school will have a parent representation through school and district parent organizations. Parents of ELLs who are, or wish to be, in leadership positions will also be invited to attend local conferences and will be provided translation technology for better understanding. Participants will acquire relevant knowledge, information, skills and strategies needed to fully integrate into their leadership role at the ESOL Leadership Council or the School Advisory Council.

*Note: The ELL Plan, as referenced herein, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the ELL Plan, as amended from time to time.

B. Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.

The School will ensure that experienced and ESOL certified teachers, as appropriate, will be hired to serve the School's English Language Learner Program, based on students' proficiency levels. The number of teachers will be based on the number of students identified upon student enrollment (results from home language surveys and/or ESOL levels). Additionally, the School is committed to ensuring that all core curriculum personnel instructing ELL students will have the appropriate training (ESOL endorsement/required coursework including ESOL Issues

and Strategies -18 or 60 MPP) documentation. The Principal/Staffing Committee will identify each teacher's training status or requirement.

The School will offer on-site staff development opportunities for all staff to acquire ESOL endorsement. The Principal/Staffing Committee will identify each teacher's training status or requirement. The School will work with the Teacher Education Center to provide ESOL in-service training program(s) to assist language arts, basic subjects and other subject area teachers. The School will work with its Sponsor in informing staff of the sessions or web-based courses available to meet the ESOL/META training requirements.

All instructional members will be trained and expected to:

- identify the students in their grade book and record the ESOL level next to student's name;
- use appropriate lessons and reflect ESOL strategies being used in lesson plans; and
- use appropriate grading guidelines and report card comments.

Additionally, in accordance with Rule 6A-6.0904, FAC., once the School has 15 or more ELLs who speak the same language, the School will employ a bilingual paraprofessional or teacher, as required. Teachers and/or paraprofessionals assigned to this program will be expected to assist ELL students using their home language in the core subject areas and providing instructional assistance in the classroom to ensure the delivery of comprehensible instruction for the ELL students.

Bilingual paraprofessionals will assist students through the use of the following:

- working in small groups,
- translating information,
- interpreting test questions and homework assignments as appropriate, and
- helping students comprehend textbooks and other written Materials.

The ESOL program coordinator, who will serve as a staff contact person, will have the responsibility of overseeing/assisting staff in meeting the needs of the School's ELL population throughout the school year.

The ELL Plan, as referenced herein, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the ELL Plan, as amended from time to time.

C. Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.

The school will make every effort to offer a balanced approach to engage ELL students in classroom activities with their peers. ELL students who enter below grade level will be provided extra help by receiving lessons using modified language. Realistic goals for the students will be set to assist in raising the ELL student to the appropriate grade level.

As noted in section (A) above, English Language Learners will be offered strategies to assist in understanding assignments. Strategies to assist ELLs include but are not limited to Marzano's High Yield Strategies.

One example of a strategy used for ELL students below grade level is scaffolding, which can be provided in a variety of ways:

- checking for comprehension of assignments and simplifying the language if necessary
- using visual information to make verbal information clearer
- keeping a dialogue journal that is shared between the teacher and the student, allowing the student to write freely about his life and to read the teacher's responses
- giving the student extra time to complete tests and other exercises that will be assessed, thus taking into account the time needed for language processing
- having the student keep a vocabulary log and allowing him to look up words, when necessary, in a bilingual dictionary
- selectively correcting grammar errors in the student's writing rather than correcting everything so that the student can gradually master the most important grammar points

Teachers of ELL students will also participate in inquiry based activities in a cooperative learning environment that address the topics of:

- Designing effective instruction for ELLs in the mainstream classroom.
- Building and activating background knowledge and creating contexts for meaningful, authentic interaction.
- Identifying comprehensible input in terms of vocabulary and language structures used as well as in terms of literacy abilities.
- Selecting appropriate material that targets a variety of ability and interest levels so that all learners have access to the curriculum.
- Planning for meaningful differentiation of instruction and integration of multiple instructional strategies.
- Examine existing assessment procedures and integrate multiple modes of assessment of ELLs in mainstream classroom

Section 8: School Climate and Discipline

A. Describe the school's planned approach to classroom management and student discipline.

The School's philosophy regarding student behavior ensures commitment to the School's mission on a daily basis. The School believes that a safe and orderly school is of primary importance to create an enjoyable learning environment for both students and teachers. Furthermore, when students behave in a respectful, responsible and safe manner, they enjoy a more productive learning experience and develop capacity to become responsible adults and citizens.

Thus, students will be expected to abide by a strict code of behavior. Proper conduct will be recognized and consequences will be given for breaking rules in accordance with the belief that inappropriate behaviors that interfere with the learning process will be extinguished. It is anticipated through a progressive discipline model, with commitment to apply consistent, best-practice behavior management techniques students will take ownership of their behavior and their mistakes and learn from these. The School encourages children to believe that “mistakes” of judgment can occur and often do occur, and it is the acceptance of responsibility for our actions and lesson(s) learned from the “mistakes” that develop character.

Additionally, students will be taught character education throughout the school year, reinforcing a sense of responsibility in their actions and deeds, thus molding more self-aware, capable individuals. Students will be encouraged, at minimum, to be honest, kind, respectful, patient, proud, and courteous. The School expects each parent to take an active role in supporting this plan. It is in the student’s best interest that parents, faculty and staff work together to ensure a happy, safe and productive learning experience.

The applicant believes the most appropriate disciplinary action taken by the School’s should and will be the least extreme measure that can resolve the discipline problem. Teachers and administrators will strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action. The School will utilize corrective strategies appropriate to address the level of disruptive behavior as indicated in the Code of Student Conduct.

However, the following is a sample of classroom consequences in an effort to curb classroom misbehavior, in a progressive manner to avoid misbehavior that disrupts the orderly operation of the classroom:

Classroom Consequences:

- 1st Consequence – VERBAL WARNING
- 2nd Consequence – DETENTION
- 3rd Consequence – PARENT CONTACTED/REFERRAL NOTE SENT HOME
- 4th Consequence – REFERRAL TO ADMINISTRATION

Administrative Consequences*:

- 1. Administrative Detention
- 2. School Center for Special Instruction (SCSI) - Indoor Suspension
- 3. Detention – Alternate to Outdoor Suspension
- 4. Outdoor Suspension.

***Severe Clause-**Any Group III- group V Violation (i.e. Fighting, Drugs, Bullying) will result in immediate suspension from school. The administration reserves the right to apply severe

disciplinary actions, including recommendation for placement into an alternative education setting.

The use of corporal punishment, including physical force or physical contact applied to the body as punishment, is prohibited by any member of the school staff and extends to parents or guardians on school grounds. National origin minority or English Language Learner (ELL) students shall not be subjected to any disciplinary action because of the use of a language other than English.

When confronted with an act which may require the imposition of disciplinary action by the school, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident. The School will make every effort to inform a parent of disciplinary action prior to the action being taken, if possible.

Some of the disciplinary actions that may be utilized (in accordance with the BCPS Code of Student Conduct include:

- Parent conference;
- Removal from class;
- Assignment to School Center for Special Instruction (SCSI);
- Peer mediation; and
- Other Alternatives (e.g. after-school detention Saturday school, etc.).

B. Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.

The School will abide by the Sponsor's Code of Student Conduct, therein incorporating the Sponsor's policies and expectations for students related to, including but not limited to, consistent and timely attendance, respect for persons and property, appropriate dress, technology usage, student activities and assembly, student free speech and distribution of materials, school sponsored publications, privacy of student records, interventions and/or consequences, and the right to appeal, including grievance procedures.

The applicant believes the School the most appropriate disciplinary action taken by the School's officials, should be the least extreme measure to resolve a discipline problem. However, in accordance with the BCPS Students Conduct Code Book the School will utilize the Discipline Matrix as a means to respond appropriately when students have committed serious violations, per the *Code of Student Conduct*. This tool is designed to offer consistency at all levels across the District so that students are disciplined fairly when their behavior requires punishment beyond the classroom. The *Discipline Matrix* does not apply to classroom management as assigned by the teacher but rather will be utilized as a progressive step when a student has broken the rules requiring a principal and/or designee to assign consequences. While continuous disregard for classroom rules will almost always be referred to an administrator, certain violations of the rules, e.g. weapon possession, assault, sexual harassment, require initial administrative action.

Teachers and administrators strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action. The School will adopt the rules and regulations found in the Code of Student Conduct, assigning consequences or interventions in accordance with the level of the violation through a progressive discipline process.

Suspension:

The Principal or designee of the School may suspend a student from school for up to ten days for persistent disobedience and/or gross misconduct. Suspension from school can also be issued for Level II behaviors beginning with one day of suspension, and possibly increasing the days of suspension in accordance with the severity of the violation/infracton of school policy. School site administrators may take this action when they have exhausted informal disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

Outdoor Suspension may be utilized by the School under the following conditions:

- The student's presence in school presents a physical danger to the student or others;
- A "cooling off" period is needed in order to relieve tensions and relieve pressure; and/or
- The student and/or parent refuse an alternative to suspension.

During a suspension the child will be given the opportunity to complete the work that was missed during the suspension. Failure to make up the assigned work missed (within three days of returning to school) during a period of suspension will result in the student being given the academic grade of "F" for those assignments. A suspended student completing assigned work missed during the period of suspension will not be subject to the withholding of passing final grades unless the student has, in addition to suspension, attained five or more unexcused absences in a semester course or ten or more unexcused absences in an annual course. In addition to making up assigned work, the student will be held responsible for the Material presented during his or her absence.

Under no circumstances are teachers required to make special provisions to comply with this procedure. The responsibility for securing assignments missed during the suspension period will be that of the student. Upon completion of the makeup work, within a reasonable amount of time (typically within three days) the student should submit the work to the teacher. The teacher will grade and record the makeup work as it is received. Improved effort and conduct by the student are expected, and lack of improvement will be handled by the teacher in an appropriate manner (e.g., parent conference, lowered effort and/or conduct grades, or referral to administration).

Dismissal or Recommendation for Expulsion:

In accordance with the Code of Student Conduct, the School's Principal may request the School's Governing Board vote to make a recommendation to the BCPS Superintendent that a student be recommended for expulsion, after a hearing where due process has transpired. The

principal of the School may request the Sponsor's Superintendent consider this action when the School has exhausted less severe administrative disciplinary action, or when the School has considered those alternatives and rejected them as inappropriate in the given situation. Only the Sponsor can expel a student from a Board County Public School and therefore regardless of any recommendations made by the governing board of the School, the decision to expel lies only with the School Board as the Sponsor.

The School's Code of Conduct, as referenced herein, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the Code of Conduct, as amended from time to time.

II. ORGANIZATIONAL PLAN

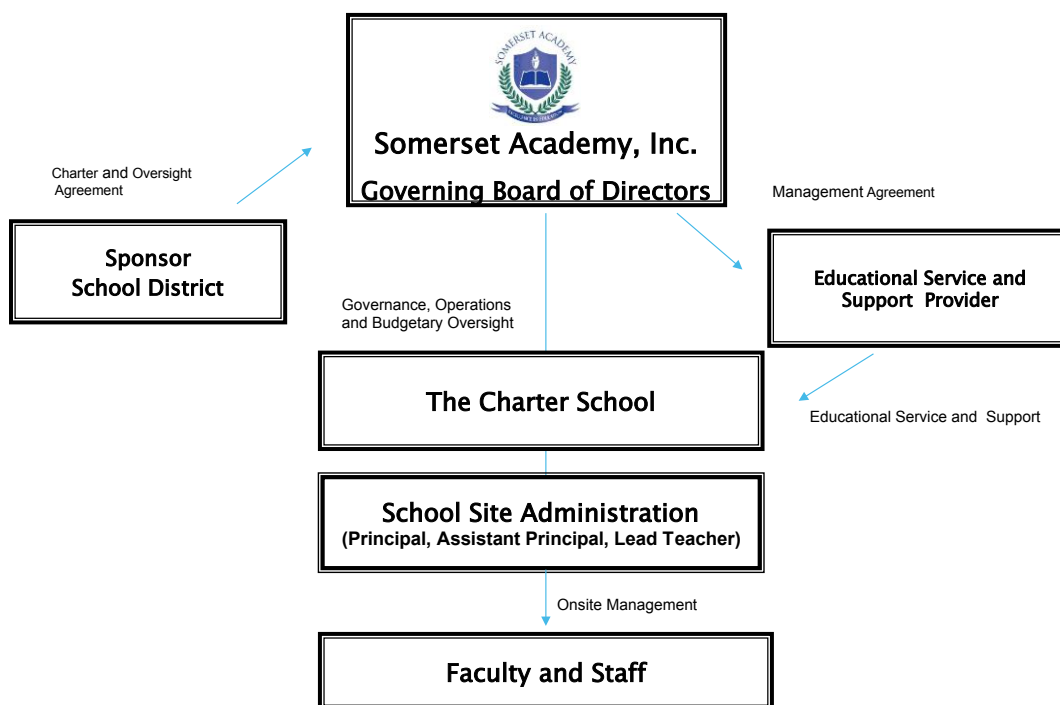
Section 9: Governance

A. Describe how the school will organize as or be operated by a non-profit organization.

Somerset Academy, Inc., a non-profit Florida corporation, is the legal entity that will operate the School as per the *Articles of Incorporation, (Appendix B) and Bylaws (Appendix C)*.

The governing board of directors (the "Governing Board") will have the responsibility for the activities and affairs of the corporation, including management of the school and for providing continuing oversight of school operations. All corporate powers and functions shall be exercised by the Governing Board. The Governing Board is committed to the mission of the school and is cognizant of its responsibility to effectively and properly manage public funds.

- B. Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.



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The Somerset Academy, Inc. Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the school including but not limited to academic direction, curriculum, and budgetary functions. The school principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board. The school's faculty/staff report directly to the principal, who shall report to the Governing Board.

The School's on site administration (principal, an assistant principal and/or lead teacher) will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School as adopted and approved by the Governing Board. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The faculty and secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents and the community.

- C. Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to::
- Adoption of annual budget
 - Continuing oversight over charter school operations

The policies and procedures by which the Governing Board will operate, including specific board member powers shall be as stated in the Corporation's Bylaws, attached hereto as *Appendix C*. A brief overview of those policies and procedures is detailed below:

Board Member Duties: The Governing Board will perform the following duties, as well as any and all other duties as specified in Florida Statutes regarding Governing Boards of Charter Schools and any other duties specified by the Applicant's Bylaws:

- Oversee operational policies; Academic accountability, and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.
- Report its progress annually to its Sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit, pursuant to paragraph (g), who shall submit the report to the Governing Body.
- Review and approve the audit report, including audit findings and recommendations.
- Monitor any financial recovery plan in order to ensure compliance with same (if applicable).
- Report progress annually to its sponsor, including at least the following components (i.e. Charter School Annual Report):
 - Student achievement performance data
 - Financial status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt.
 - Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.
 - Information about the charter school's personnel, including the proportion of instructional personnel teaching in field or out-of-field.

- D. Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies.
Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.

The Applicant's Bylaws clearly specify the selection, removal procedures, and term limits of Board Members, and is summarized as follows:

Selection: Directors shall be elected at a duly organized meeting of the Governing Board. Notice of the Governing Board's intentions to elect any such Director shall be included in the agenda for that meeting and publicly announced in accordance with Sunshine Law requirements. Newly created directorships resulting from an increase in the number of directors comprising the board and all vacancies occurring on the board for any reason shall be filled by the majority of the members in office at a duly organized meeting of the Governing Board. A member elected to fill a newly created directorship or a vacancy will serve until a successor is elected. Newly elected members will agree to support the founding organization's vision in order to maintain continuity between the founders and the subsequent board members.

Removal Procedures: Any member may be removed without cause by the affirmative vote of a majority of the Directors then in office.

Term Limits: A Director shall be elected for a term of no more than five (5) years. A director may be re-elected for up to three (3) consecutive terms.

Code of Ethics: It is Board policy that employees and board members uphold the highest standards of ethical, professional behavior. To that end, these employees and board members will agree to commit themselves to carrying out the mission of this organization and shall:

- Be mindful of and honor the safety, health and welfare of the public in the performance of professional duties.
- Act in such a manner as to uphold and enhance personal and professional honor, integrity and the dignity of the profession.
- Treat with respect and consideration all persons, regardless of race, religion, gender, sexual orientation, maternity, marital or family status, disability, age or national origin.
- Recognize that the mission, at all times, is the effective education of children and the development of institutions to foster that mission.
- Engage in carrying out the Governing Board's mission in a professional manner.
- Collaborate with and support other professionals in carrying out the educational mission.
- Build professional reputations on the merit of services.

- Keep up to date and informed on emerging issues and business of the Governing Board, and to conduct themselves with professional competence, fairness, impartiality, efficiency and effectiveness.
- Uphold and implement policies adopted by the Governing Board.
- Keep the faculty, parents, students and community informed about issues affecting the above-named group respectively, and relating to the School, and/or the Governing Board.
- Conduct organizational and operational duties with positive leadership exemplified by open communication, creativity, dedication and compassion.
- Exercise whatever discretionary authority they have under the law so as to carry out the mission of the organization.
- Serve with respect, concern, courtesy, and responsiveness in carrying out the organization's mission.
- Demonstrate the highest standards of personal integrity, truthfulness, honesty and fortitude in all activities in order to inspire confidence and trust in such activities.
- Avoid any interest or activity that is in conflict with the conduct of official duties.
- Respect and protect privileged information to which they have access in the course of their official duties.
- Strive for personal and professional excellence and encourage the professional development of others.

Conflict of Interest Policy: As a nonprofit, tax-exempt organization authorized to operate charter schools, the operations of the Applicant can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, a fiduciary duty exists between the Governing Board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Governing Board, officers, and management employees have the responsibility of administering the affairs of the Corporation honestly and prudently. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not improperly use their positions with the organization, or knowledge gained therefrom, for their personal benefit.

Nature of Conflicting Interest: A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms mentioned above. Such an interest might arise through:

- Owning stock or holding debt or other proprietary interests in any third party dealing with the Corporation.
- Holding office, serving on the Board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with the Governing Board.
- Receiving remuneration for services with respect to individual transactions involving the Corporation.
- Using the corporation's time, personnel, equipment, supplies or good will for other than activities, programs and purposes which have been approved by the Governing Board.
- Receiving personal gifts or loans from dealing or competing third parties. No personal gift of money should ever be accepted.

Interpretation of this Statement of Policy: The areas of conflicting interest listed and the relations, in those areas, which may give rise to conflict, are not exhaustive. Conflicts might arise in other areas or through other relations. Directors, officers and management employees will hopefully recognize such areas and relation by analogy. However, it is the policy of the Governing Board that the existence of any conflict of interest shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the Governing Board, officers, and management employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

Disclosure Policy and Procedure: Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed:

1. The conflicting interest is fully disclosed; 2. The person with the conflict of interest is excluded from the discussion and approval of such transaction; 3. Where products, goods or services are being procured or sold, that there exists reliable independent evidence of fair value (which shall be specifically identified in and attached to the minutes), which may include a competitive bid or market survey or comparable valuation or other reliable evidence of market value; and 4. The Governing Board has determined that the transaction is in the best interest of the organization.

Disclosure in the organization should be made to the Board Chair who shall bring the matter to the attention of the Governing Board. Disclosure involving the directors should be made to the Governing Board. The Governing Board shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair and reasonable. If the conflict is not deemed to be material and the conflicted party is excluded from the decision making process, then the Governing Board can use its reasonable judgment and make a decision, which it deems to be in the best interest of the entity. The decision of the Governing Board on these matters will rest in its sole discretion, and its concern must be the welfare of the Corporation and the advancement of its purpose.

Meeting schedule selection: A procedure for selection of meeting schedule is clearly written in the Applicant's Bylaws. The Applicant will vote upon and post their meeting schedule for the opening school year, and annually thereafter, in accordance with chapter 119 of the Florida Statutes, relating to public records, and public meetings.

Pursuant to Florida Statute 1002.33, the school's governing board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative will reside in the school district in which the school is located and may be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the school's website. The school's governing board will hold at least two public meetings per school year in the school district. The meetings will be noticed, open, and accessible to the public, and attendees will be provided an opportunity to receive information and provide input

regarding the school's operations. The appointed representative and charter school principal or director, or his or her equivalent, will be physically present at each meeting.

- E. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

The founding group of the School is the same group who currently serves as the Governing Board. The Governing Board is committed to ensuring that newly elected members will agree to support the founding vision, in order to maintain continuity between these founders and any subsequent board members who may be elected to serve in the future.

- F. List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.

Since the Governing Board is an existing entity and has already been established, the Governing Board will recruit members as vacancies arise, and will endeavor to fill these vacancies with those who will commit to forward the mission of the School. All Board members will agree to oversee the operational policies, and ensure academic accountability and financial accountability of the School as well as participate in charter school governance training and successfully undergo a background check by the Sponsor, as specified by law.

Governance Training: The administrators and Governing Board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. The Florida Association of Charter Schools will provide this training or another approved vendors. Further, as presented in the Applicant's Bylaws, The Applicant shall develop an orientation and training program for new directors and an annual continuing education program for existing directors.

Human Resources Training: Governing board members will be trained each year by ADP TotalSource in the area of Human Resources. The training will cover the areas of Hiring, Utilizing, and Evaluating Administration, Personnel Policies and Procedures, Hiring Practices, Evaluation, Taxes and Benefits.

- G. Outline the methods to be used for resolving disputes between a parent and the school.

Somerset Academy, Inc. Board Members:

Andreina D. Figueroa, Board Chair/President/Parent Member

Ms. Andreina D. Figueroa, is owner of ADF Consulting LLC which was established in July 6, 2009. ADF Consulting LLC is a full service bi-lingual firm with more than a decade of experience in Florida government. Her long-standing and established relationships afford ADF

Consulting the opportunity to provide their clients key access in sectors such as business and government. For the past five years, Ms. Figueroa has successfully lobbied the Florida Legislature for many clients. She has managed to secure over \$30 million in funding for numerous clients and has worked on some of the most contentious issues. She has been able to establish great working relationships with committee staff and legislators on both sides of the aisle. Ms. Figueroa has also positioned clients to provide services and products to local governments and businesses in Florida. Prior to opening ADF Consulting LLC, Ms. Figueroa was Governmental Affairs Director for Tew Cardenas LLP and focused on local and state advocacy. Prior to joining Tew Cardenas, Ms. Figueroa was Special Assistant to Florida Governor Jeb Bush. She managed the Governor's Miami office overseeing Broward, Collier, Miami-Dade, Monroe, and Palm Beach Counties. Ms. Figueroa was responsible for all of the gubernatorial visits to the South Florida Region. As the Governor's liaison, Ms. Figueroa participated in meetings with local elected officials and state agencies as well as tracked legislation and provided briefings. She also was the coordinator for the Governor's Financial Oversight Board, where she was the liaison between the Governor's Office and the City of Miami. In addition, Ms. Figueroa was Commission Aide to then Miami-Dade County Commission Chairwoman, Senator Gwen Margolis. She was responsible for performing policy research and document preparation, attending departmental meetings, and preparing the order of the day for the Commission meetings, which included time certain items. Ms. Figueroa graduated from Florida International University with a B.A. in Political Science and a minor in Public Administration. Ms. Figueroa is fluent in Spanish. She is a member of the Florida Association of Professional Lobbyists, Florida International University President's Council, the Latin Builders Association and Board Chair /President of Somerset Academy Schools.

Lourdes Marrero – Vice Chair/Secretary - Director

Ms. Lourdes Marrero is an accomplished educator with ten years of experience in the field of education. Ms. Marrero is currently the principal of Mater Gardens Academy Elementary and Middle Charter Schools, both A+ charter schools in Miami-Dade County. She is responsible for overseeing the daily school operations of 500 students and over 30 staff members. Under Ms. Marrero's direction, the schools are ranked among the top third of public elementary and middle schools in Miami-Dade County, achieving Adequate Yearly Progress under Federal standards of the No Child Left Behind Act and earning "A" grades from the Florida Department of Education.

Ana Diaz, M.S. Elementary Ed. - Director

Ms. Diaz has been in the field of education for the past thirteen years. She earned her Master's Degree in Elementary Education from the University of Florida and began her career in the Miami-Dade County Public School System. She started as a first grade teacher at Caribbean Elementary and was later promoted to reading coach. Ms. Diaz continued her studies at Nova Southeastern University where she completed her certification in Educational Leadership. In the fall of 2005, Ms. Diaz began working with Charter Schools as a reading coach and currently serves as the Assistant Principal at Pinecrest Academy South. Her responsibilities include curriculum planning, parent communication, program evaluation, Response to Intervention (RtI) coordinator, progress monitoring, assessment development and

implementation. Ms. Diaz has been an integral part in the success of Pinecrest Academy South, a high performing charter school that has earned a state issued grade of A+ since its inception.

Hui Fang Huang (Angie) Su, Ed.D – Director

Dr. Su was one of the founding Board members of Somerset Academy in 1997. Dr. Su is a Program Professor of Mathematics Education in the Abraham S. Fischler Graduate School of Education at Nova Southeastern University. Prior to that, Dr. Su was the Mathematics Specialist for the Department of Curriculum Development for Palm Beach County School District in Florida. She is the creator of Project MIND- Math is Not Difficult, a mathematics enhancement project funded by the Annenberg Foundation, Toppel Family Foundation, Quantum Foundation, National Science Foundation and the School Districts of Palm Beach, Miami-Dade and Broward. Dr. Su has received numerous awards and recognitions including the prestigious William T. Dwyer Award for Excellence in Teaching, Palm Beach County Elementary Mathematics Teacher of the Year, Wal-Mart Teacher of the Year, National Science Foundation's Presidential Awards for Excellence in Mathematics and Science Teaching (State Winner), Mathematics Teacher Educator of the Year by the Association of Mathematics Teacher Educators of Florida and most recently, the ICTCM Award for Excellence and Innovation with the use of Technology in Collegiate Mathematics (International Award).

Dr. Su has also taught computer science, mathematics, language arts, reading child development, curriculum, and portfolio classes at Nova Southeastern University's Graduate Teacher Education Program. She has published numerous textbooks, teacher training handbooks and journal articles. Dr. Su is also a national mathematics consultant. She has worked with numerous school districts throughout the country. Her work has impacted hundreds of thousands of students both in the US and internationally.

Daniel Diaz - Treasurer – Director

Mr. Daniel Diaz works as Senior Vice President, Market Manager / Commercial Lender at TotalBank in Miami, Florida. Mr. Diaz's duties include managing a cluster of Banking Centers as well as developing business for the Bank by networking the Miami business community through organizations such as the Cuban American CPAs, Latin Builders Association, and the Coral Gables Chamber of Commerce. Mr. Diaz is actively engaged in his community and serves as an active member of the Kiwanis Club of Little Havana.

David Concepcion – Director

Mr. Concepcion has been a part of the Charter School movement, originally serving as Board Member and Chairman of Mater Academy Charter Schools from 2003-2006, and later joining the Somerset Academy Charter Schools as an Executive Board Member since 2006. David worked as the Chief Legislative Aide with the Florida House of Representatives, Mayor's Chief of Staff and City Clerk in the City of Hialeah, FL, and currently serves as the Assistant City Manager and City Clerk at the City of Pacific Grove, CA. Mr. Concepcion has experience in the areas of bill-drafting, presentation of legislation, implementation of legislation among governmental agencies, fundraising, governmental relations, and municipal management. Mr. Concepcion works directly with local constituency and serves as a liaison to the community

with the media, state, federal and local agencies. Mr. Concepcion attended the University of Florida, where he obtained a Bachelor of Arts Degree in Political Science with a specialization in International Relations and Latin American Studies; and is currently studying to obtain his Masters in Public Administration from St. Thomas University.

Louis J. Marin – Director

Louis Marin is the Compliance Officer at Generations Federal Credit Union since June 2013. In that capacity, Marin is responsible for monitoring both Federal and State laws and regulations applicable to Credit Union operations administering loss prevention programs, managing security, vendor management programs and risk management processes. In addition, he serves as the Security Officer for the \$400 million, 48,000 member credit union.

A native of San Antonio, Texas, Marin obtained his Bachelor of Business Administration degree in Accounting from University of Texas at San Antonio in 1981. After an extensive career in the private and public sectors, Marin began working with the credit unions in 2004, where he served as the Vice-President of Project Management, until his currently held position.

He is married to his wife Sandra and they have two children; Danielle and James. He serves on several volunteer committees and is a certified Sports Official in basketball, soccer, football and softball.

Carlos Resendez - Director

Mr. Resendez is currently a Financial Advisor with RiverStone Wealth Management. From 2007 to April 2009, he was a Financial Advisor at UBS Financial Services, Inc. Immediately prior, Mr. Resendez was the founder of Presidio Asset Management LLC, and served as its chairman and CEO from 2000 to 2006. Prior to founding Presidio, he served as the chairman and CEO of *The Resendez Group*, an independent investment-marketing firm from 1998-2000. Mr. Resendez served as the first executive director of the National Conference on Public Employee Retirement Systems, (NCPERS) in 1996-1997, and was the executive secretary the immediate nine years preceding. From 1993-1996 Mr. Resendez was the executive director of the then \$11 billion Texas Permanent School Fund where he was responsible for all aspects of investments and the administration of the Fund's portfolio. From 1989 to 1993, he was the executive director of the San Antonio Fire and Police Pension Fund. Mr. Resendez twice served as the Chairman of the Public Pension Coordinating Council, initially in 1992 and again in 1996. The Public Pension Coordinating Council is a confederation of the four largest pension organizations in the country, namely, The National Conference on Public Employee Retirement Systems (NCPERS), The National Conference on Teacher Retirement Systems (NCTR), The National Association of State Retirement Administrators (NASRA) and the Government Finance Officers' Association (GFOA). He was an observer to the drafting committee of the National Conference of Commissioners on Uniform State Laws. He served on the GASB Task Force who recommended GASB 25, 26 and 27. Mr. Resendez is the past Public Funds' Representative to the International Foundation of Employee Benefits Plans. He

is member of the National Association of Public Pension Attorneys, the past president of the National Pre-retirement Education Association and one of the founding members of the Texas Association of Public Employee Retirement Systems (TEXPERS). He is a frequent lecturer on the national landscape, speaking on a myriad of issues affecting public pension funds. Mr. Resendez received a BBA degree from the University of Texas at San Antonio and a JD from St. Mary's University School of Law. He is FINRA licensed Series 7, Series 63 and Series 66. He is licensed as an agent by the Texas Department of Insurance, General Lines.

George B. Ozuna – Director

George B. Ozuna is a Hydrologist with the U.S. Geological Survey (USGS) whose public service has spanned over 30 years. After graduation from the University of Texas at San Antonio with a B.S in Geology in 1980 he was hired by the USGS as a hydrologist in 1981, and assigned to the San Antonio office. Initially, he was a team member for a project collecting and analyzing data on the Edwards aquifer. From 1984 to 1990 he served as a project chief on several different studies that included such work as: monitoring well installation, aquifer testing, evaluating shallow ground-water systems, and describing the surface hydrogeology. In June 1991, he became the San Antonio Water Quality Specialist, assisting the Office Chief in the development of water-quality projects in the office. In 1993, George was selected as the San Antonio Office Chief as Supervisory Hydrologist and 2009 was promoted to a new position as Deputy Director for the USGS Texas Water Science Center. In January 2013 he took on a new position as Senior Program Manager.

George has worked tirelessly throughout his USGS career to apply his hydrologic knowledge and research to address water issues in the San Antonio area. His outreach efforts to the area's predominantly Hispanic community have been a major factor in the link between the USGS and the San Antonio Hispanic community. This is evidenced by his personalized educational lectures to the area schools and communities and his student mentorship program. Frequently, these efforts have been on George's personal time and paid for out of his own pocket.

In his career with the USGS, he continually is involved in diversity efforts; he served as a vocal member of the Ethnic Minority Advisory Committee and actively on the USGS Bureau Outreach and Recruitment Team. As the USGS representative, George served on the committee that prepared the Department of the Interior Hispanic Association of Colleges and Universities (HACU) Memorandum of Understanding. His participation in the diversity programs for the USGS extended the USGS diversity programs goals into his own office and serve as a model of success for all of the USGS.

To his staff, the students he has mentored, the Hispanic community within San Antonio, and his family, George is an extraordinary modest unsung champion. He is a man of integrity in both his professional and personal life. He has sacrificed many opportunities to leave the San Antonio area for career advancement in order to be an active resource to the Hispanic community of his ancestors. He has maintained an honest obligation regarding the science impact of his hydrology discipline that makes a huge difference to the welfare of the Hispanic

community where he lives and works. On the job and after work, his colleagues and neighbors admire and respect him as a person that the San Antonio community as a whole and the Hispanic community in particular can count on to always act selflessly on their behalf. George is widowed after 30 years of marriage to his wife Ninfa have two children; Andrea, 22, is a graduate of Incarnate Word High School and now a senior at Rockhurst University. Their son Matthew, 21, is a graduate of Central Catholic High School and a junior at University of North Texas.

H. Outline the methods to be used for resolving disputes between a parent and the school.

Positive relations between the School and its parents and families are a primary concern. For that reason, every effort will be made to handle disputes in the most positive way possible. The following steps have been outlined in order to facilitate resolution of such issues:

1. Make an appointment to clarify issue with student's teacher
2. Make appointment to clarify issue with school administrator
3. Contact the identified person at the Service and Support Organization
4. Contact the Governing Board Chair
5. State concerns at a scheduled Governing Board meeting

Section 10: Management

- A. Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibilities and accountability.

The management structure for the school's day-to-day operations will be as follows:

The Governing Board will hire and oversee the school principal. **The Principal**, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines for the school's operation. The Principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc. The principal will report to the board on the school's operations and finances at minimum at every governing board meeting and will be expected to communicate with the board as often as needed by the School and/or board members in order for school's operational needs to be met.

The administrative staff (to include Assistant Principal, Counselor, ESOL Coordinator and ESE Program Specialist, etc.) will assist the principal in implementing policies and procedures for the daily operations of the school as determined by their specific role in the school. The principal will delegate such duties to the assistant principal and administrative support staff to ensure that daily operations, resources, policies and procedures are being implemented in accordance with the school's mission. Faculty and staff will be responsible for carrying out these procedures in their day-to-day duties, activities, and interactions with students, teachers, and parents of the school.

The duties and key roles for these key personnel are detailed in the job descriptions, *Appendix E*.

The Board will contract with Academica, an Educational Services and Support Provider, to provide off-site support to the school. The support services to be provided are central office functions including but not limited to: assistance with facilities design and maintenance, staffing recommendations and human resource coordination, curriculum support, research and updating, sponsor relations and reporting, program marketing, general accounting services including bookkeeping, payables, asset management, budget preparation, risk management, cash flow analysis, and preparation of financial statements provided to the Governing Board for oversight and approval. The Sample ESP agreement, *Appendix D*, includes all anticipated professional support services to be provided.

Financial Oversight and Management: The Governing Board has the ultimate responsibility of ensuring that the school's finances are managed properly. As per the duties describe in *Section 9- Governance*, the Board will annually adopt and maintain an operating budget and maintain oversight of all school-based finances. The Governing Board will ensure that the charter school has retained the services of a certified public accountant for the annual financial audit. The ESP, as contracted by the Board, will assist the School with additional preparation and reporting of the school's finances.

The school principal, with support from the ESP, will prepare the estimated budget using anticipated enrollment projections prior to the beginning of each fiscal year. Hiring and procurement decisions will be made at that time. Enrollment will be closely monitored in order to make sure that appropriate master schedules and hiring decisions remain within budgetary constraints. Budget reports will be prepared and presented to the Sponsor and the Board on a monthly basis for oversight. Actual budgets will be prepared and presented to the Board at all quarterly board meetings.

The board has also established financial policies and internal control for the school's operational and internal accounts. These policies and controls are detailed in *Section 18, Financial Management and Oversight*, of this application.

B. Outline the criteria and process that will be used to select the school's leader.

The school principal will be hired by the board, and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Board intends to recruit talented individuals who have knowledge of and experience with instructional, educational, and school-site matters. The school will adhere to the anti-discrimination provisions of s. 1000.05, Florida Statutes.

At minimum, the Governing Board will seek an individual who has:

1. Extensive administrative and teaching experience;
2. State of Florida Educational Leadership Certification;
3. Experience working with school or advisory educational boards;
4. Strong managerial capabilities;
5. Knowledge of the needs of student population;
6. Positive evaluations from previous administrative position(s);
7. Letters of recommendation;
8. Excellent communication skills; and
9. Demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards

Administrator Evaluations: The governing board will conduct formal administrator evaluations annually (mid-year and end-of-year review) using a Comprehensive Assessment Appraisal System in accordance with the Florida Principal Leadership Standards. The Standards are set forth in rule as Florida's core expectations for effective school administrators. There are ten Standards grouped into categories, which can be considered domains of effective leadership. The school will use the Florida Consortium of Public Charter Schools Evaluation System, which is aligned to the Florida Principal Leadership Standards and approved by the Florida Department of Education and Broward County Public Schools on May 17, 2013.

In compliance with the *Student Success Act*, the administrator's evaluation takes into account:

1. Performance of Students - fifty percent of the school administrator's evaluation will be based upon the performance of the students assigned to the school over a 3-year period.
2. Instructional Leadership - Leadership standards adopted by State Board of Education, including: performance measures related to effectiveness of classroom teachers, recruitment and retention of effective & highly effective teachers, improvement in the percentage of instructional personnel rated as highly effective & effective, appropriate use of evaluation criteria and other practices that result in student learning growth.
3. Professional & Job Responsibilities - Other job responsibilities as adopted by State Board of Education and the Sponsor and may also include a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate.

C. Provide a staffing plan for each year of the charter term aligned with the school's projected enrollment as detailed on the cover page of this application.

| Start-up Budget | | | | | | |
|-----------------------------------|----------|--------|--------|-------|-------|--------|
| | February | March | April | May | June | Total |
| Line of Credit / Grant ** | 25,000 | | | | | |
| EXPENSES: | | | | | | |
| Administration Staff | 2,500 | 3,500 | 3,500 | 3,500 | 3,500 | 16,500 |
| Marketing & Enrollment | | 2,500 | | 2,000 | 500 | 5,000 |
| Computer/Printer | 1,500 | | | | 1,000 | 2,500 |
| Administrative Expenses | 500 | 200 | 100 | 100 | 100 | 1,000 |
| TOTAL OPERATING EXPENSES | 4,500 | 6,200 | 3,600 | 5,600 | 5,100 | 25,000 |
| Fund Balance | 20,500 | 14,300 | 10,700 | 5,100 | - | |

** The School will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school can either use resources from its network or has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

Costs for educational staff and administrators are forecast using the published pay scale in effect in the district where the school is located as a guide. The number of instructional personnel is in line with Florida's laws relating to class size (see Appendix A Budget - Staffing Matrix)

Instructional Staff:

Teacher Salaries were derived at by using an average salary of \$39,500/teacher for Year 1, with a CPI of 1% for every year thereafter.

Teachers include ESOL certified personnel, ESE, Reading/Math Coaches

Paraprofessionals are budgeted at an average salary of \$18,000/year

Substitute teacher costs assume that substitutes will be hired for 10 days/full-time teacher at a rate of \$110/day.

Pupil Personnel Services includes an ESE Program Specialist (See Appendix E Job Descriptions)

Media Services A Media Specialist is included

School Administration includes a Principal (Years 1-5) and support personnel (see "Staffing Matrix" section in the budget).

- Other School Administration salaries include those for Assistant Principal, Registrar, Administrative Assistants and other Clerical personnel on as needed basis.

Additional staff includes Food Services staff, Custodian and Security

Contract Services include professional fees paid to entities such as the Services and Support Provider, Speech Therapist, and other ESE service providers. The cost was derived at using an average of \$450/student, which is the formula currently used by other charter schools with similar enrollment figures. As noted in the detailed Revenue Worksheet included in the application, the budget anticipates that 12% of students will be classified as ESE. There is room in the budget to modify the amount paid for ESE services under Miscellaneous and in the Budget Surplus, should the rate of contracted services for ESE and ESOL increase due to the various needs of the students once enrolled.

Employee Benefits are calculated at a rate of 22% of all salaries (excluding contracted services). This includes health insurance costs, 401k contributions, tuition reimbursements, Worker's Compensation, and all mandatory federal and state employment taxes. As noted in the application, for employee insurance and benefits selection, the Governing Board has engaged the services of ADP Totalsource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans).

D. Explain the school's plan for recruitment, selection, and development.

Recruitment – The School will ensure that faculty members are certified, highly-qualified professional personnel.

Accordingly, the School will:

- ❖ Recruit teachers through the State-sponsored, *Department of Education, Teach in Florida* website,
- ❖ Coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns whenever possible, and
- ❖ Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth. Also, each year, Somerset Academy, Inc. holds a recruitment convention that attracts applicants from all over the country. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that we serve.

Annually, Somerset Academy, Inc. holds a recruitment convention that attracts applicants from all over the country. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that we serve.

Selection Process- The school will look for candidates who demonstrate the following qualifications:

Administration

- ❖ Educational background: Master's Degree or higher
- ❖ Extensive administrative and teaching experience
- ❖ State of Florida Certification in Educational Leadership
- ❖ Vast experience in working with school or advisory educational boards
- ❖ Strong managerial capabilities
- ❖ Knowledge of the needs of the student population served by the School
- ❖ Positive evaluations from previous administrative position
- ❖ Letters of recommendation
- ❖ Excellent communication skills

Faculty/Staff

Educational background: Bachelor's Degree or higher in field

- ❖ State Certification for the required position
- ❖ Excellent presentation and interpersonal skills
- ❖ Satisfactory recommendation and/or evaluations from previous employer
- ❖ Personal characteristics, knowledge, and belief in the school's mission
- ❖ An ability and motivation to work as part of a team in a small-school setting with parental involvement
- ❖ References/Letters of Recommendation

Hiring Process - The School's Governing Board will appoint a screening committee to recruit, interview and recommend to the board qualified candidates for Administrative positions, as needed. This committee may include current charter school administrators, employees of the organization, current board members and ESP personnel. Based on the recommendations of the committee, the Board conducts final interviews of the most qualified candidates and hires the Principal and any assistance principals (as the need arises).

The Principal, once hired, recruits teachers and may appoint a school-based committee to screen highly - qualified and certified teachers. This committee develops an interview questionnaire for specific positions, conducts initial screening interviews and makes recommendations to the principal. The principal reviews recommendations, conducts final interview, and makes all final hiring decisions within the scope of the budget, as approved by the Governing Board.

The school will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state. The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening. The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes. Furthermore, the school will not

discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees.

Employee Evaluations – The School will adhere to all requirements of the *Student Success Act* relating to performance pay and evaluations for instructional personnel and school administrators.

The school will use the Florida Consortium of Public Charter Schools Evaluation System, which is aligned to the Florida Educator Accomplished Practices (FEAPs) and approved by the Florida Department of Education and Broward County Public Schools on May 17, 2013.

In compliance with the State Board of Education Rule 6A-5.065, *Student Success Act*, the evaluation system is comprised of six domains, which will assist in determining the overall performance level of the instructional employee as Highly Effective; Effective; Needs Improvement/Developing; or Unsatisfactory. Various components include:

- Performance of Students – at least fifty percent of the school administrator(s)'s evaluation will be based upon the student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments in s. 1008.22(8). The school will use the formula adopted by the Sponsor for measuring student learning growth in all courses associated with statewide assessments and for measuring student learning growth for all other grades and subjects. For classroom teachers, as defined in s. 1012.01(2)(a), the student learning growth portion of the evaluation must include growth data for students assigned to the teacher over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 40 percent. The other percentage will be based on instructional practice, professionalism, and job responsibilities.
- Instructional Leadership - Leadership standards adopted by State Board of Education, including: performance measures related to effectiveness of classroom teachers, recruitment and retention of effective & highly effective teachers, improvement in the percentage of instructional personnel rated as highly effective & effective, appropriate use of evaluation criteria and other practices that result in student learning growth.
- Professional & Job Responsibilities - Other job responsibilities as adopted by State Board of Education and the Sponsor and may also include a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate.

All teachers will be formally evaluated at minimum on an annual basis. Newly hired teachers (new to the district and/or new to the profession) will be formally evaluated at least twice in the first year of teaching and will be under a probationary contract. All personnel must be fully

informed of the criteria and procedures associated with the evaluation process before the evaluation takes place.

Because every effective teacher must be able to integrate and apply all of the skills involved in the aforementioned areas of professional practice, competent demonstration of each of the twelve Educator Accomplished Practices will be evaluated.

The CWT (Classroom Walk -Through) Program will be used frequently to provide feedback on objective - setting, grade level appropriateness of lessons, appropriate higher-level thinking strategies and appropriate use of texts and materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated as a means to inform instruction and provide for professional growth opportunities.

Non-instructional staff, such as clerical staff will also be evaluated and receive feedback on their performance via in-house assessment tools and individual conferences with the principal or designee.

Staff Development Plan - In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings.

Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs. Somerset Academy, Inc. also offers professional development to its administrators and teachers. Some examples of PD courses offered include:

- ❖ Classroom Techniques: Surviving the First Two Weeks
- ❖ Classroom Management Strategies for Teachers
- ❖ Data Decision Making
- ❖ Effective Leadership Strategies
- ❖ Effective Teaching Strategies
- ❖ Spelling is More Important than You Think
- ❖ The 3-Minute Classroom Walkthrough

All Staff will be offered, at minimum, the following school-site and district-based trainings:

- ❖ Curriculum Implementation by Subject/Specialty – Teachers will participate in school-wide trainings and individual department trainings throughout the school year related to curriculum implementation, CCCS and PARRC implementation - These include but are not limited to: *Horizontal and Vertical team planning, Implementing Common Core State Standards/NGSSS when applicable in English/Language Arts and Mathematics instruction; CCCS Literacy Standards in Science, Social Studies and Content Areas; Preparing ELLs for the Challenges of Common Core; Preparing Students With Disabilities for Common Core.*
- ❖ Differentiated Instruction – This training teaches teachers and coaches how to differentiate and individualize instruction in order to create effective targeted instructional lessons and tutoring to increase student achievement and maximize instructional time.
- ❖ Data-Driven Decision-Making – Administrators and staff learn how to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student achievement.
- ❖ Technology for the Next Generation – Staff will participate in hands-on technology workshops to learn how to integrate technology into the classroom. The purpose is to ensure schools are growing with technology to ensure students and teachers are prepared for the expectations of the 21st century and national technology standards.
- ❖ Safety and Security – Safety and security training will instruct staff on daily safety procedures, and how to prevent and protect the school and students, to handle emergency situations, and to recognize potential threats in accordance with the school safety plan.
- ❖ Individual Professional Development Plan (IPDP) - In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. All IPDPs will be approved by the Principal, or designee, at such time the principal may elect to recommend additional recommended professional development that should occur within a given timeframe. The principal or member of the administrative staff, together with the teacher, will commit to the IPDP, including the allocation of necessary resources for plan implementation, and observation of new/struggling teachers by veteran/mentor teachers to implement support strategies.

The professional development plan for administrators will encompass both internal and district-based in-service trainings. Administrators may also participate in professional development conducted through: the National Association of Secondary School principals; the National Association of Elementary School Principals; the Southern Association of Colleges and

Schools/AdvancEd; Association for Supervision and Curriculum Development; and state trainings.

At a minimum, administrators will be encouraged to participate in the following professional development trainings and conferences:

- ❖ [Florida Annual State Charter School Conference](#) - administrators will attend state conference on an annual basis.
- ❖ [Clinical Educator Training](#) –This training provides quality support for developing administrators for the classroom or other educational environments such as the student services area. The Clinical Educator Program is designed to assist experienced educators as they exercise the very critical task of supporting and mentoring developing professionals in a variety of settings. This course helps develop skills for coaches and mentors in a formative observation, clinical supervision, feedback skills, and professional development planning for increased instructional effectiveness. The Florida Performance Measurement System's formative and summative processes are incorporated.
- ❖ [Classroom Walk-through Training](#) - Provides school leaders with strategies and tools to effectively structure classroom visits and follow-up reflection. Reflective thinking about one's practice provides an effective strategy for change and improvement by fostering a process of communication between the instructional leaders and the teacher to increase the focus on student achievement. The process provides a powerful strategy for increasing student achievement; a strategy for classroom visits that focuses on teaching and learning; methodology for analyzing the classroom for feedback purposes, and the use of reflective conversation for providing feedback.
- ❖ [Budget Training for Administrators](#) – This training addresses school budgeting as it pertains to both the school's operating budget and internal accounting policies and procedures, *Financial and Program Cost Accounting and Reporting for Florida Schools* (Redbook) requirements, and checks and balances to ensure a sound budget.
- ❖ [Master Scheduling for Administrators](#) – Administrators are trained on creating an efficient and effective master schedule that meets the national, state and district course requirements, is financially sound, and that meets class size requirements.
- ❖ [Developing the School's Improvement Plan](#) – This training assists school administrators to develop a sound and effective school improvement plan to ensure an equitable and high-quality school improvement plan. This process includes data analysis, goal-setting, budget planning, professional development planning and reflective practices.
- ❖ [Principal Chat Sessions](#) – Charter School Administrators meet by level (secondary, elementary) to go over pertinent topics and to share best practices. These sessions include curriculum development, standards implementation, scheduling, educational changes, innovative programs, and more. Experienced administrators share their best practices for using student achievement data with newly appointed assistant principals.
- ❖ [Teacher Evaluation Training for Administrators](#)- Training provided by the Florida Consortium of Public Charter Schools – to conduct teacher formal observation of teachers.

Retention of Staff: The School wishes to provide the best benefits and employee services possible. Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that the School will amply demonstrate their commitment to employees by responding effectively to employee concerns.

A number of the programs (Social Security, workers' compensation, and unemployment insurance) cover all employees in the manner prescribed by law. Additionally, the school will provide a wide range of benefits such as Flexible Benefits Plan; Direct Deposit; Retirement/401(k) Savings Plan; Bereavement Leave; Dental Insurance; Family Medical Leave; Financial Counseling; Health Insurance; Holidays; Life Insurance; Long-Term Disability; Sick Leave; Vision Care Insurance to ensure the retaining of qualified and capable staff. These fringe benefits are reflected in the budget – See *Appendix A*.

Other programs include:

- ❖ Educational Assistance/Tuition Reimbursement: The School recognizes that the skills and knowledge of its employees are critical to the success of the institution. The educational assistance program encourages personal development through formal education so that employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs within the School. The following criteria will be used for Tuition Reimbursement for Full-time Certified Teacher Employees
- ❖ Employee Assistance Program: The School cares about the health and well-being of its employees and recognizes that a variety of personal problems can disrupt their personal and work lives. Through the Employee Assistance Program (EAP), the school will provide confidential access to professional counseling services for help in confronting such personal problems as alcohol and other substance abuse, marital and family difficulties, financial or legal troubles, and emotional distress
- ❖ Flexible Spending Account (FSA): A Flexible Spending Account (FSA) program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses. The pre-tax contributions made to the FSA can be used to pay for predictable non-reimbursed health care expenses and dependent care expenses during the plan year. Through the FSA program, staff can reduce taxable income without reducing real income, in order to keep more of the money they earn.
- ❖ Support for Beginning and Struggling Teachers: Observation of new and struggling teachers by veteran teachers and support strategies will be implemented as applicable. A new educator support system format will also be used as a means to offer support to beginning teachers, through the assigning of a willing mentor, who will be assigned for struggling and/or beginning teachers.

Section 11: Education Service Providers

If the school intends to enter into a contract with an Education Service Provider (ESP)⁷:

A. Describe the services to be provided by the ESP.

The ESP's services include assistance with facilities design, staffing recommendations and human resource coordination, curriculum development, research and data updating, sponsor relations and reporting, program marketing, and bookkeeping, budgeting, and financial forecasting, provided to the Governing Board for its oversight and approval.

B. Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).

Draft of proposed contract between the School and the ESP is included herein as *Appendix D*, Sample ESP Contract.

C. Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.

Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.

The Board analyzed data regarding several ESP's currently working with charter schools in Florida and concluded that the ESP chosen offered the most competitive price and had a proven track record of success.

The ESP is one of an affiliated group of charter school service and support entities, which compose one of Florida's longest serving and most successful charter school service and support organizations.

The ESP was selected for the following reasons including, but not limited to:

⁷ An Education Service Provider (ESP) is an organization that provides comprehensive services to a school. Organized as non-profit or for-profit companies, ESPs generally fall into two categories:

- *Educational Management Organizations* (EMOs) that provide comprehensive school management services and may provide school designs and/or educational programming as well, and
- *Comprehensive School Design Providers* that offer a replicable school model or common pedagogical, instructional and governance approach.

- ❖ The company is staffed by professionals and educators with extensive knowledge of and experience with Florida Charter Schools.
- ❖ A principal of the affiliated group, Fernando Zulueta, is a founding Board Member of the Florida Consortium of Charter Schools, and a Board Member of The National Alliance for Public Charter Schools. Mr. Zulueta has received numerous awards for his work with charter schools including the “Cervantes Award” sponsored by Nova Southeastern University for significant efforts to support excellence in the education of Hispanic students.
- ❖ The ESP’s affiliated group serves the largest number of high-performing schools of any charter school service organization in Florida.
- ❖ The ESP’s affiliated group was the first charter school service and support entity in Florida to seek SACS accreditation for the schools it serves, and all of the schools it serves are either fully accredited or in the process of obtaining accreditation. Somerset Academy, Inc., one of the charter school networks serviced by the ESP, was the first charter school system in the Nation to receive District Accreditation from SACS/AdvancEd. Mater Academy, Inc., another charter school network serviced by the ESP, was also awarded District Accreditation from SACS/AdvancED in May of 2012.
- ❖ Mater Academy Charter High School was presented with a 2011 Inspiration Award from the College Board for being one of the three most inspiring secondary schools in America. These schools are recognized for their outstanding college-preparation programs and partnerships among teachers, parents and community organizations.
- ❖ The exemplary academic performance and fiscal soundness achieved for its charter school clients by this service and support organization has resulted in 15-year charter renewals for all schools which have had initial contracts completed.

Currently working with over 100 high performing charter schools, the ESP’s mission is to facilitate the vision of the School’s governing board by providing the services and support necessary to allow each school to fulfill its mission.

- D. Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an “arm’s length,” performance-based relationship exists between the governing board and the ESP.

The Governing Board will conduct periodic and annual evaluations of the performance of the School in the following categories, as to each of which the ESP is required to provide data to the Governing Board: financial performance, including variance to budget; staff turnover data; academic performance, including enrollment; and facilities costs and needs. Failure to perform its obligations under the service/management agreement by the ESP is grounds for termination by the School.

E. Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.

Academica is one of the Nation's most experienced and successful charter school service and support organizations. Founded in 1999 on the principle that each charter school is a unique educational environment governed by an independent board of directors that best knows the right path for its school, it is Academica's mission is to facilitate that governing board's vision. Academica has a proven track record of developing growing networks of high performing charter schools.

The company serves more than 100 charter schools in Florida, California, Nevada, Texas, Utah, and Washington D.C. providing educational programs from pre-kindergarten through high school. In Florida, Academica schools have been recognized on a local, state, and national level for their achievements. For example, the Somerset Academy and Mater Academy Schools were recently designated by the Southern Association of Colleges & Schools (SACS) as the first fully accredited charter school systems in the United States. Further, Doral Academy High School and Mater Academy Charter High School were once again listed this year as two of the "Best High Schools in America" by both U.S. News & World Report and Newsweek magazines. On average, Academica's charter schools earned a letter grade of "A" during the 2012-2013 school year from the Florida Department of Education.

A principal of the affiliated group, Fernando Zulueta, is a founding Board Member of the Florida Consortium of Charter Schools, and a Board Member of The National Alliance for Public Charter Schools. Mr. Zulueta has received numerous awards for his work with charter schools including the "Cervantes Award" sponsored by Nova Southeastern University for significant efforts to support excellence in the education of Hispanic students.

F. Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

The following charter schools are serviced by the ESP and its affiliates:

| Academica Florida Schools Report Card 2011 - 2012 School Grades | | | | |
|--|-------------|------------------------|---------------|--|
| School | Grade 11-12 | Free and Reduced Lunch | Minority Rate | Contact |
| Somerset Academy, Inc. | | | | |
| SOMERSET ACADEMY (SILVER PALMS) | A | 82 | 94 | Andreina Figueroa, Board Chair afigueroa@somersetacademyschools.com (786) 586-7001 |
| SOMERSET ACADEMY CHARTER ELEMENTARY SCHOOL (SOUTH HOMESTEAD) | B | 73 | 85 | |
| SOMERSET ACADEMY CHARTER | A | 57 | 94 | |
| SOMERSET ACADEMY-ELEMENTARY, EAGLE CAMPUS | A | 32 | 94 | |
| SOMERSET ACADEMY-MIDDLE, EAGLE CAMPUS | B | 35 | 94 | |
| SOMERSET ACADEMY ELEMENTARY SCHOOL SOUTH MIAMI CAMPUS | A | 14 | 85 | |
| SOMERSET ARTS ACADEMY | B | 52 | 65 | |
| SOMERSET ACADEMY AT SILVER PALMS | A | 82 | 96 | |
| SOMERSET ACADEMY VILLAGE CHARTER MIDDLE SCHOOL | D | 84 | 82 | |
| SOMERSET PREPARATORY ACADEMY CHARTER SCHOOL AT NORTH LAUDERDALE | C | 85 | 96 | |
| SOMERSET VILLAGE ACADEMY | C | 83 | 85 | |
| SOMERSET PREPARATORY ACADEMY CHARTER HIGH AT NORTH LAUDERDALE | F | 73 | 95 | |
| SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR CAMPUS | A | 54 | 94 | |
| SOMERSET NEIGHBORHOOD SCHOOL | B | 60 | 95 | |
| SOMERSET PINES ACADEMY | C | 64 | 61 | |
| SOMERSET ACADEMY | A | 35 | 90 | |
| SOMERSET ACADEMY MIDDLE SCHOOL | A | 38 | 86 | |
| SOMERSET ACADEMY DAVIE CHARTER | A | 40 | 61 | |
| SOMERSET ACADEMY CHARTER HIGH | A | 43 | 83 | |
| SOMERSET ACADEMY EAST PREPARATORY | B | 82 | 97 | |
| SOMERSET ARTS CONSERVATORY | A | 47 | 82 | |
| SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS) | A | 62 | 93 | |
| SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS) | A | 67 | 94 | |
| SOMERSET PREPARATORY CHARTER MIDDLE SCHOOL | B | 67 | 96 | |
| SOMERSET ACADEMY CHARTER MIDDLE SCHOOL | A | 54 | 89 | |
| SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (SOUTH HOMESTEAD) | B | 72 | 76 | |
| SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (COUNTRY PALMS) | | 61 | 61 | |
| SOMERSET ACADEMY CHARTER MIDDLE SCHOOL SOUTH MIAMI CAMPUS | A | 15 | 82 | |
| SOMERSET ACADEMY CHARTER HIGH SCHOOL (SOUTH HOMESTEAD) | | 70 | 85 | |
| SOMERSET ACADEMY CHARTER HIGH SCHOOL | A | 82 | 95 | |
| Mater Academy, Inc. | | | | |
| MATER ACADEMY | A | 79 | 99 | Antonio Roca, President aroca@rgpa.com (305) 860-7156 |
| MATER GARDENS ACADEMY | A | 51 | 94 | |
| MATER ACADEMY OF INTERNATIONAL STUDIES | C | 90 | 99 | |
| MATER ACADEMY EAST CHARTER | A | 79 | 98 | |
| MATER GROVE ACADEMY | | 64 | 97 | |
| MATER ACADEMY MIAMI BEACH | A | 68 | 86 | |
| MATER EAST ACADEMY MIDDLE SCHOOL | C | 93 | 99 | |
| MATER ACADEMY CHARTER MIDDLE | A | 80 | 98 | |
| MATER ACADEMY LAKES MIDDLE SCHOOL | A | 76 | 94 | |
| MATER GARDENS ACADEMY MIDDLE SCHOOL | A | 65 | 93 | |
| MATER ACADEMY MIDDLE SCHOOL OF INTERNATIONAL STUDIES | A | 85 | 99 | |
| MATER PERFORMING ARTS & ENTERTAINMENT ACADEMY | A | 74 | 96 | |
| MATER ACADEMY LAKES HIGH SCHOOL | B | 72 | 95 | |
| MATER ACADEMY HIGH SCHOOL OF INTERNATIONAL STUDIES | A | 83 | 97 | |
| MATER BRICKELL PREPARATORY ACADEMY HIGH SCHOOL | | 82 | 100 | |
| MATER ACADEMY EAST CHARTER HIGH SCHOOL | B | 82 | 98 | |
| MATER ACADEMY CHARTER HIGH | A | 79 | 97 | |
| Pinecrest Academy, Inc. | | | | |
| PINECREST PREPARATORY CHARTER | B | 51 | 83 | Judith Marty, Board Chair jmarty@dadeschools.net (305) 796-7839 |
| PINECREST ACADEMY (SOUTH CAMPUS) | A | 58 | 95 | |
| PINECREST PREPARATORY ACADEMY | A | 43 | 96 | |
| PINECREST ACADEMY (NORTH CAMPUS) | A | 70 | 96 | |
| PINECREST COVE ACADEMY | A | 58 | 97 | |
| PINECREST ACADEMY MIDDLE SCHOOL (NORTH CAMPUS) | | 80 | 100 | |
| PINECREST ACADEMY CHARTER MIDDLE SCHOOL | A | 59 | 96 | |
| PINECREST PREPARATORY ACADEMY CHARTER HIGH SCHOOL | C | 52 | 94 | |
| National Ben Gamla Charter School Foundation, Inc. | | | | |
| BEN GAMLA CHARTER SCHOOL NORTH CAMPUS | B | 64 | 26 | Debra Klein, Board Chair dklein31@verizon.net (646) 644-3693 |
| BEN GAMLA CHARTER SCHOOL MIAMI BEACH | A | 29 | 53 | |
| BEN GAMLA CHARTER SCHOOL SOUTH BROWARD | C | 34 | 28 | |
| BEN GAMLA CHARTER SCHOOL | A | 50 | 32 | |
| Doral Academy, Inc. | | | | |
| DORAL ACADEMY OF TECHNOLOGY | A | 40 | 90 | Angela Ramos, Board Chair angelaramos23@gmail.com (786) 282-2264 |
| DORAL ACADEMY | A | 37 | 92 | |
| DORAL ACADEMY CHARTER MIDDLE SCHOOL | A | 58 | 94 | |
| DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY | A | 54 | 93 | |
| DORAL ACADEMY CHARTER HIGH SCHOOL | A | 60 | 94 | |
| International Studies Charter High School, Inc. | | | | |
| INTERNATIONAL STUDIES CHARTER MIDDLE SCHOOL | B | 67 | 80 | Jean-Michel Caffin jmcaffin@gmail.com (305) 593-7878 |
| INTERNATIONAL STUDIES CHARTER HIGH SCHOOL | A | 56 | 82 | |
| City of Belle Isle | | | | |
| CORNERSTONE ACADEMY CHARTER | A | 18 | 30 | Mayor William G. Brooks, Board Chair wbrooks@wilbursmith.com (407) 896-5851 |
| CORNERSTONE CHARTER ACADEMY HIGH SCHOOL | A | 22 | 35 | |
| City of Hialeah | | | | |
| CITY OF HIALEAH EDUCATION ACADEMY | A | 90 | 98 | Mayor Carlos Hernandez, Board Chair mayorhernandez@hialeahfl.gov (305) 883-5820 |
| Miami Childrens Museum Charter School, Inc. | | | | |
| MIAMI CHILDREN'S MUSEUM CHARTER SCHOOL | A | 49 | 72 | Rene Ruiz, Board Chair rruiz@fordharrison.com (305) 808-2100 |
| Theodore R. and Thelma A. Gibson Charter School, Inc. | | | | |
| THEODORE R. AND THELMA A. GIBSON CHARTER SCHOOL | D | 89 | 100 | Edith Georgi Houlihan, Board Chair egeorgi@pdmiami.com (305) 545-1656 |
| Average | | | | |
| | A | | | |

School Grades are based on Florida's A-Plus Plan Academic Accountability System

| Academica Serviced Schools - Florida | | Financial Performance Data | |
|--------------------------------------|---|------------------------------|--------------------------|
| Location | School | 11-12 Increase in Net Assets | Net Assets as of 6-30-12 |
| Somerset Academy, Inc. | | | |
| 0332 | SOMERSET ACADEMY (SILVER PALMS) | \$ (125,354) | \$ 2,048,092 |
| 0339 | SOMERSET ACADEMY CHARTER ELEMENTARY SCHOOL (SOUTH | \$ 57,281 | \$ 771,932 |
| 0520 | SOMERSET ACADEMY CHARTER | \$ (21,418) | \$ 730,002 |
| 1251 | SOMERSET ACADEMY-ELEMENTARY, EAGLE CAMPUS | \$ 5,527 | \$ 274,284 |
| 1261 | SOMERSET ACADEMY-MIDDLE, EAGLE CAMPUS | \$ 27,498 | \$ 255,357 |
| 2007 | SOMERSET ACADEMY ELEMENTARY SCHOOL SOUTH MIAMI CAMPUS | \$ 339,378 | \$ 1,475,868 |
| 2012 | SOMERSET ARTS ACADEMY | \$ 35,535 | \$ 407,783 |
| 3033 | SOMERSET OAKS ACADEMY | \$ 33,822 | \$ 33,822 |
| 4012 | SOMERSET PREPARATORY ACADEMY AT SILVER PALMS | \$ 425,125 | \$ 425,125 |
| 5002 | SOMERSET ACADEMY VILLAGE CHARTER MIDDLE SCHOOL | \$ 203,352 | \$ 406,542 |
| 5003 | SOMERSET PREPARATORY ACADEMY CHARTER SCHOOL AT NORTH | \$ 467,384 | \$ 1,195,071 |
| 5004 | SOMERSET VILLAGE ACADEMY | \$ 271,101 | \$ 1,161,859 |
| 5006 | SOMERSET PREPARATORY ACADEMY CHARTER HIGH AT NORTH | \$ 174,259 | \$ 390,923 |
| 5007 | SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR CAMPUS | \$ 1,506 | \$ 1,506 |
| 5008 | SOMERSET GABLES ACADEMY | \$ 153,409 | \$ 169,814 |
| 5021 | SOMERSET NEIGHBORHOOD SCHOOL | \$ 34,064 | \$ 501,124 |
| 5030 | SOMERSET PINES ACADEMY | \$ 276,050 | \$ 764,853 |
| 5141 | SOMERSET ACADEMY | \$ (4,074) | \$ 2,528,903 |
| 5151 | SOMERSET ACADEMY MIDDLE SCHOOL | \$ 36,937 | \$ 1,520,020 |
| 5211 | SOMERSET ACADEMY DAVIE CHARTER | \$ 76,126 | \$ 752,508 |
| 5221 | SOMERSET ACADEMY CHARTER HIGH | \$ 31,754 | \$ 2,414,108 |
| 5391 | SOMERSET ACADEMY EAST PREPARATORY | \$ 239,830 | \$ 1,048,928 |
| 5396 | SOMERSET ARTS CONSERVATORY | \$ 103,871 | \$ 501,326 |
| 5405 | SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS) | \$ 371,115 | \$ 3,598,274 |
| 5406 | SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS) | \$ (48,341) | \$ 826,875 |
| 5441 | SOMERSET PREPARATORY CHARTER MIDDLE SCHOOL | \$ 177,222 | \$ 289,246 |
| 6004 | SOMERSET ACADEMY CHARTER MIDDLE SCHOOL | \$ 16,852 | \$ 524,464 |
| 6013 | SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (SOUTH HOMESTEAD) | \$ 14,145 | \$ 398,399 |
| 6043 | SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (COUNTRY PALMS) | \$ 11,688 | \$ 156,391 |
| 6053 | SOMERSET ACADEMY CHARTER MIDDLE SCHOOL SOUTH MIAMI CAMPUS | \$ 1,116 | \$ 255,522 |
| 7034 | SOMERSET ACADEMY CHARTER HIGH SCHOOL (SOUTH HOMESTEAD) | \$ 4,998 | \$ 4,998 |
| 7038 | SOMERSET ACADEMY HIGH SCHOOL SOUTH CAMPUS | \$ (46,754) | \$ 176,002 |
| 7042 | SOMERSET ACADEMY CHARTER HIGH SCHOOL | \$ (93,655) | \$ 1,257,822 |
| Mater Academy, Inc. | | | |
| 0100 | MATER ACADEMY | \$ 527,257 | \$ 9,490,373 |
| 0312 | MATER GARDENS ACADEMY | \$ 27,519 | \$ 713,425 |
| 1017 | MATER ACADEMY OF INTERNATIONAL STUDIES | \$ 202,940 | \$ 953,769 |
| 3100 | MATER ACADEMY EAST CHARTER | \$ 258,684 | \$ 2,467,421 |
| 5045 | MATER GROVE ACADEMY | \$ 4,088 | \$ 4,088 |
| 5046 | MATER BRICKELL PREPARATORY ACADEMY | \$ 24,495 | \$ 24,495 |
| 5047 | MATER ACADEMY MIAMI BEACH | \$ 310,973 | \$ 654,457 |
| 6009 | MATER EAST ACADEMY MIDDLE SCHOOL | \$ 107,813 | \$ 900,603 |
| 6012 | MATER ACADEMY CHARTER MIDDLE | \$ 451,027 | \$ 7,623,140 |
| 6033 | MATER ACADEMY LAKES MIDDLE SCHOOL | \$ 303,041 | \$ 1,429,338 |
| 6042 | MATER GARDENS ACADEMY MIDDLE SCHOOL | \$ (122,282) | \$ 180,002 |
| 6047 | MATER ACADEMY MIDDLE SCHOOL OF INTERNATIONAL STUDIES | \$ 55,431 | \$ 285,090 |
| 7014 | MATER PERFORMING ARTS & ENTERTAINMENT ACADEMY | \$ 169,977 | \$ 2,509,219 |
| 7018 | MATER ACADEMY LAKES HIGH SCHOOL | \$ 827,604 | \$ 3,551,183 |
| 7024 | MATER ACADEMY HIGH SCHOOL OF INTERNATIONAL STUDIES | \$ 103,359 | \$ 471,931 |
| 7025 | MATER BRICKELL PREPARATORY ACADEMY HIGH SCHOOL | \$ 8,846 | \$ 8,846 |
| 7037 | MATER ACADEMY EAST CHARTER HIGH SCHOOL | \$ (83,252) | \$ 406,699 |
| 7160 | MATER ACADEMY CHARTER HIGH | \$ 27,563 | \$ 8,144,170 |
| Pinecrest Academy, Inc. | | | |
| 0152 | PINECREST PREPARATORY CHARTER HIGH SCHOOL ORLANDO | \$ 8,555 | \$ 8,811 |
| 0155 | PINECREST PREPARATORY CHARTER SCHOOL ORLANDO | \$ 135,413 | \$ 213,166 |
| 0342 | PINECREST ACADEMY (SOUTH CAMPUS) | \$ (15,091) | \$ 2,010,377 |
| 0600 | PINECREST PREPARATORY ACADEMY | \$ 194,707 | \$ 2,732,636 |
| 5048 | PINECREST ACADEMY (NORTH CAMPUS) | \$ (17,057) | \$ 297,452 |
| 5049 | PINECREST COVE ACADEMY | \$ 150,724 | \$ 150,724 |
| 6003 | PINECREST ACADEMY MIDDLE SCHOOL (NORTH CAMPUS) | \$ 9,337 | \$ 9,337 |
| 6022 | PINECREST ACADEMY CHARTER MIDDLE SCHOOL | \$ 523,973 | \$ 2,921,255 |
| 7053 | PINECREST PREPARATORY ACADEMY CHARTER HIGH SCHOOL | \$ 87,177 | \$ 635,024 |

| Academica Serviced Schools - Florida | | Financial Performance Data | |
|--|---|------------------------------|--------------------------|
| Location | School | 11-12 Increase in Net Assets | Net Assets as of 6-30-12 |
| 5001 | BEN GAMLA CHARTER SCHOOL NORTH CAMPUS | \$ (7,161) | \$ 59,272 |
| 5005 | BEN GAMLA CHARTER HIGH SCHOOL | \$ 40,877 | \$ 40,877 |
| 5022 | BEN GAMLA CHARTER SCHOOL MIAMI BEACH | \$ 99,193 | \$ 103,739 |
| 5025 | BEN GAMLA HALLANDALE | \$ 1,207 | \$ 1,207 |
| 5392 | BEN GAMLA CHARTER SCHOOL SOUTH BROWARD | \$ (23,401) | \$ 314,182 |
| 5410 | BEN GAMLA CHARTER SCHOOL | \$ 2,620 | \$ 650,462 |
| Doral Academy, Inc. | | | |
| 3029 | DORAL ACADEMY OF TECHNOLOGY | \$ 251,714 | \$ 251,714 |
| 3030 | DORAL ACADEMY | \$ 313,689 | \$ 4,641,760 |
| 6030 | DORAL ACADEMY CHARTER MIDDLE SCHOOL | \$ 346,120 | \$ 4,109,944 |
| 7009 | DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY | \$ 216,054 | \$ 733,178 |
| 7020 | DORAL ACADEMY CHARTER HIGH SCHOOL | \$ (122,894) | \$ 4,837,629 |
| International Studies Charter High School, Inc. | | | |
| 6045 | INTERNATIONAL STUDIES CHARTER MIDDLE SCHOOL | \$ 74,503 | \$ 469,855 |
| 7007 | INTERNATIONAL STUDIES CHARTER HIGH SCHOOL | \$ 23,388 | \$ 790,249 |
| City of Belle Isle | | | |
| 0133 | CORNERSTONE ACADEMY CHARTER | \$ 477,681 | \$ 1,538,516 |
| 0146 | CORNERSTONE CHARTER ACADEMY HIGH SCHOOL | \$ 84,819 | \$ 212,002 |
| City of Hialeah | | | |
| 7262 | CITY OF HIALEAH EDUCATION ACADEMY | \$ 7,757 | \$ 568,315 |
| Miami Childrens Museum Charter School, Inc. | | | |
| 4000 | MIAMI CHILDREN'S MUSEUM CHARTER SCHOOL | \$ 55,787 | \$ 1,415,642 |
| Theodore R. and Thelma A. Gibson Charter School, Inc. | | | |
| 2060 | THEODORE R. AND THELMA A. GIBSON CHARTER SCHOOL | \$ 2,892 | \$ 70,472 |
| Key West Independent Education, Inc. | | | |
| 0382 | KEY WEST COLLEGIATE ACADEMY | \$ 4,002 | \$ 4,002 |
| Integrated Science and Asian Culture Academy, Inc. | | | |
| 2004 | INTEGRATED SCIENCE AND ASIAN CULTURE ACADEMY | \$ 8,317 | \$ 115,599 |

Section 12: Human Resources and Employment

- A. Explain the school's compensation plan, including whether staff will be publicly or privately employed.

The School will be a not-for-profit, private employer, and will not participate in the Florida Retirement System. Teacher salaries will be comparable to those outlined in the teacher salary schedule implemented by the local public school district.

Full time, salaried employees will be entitled to Health Insurance. For employee insurance and benefits selection, the Governing Board has engaged the services of ADP Totalsource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans). More information on ADP is found on www.adptotalsource.com.

Performance Pay – The School will establish a grandfathered salary schedule for any school employees hired before July 1, 2014 (in the case of the administrator or other personnel hired prior to opening). This will be partially based upon an employee's performance and includes differentiated pay based upon factors such as additional responsibilities, school demographics, and level of job-performance difficulties.

The School will establish a performance salary schedule for instructional personnel and school administrators hired on or after July 1, 2014. The performance salary schedule will include salary adjustments for performance which become a lasting part of the employee's base salary under s. 121.021(22), F.S., and salary supplements for specified job assignment or duties, which are considered salary under s.121.021(22), F.S., but only remain in effect while the employee is performing those duties or assignments. The performance salary schedule will:

- Require that any salary adjustments for instructional personnel or school administrators that occur be made only for employees with highly effective or effective performance evaluation ratings.
- Not reduce the level of funding for the performance salary schedule in greater proportion than other salary schedules, if budget constraints limit the amount of funding that is available.
- Require that recommendations for promotions be based primarily upon the person's effectiveness under s. 1012.34, F.S.; i.e., performance evaluations.

B. Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

The school will adhere to all antidiscrimination provisions of section 1000.05, F.S. The school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the School may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be “highly qualified” to teach in the school, and are defined as meeting at least the following three criteria:

1. Having a bachelor’s degree
2. Having State credentials or certificate
3. Demonstrated core academic subject matter competence

Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in State Board of Education Rule 6B–1.001, FAC.

Contracts - Instructional personnel will receive either a probationary contract (for instructional personnel new to the profession or new to the district) or an annual contract (for personnel who have completed a probationary contract or are already under an annual contract). The contracts will provide just cause reasons, and process, for suspension or dismissal of instructional personnel during the term of an annual contract. At the end of the probationary contract, the Governing Board may choose to award or not award the Teacher an annual contract pursuant to §1012.335, Florida Statutes, with or without cause. Teachers will be evaluated in accordance with provisions of § 1012.34, Florida Statutes.

NOTIFICATION OF UNSATISFACTORY PERFORMANCE—If an employee who holds a professional service contract as provided in s. 1012.33 is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance. Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee who holds a professional service contract, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.

The rules detailed below are not exhaustive and are intended to provide employees with illustrations and fair notice of what is expected from them. Such listing cannot identify every situation of unacceptable conduct and performance but employees should be aware that conduct not specified below, but which adversely affects or is otherwise detrimental to the interests of the school, students, or other employees, may also result in disciplinary action.

Probation Period

Pursuant to Florida Statute, Section 1012.335: All instructional personnel will be issued a probationary employment contract for a period of one school year upon initial employment in the school.

Voluntary Termination

The School will consider an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:

- Elects to resign from the school.
- Fails to return from an approved leave of absence on the date specified by the school.
- Fails to return to work without notice to the school for three (3) consecutive days.

Involuntary Termination

The School expressly reserves the right to discharge employees for cause, but without being in violation of the laws of the State of Florida and the United States of America. The School assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, poor performance, misconduct, or other violations of the school's rules of conduct for employees. Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.

Job Performance

Employees may be disciplined/discharged for poor job performance, including but not limited to, the following:

- Below-average work quality or quantity
- Poor attitude or lack of cooperation
- Excess absenteeism, tardiness, or abuse of break or lunch privileges
- Failure to follow instructions or procedures
- Failure to follow established safety/security procedures

Misconduct

Employees may be disciplined or discharged for misconduct, including but not limited to the following:

Insubordination

- Dishonesty;
- Theft;
- Discourtesy (to students, parents, peers, supervisors, etc.);
- Misusing or destroying school property or the property of another;
- Disclosing or using confidential or proprietary information without authorization;
- Falsifying or altering school records, including the application for employment;
- Interfering with the work performance of others;
- Harassing other employees or students;
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on school property or while conducting school business or supervising students;
- Possessing a firearm or other dangerous weapon on school property or while conducting school business;
- Conduct which raises a threat to the safety and well-being of the school, its employees, students, or property, including being charged or convicted of a crime that indicates unfitness for the job; and/or
- Failing to report to the school, within five days, any charge or conviction under any criminal, drug, state or felony arrests.

The school may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal of the school, the principal will propose such dismissal at a meeting of the Board of the School. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action.

Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in State Board of Education Rule 6B – 1.001, FAC.

Professional Development

In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings.

Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. The Educational Service Provider may also prepare staff development meetings in which the school may elect to participate. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. All IPDPs will be approved by the Principal, or his/her designee, at such time the principal may elect to recommend additional recommended professional development that should occur within a given timeframe.

The principal or member of the administrative staff, together with the teacher, will commit to the IPDP, including the allocation of necessary resources for plan implementation, and observation of new/struggling teachers by veteran/mentor teachers to implement support strategies.

Section 13: Student Recruitment and Enrollment

- A. Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.

The School will make great efforts to reach families reflective of the demographic of the County. A comprehensive advertising and promotional plan will include the use print and online media – including minority and community periodicals -- to disseminate information about the school's educational program and open enrollment period. The goal is to reach parents by using various means of information delivery. Promotional flyers and/or postcards will be distributed via direct mail, penny-saver publications, and/or directly to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. This information will also be posted in local public facilities such as community centers, parks/recreation centers, libraries and other locations of public access as permitted by local regulations. In order to best reach out to the county's growing diverse population, informational materials will be available in multiple languages as needed.

The School will distribute press releases and/or public service announcements to various media outlets to promote the open enrollment period, open house and other essential details about the school and its programs. A banner will also be posted on site with relevant information.

Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the School. Local elected officials and community leaders will be invited to visit the School. They will also be given an updated on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

- B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

Students will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. The school expects to achieve diversity reflective of the community. The school's promotional plan aims to reach a broad audience and, accordingly, all racial/ethnic groups within it. By disseminating information in multiple languages to various media -- including minority and community periodicals, and postcard mailers delivered directly to residential addresses in various communities, the racial/ethnic balance of the School should be equivalent to that of public schools within Broward County.

Informational meetings will be held in a variety of community forums, to ensure that a diverse set of families are reached and given the opportunity to learn about the educational opportunity at the School. The governing board and administrators will also work with diverse community groups to seek assistance in disseminating information.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

Any eligible student, as described in Fla.Stat.§1002.33(10), who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process/lottery. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

An open admissions policy will be implemented wherein the School will be open to any student residing in the County. If the number of applicants exceeds capacity all applicants shall have an equal chance of being admitted through a random selection process, lottery, conducted by an independent accounting firm in conformity with Florida's charter school legislation. Students in the lottery will be assigned a waiting list number and will be admitted when student seats become available or capacity increases. Florida's legislation, F.S. §1002.33(10)(d), provides that the School may give enrollment preference to certain student populations, which include:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the Governing Board of the charter school.
3. Students who are the children of an employee of the charter school.
4. Students who are the children of an active-duty member of any branch of the United States Armed Forces.

In order to minimize any traffic impact caused by the School and ensure that the School is available to serve the residents of the neighborhood where the campus is located, the Governing Board may elect to limit the enrollment process to target students residing within a reasonable distance of the school as provided under F.S. §1002.33 (10)(e).

The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Staff at the School will accommodate the needs of students enrolled at the school to ensure a positive learning experience.

Enrollment Timeline:

| | |
|---------------|---|
| April 1, 2014 | Initial student registration period begins |
| May 1, 2014 | If the number of applicants exceeds capacity, admission lottery will be conducted. Students who have registered will be officially enrolled. |
| May 15, 2014 | Second registration period begins. |
| June 1, 2014 | If number of applicants exceeds capacity, lottery will be conducted. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. |

D. Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

The home/school partnership is solidified through a Parent Contract. Included as *Appendix F* is a Sample Parent Contract wherein parents willingly agree to be active participants in their child's education. By volunteering parents are making an investment in the child's education. The School will provide various options to complete such volunteer obligation, in accordance with State law. Through the contract, parents and students agree, as members of the School's family, to abide by all of the school rules and regulations, and specifically, the parent contract stipulates various items that will be utilized in support of the child's education, providing certain means for ensuring their success.

The School will enforce parent/guardian contracts as provided by law. The school will work to resolve matters regarding the parent/guardian contract by: 1) setting up a parent/guardian conference (via telephone or in person) to discuss the violation(s) and work with the parent/guardian toward a mutually satisfactory resolution and/or 2) providing opportunities for parents/guardians to fulfill their responsibilities under the contract.

E. Explain any other efforts to encourage parental and community involvement, if applicable.

Parental and community involvement in the School is a fundamental and required part of the philosophy and operation of the School. The goal is to encourage parents to be active participants in their child's education, and give the community ownership of a high quality educational program, and teach children to be civic-minded and socially responsible. Parents and community members will have extensive opportunities for involvement in aspects of school operations. Through the parent/teacher group, Educational Excellence Advisory Council (EESAC), and other such committees, parent and community representation and decision making in the educational processes of the School is possible. Similarly, the administration will also require the faculty and staff of the School to uphold a strong belief in and understanding of the charter school concept through the inclusion of parents in the educational process. Through open lines of communications, faculty and staff will also encourage parental involvement through such endeavors as follow:

- Parental Service Contracts – parents agree to volunteer with their child's teacher and/or be involved in other ways in school activities.
- Educational Excellence School Advisory Council (EESAC)- This group will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis.
- Quarterly Parent/Teacher Conferences – hosted in the evenings at the School where parents can discuss topics that affect their children's educational progress.
- Open houses, Career Fairs, Family Day - events held to recruit new students, maintain communication and involvement between the School and the surrounding community.

- School Website, Newsletters, and Event Calendar – updated regularly to disseminate information and maintain open lines of communication in the community.
- PTSA – Parent Teacher Student Association coordinates extra-curricular events involving the community.
- Community Service Projects – students, faculty and parents will participate in activities to help, give back to, and connect with, the community.

Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs will be offered. Parent/Teacher Conferences and the electronic grade book will also encourage parents to be fully involved in the School's operations and will promote parental partnerships in the educational process. Volunteer opportunities to complete parent participation hours (communicated through newsletters, schoolnotes.com, the School website, email and calls home) will be plentiful and yearlong. Some of these will include activities such as chaperoning field trips, assisting with class and community service projects, helping in the library, participating in Career Week and Family Day, and assisting with the School store.

III. BUSINESS PLAN

Section 14: Facilities

If the site is not acquired:

- A. Explain the school's facility needs, including desired location, size, and layout of space.

The Board plans to either lease a facility or engage an experienced charter school facilities developer to acquire, design, plan and construct facilities for lease which are appropriate to the needs of the School.

For the proposed school, the facility will be a one or multi-story structure built or renovated to meet all requisite codes and life-safety regulations set forth by the applicable governing agency. The facility will have an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency. The facility will also include the following uses: lunchroom and/or multi-purpose spaces, library/media-lab, science and art labs, restrooms, and administrative offices.

- B. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.
- *The financial plan for the proposed school should align with the facilities-related costs described.*

The educational facility will comply with the Florida Building Code pursuant to Section 1013.37, F.S. or with applicable state minimum building codes pursuant to Chapter 553, F.S. and state minimum fire protection codes pursuant to Section 633.025, F.S., as adopted by Broward County. The facility will meet all local and state requirements for education facilities, including but not limited to, restrooms, fire safety, campus security, air quality control, weather proofing, etc.

The School's Governing Board expects that it will enter into a triple-net, long-term lease for the facilities. The Governing Board and the ESP have undertaken several such leases, and have budgeted for anticipated lease and other facilities costs in the financial data provided in *Appendix A- Budget*. The Board has obtained confirmation that the budgeted amounts comport with the current forecast of lease conditions. Lease payments will commence upon the taking of possession of the facilities by the School. Long-term leasing provides to the School the ability for the School's Governing Board to focus on its core mission (education and educational programming), outsourcing the design, acquisition, permitting, financing, and construction of facilities to experienced entities in those fields. In addition, long-term leasing separates the School from the vagaries of real estate and financial markets, creating long-term guaranteed access to needed physical plant without the associated risks of ownership. The lease documents will provide that so long as the School is meeting its rent and other obligations, even the foreclosure of the property by the developer's lender will not affect the School's continuing rights to possession and use of the facilities under the lease.

Estimate of Costs: The forecast base rent and all other facilities costs are included for all years of the charter contract in the proposed Budget set forth in *Appendix A*. Utilities and maintenance cost estimates are also shown in the proposed budget. These estimates have been derived from actual historical data from other comparable charter school facilities leased by the School, the Applicant from experienced charter school facilities developers, updated based upon widely-reported cost escalations for land and construction costs for the corporation's charter school programs.

- C. Explain the strategy and schedule that will be employed to secure an adequate facility.

The School's Governing Board will direct its ESP to develop and bring to the Board a recommendation for a quality educational facility to be leased by the School. The ESP has extensive experience in identifying facilities and facilities developers, and has successfully assisted other charter school applicants in securing state-of-the-art charter school campuses.

The ESP works with reputable and experienced charter property developers, who have access to a network of financial institutions, such as Merrill Lynch Corporation, RBC Centurra and

Zions First National Bank, and are ready to commit the necessary capital for build-to-lease facilities. The developers have also demonstrated abilities in securing the necessary local governmental approvals for charter school purposes and required financing. They have relationships with award-winning design and engineering firms, as well as contractors with a track record of timely completion of excellent facilities meeting the needs of the School. For example, Somerset Academy in Miami-Dade County was recognized in 2006 for “Outstanding Elementary & Middle School Building Design” by *The American School & University Magazine*, a national publication on educational facilities. The facility was completed within 7 months of construction onset. Mater Academy East Charter School’s facility, a 6-month construction project, was awarded “Outstanding Educational Design” and featured as the cover of *The American School & University Magazine*’s June 2006 issue.

Safety and Inspections - The School agrees to use facilities which comply with the Florida Building Code pursuant to F.S. Section 1013.37, or with applicable state minimum building codes pursuant to F.S. Chapter 553, and state minimum fire protection codes pursuant to F.S. Section 633.025, as adopted by the authority in whose jurisdiction the facility is located. The School will allow the Sponsor to conduct annual site visits for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety requirements. Other inspection agencies may include: Children and Family Services inspect the kitchens and related spaces; The Department of Labor and Employment to inspect for OSHA compliance. The School will show proof of the annual inspections prior to the first day of operations and will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.

D. Describe the back-up facilities plan.

The School’s Governing Board expects to finalize negotiations with a potential landlord prior to charter contract negotiations with the Sponsor. If unsuccessful, negotiation will commence immediately with an experienced developer. The Governing Board will require periodic updates from its ESP concerning the progress that is being made in final identification of a suitable site and developer to acquire, construct and lease the facilities. In the event that issuance of the Certificate of Occupancy is for any reason not expected in a timely fashion, the School’s Governing Board intends to direct the ESP to locate short-term alternative facilities options to present to the Board at the earliest possible time. Any such alternate facility shall be suitable for school use, until such time as the school is able to open.

E. Describe the plan and methods the school will employ to comply with Florida’s constitutional class size requirements.

The school plans to implement methods which will ensure that is compliant with Florida’s laws relating to class size. For example, the school will ensure that the facilities it occupies are equipped with the number of classrooms needed to accommodate the necessary number of classes. In addition, the school’s Board will adopt annual budgets which include sufficient certified teachers to achieve the student-to-teacher ratios which are legally applicable.

Section 15: Transportation Service

- A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.⁸

The School's plan for transportation, including any plans for contracting services, will be pursuant to Florida's Charter School Legislation and consistent with the requirements subpart I.E. of Chapter 1006 and 1012.45, F.S. The School transportation plan will abide by applicable district, state, and federal rules and regulations. Accordingly, the School will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as required by section 1002.33, F.S. The School's plan for providing reasonable and equitable transportation opportunities for all students is as follows:

Parent Transportation Agreements: The School's plans for contracting services, as described in Florida law, §1002.33(20)(c) F.S., provides that the governing body of the charter school may provide transportation through an agreement or contract with a private provider or with parents.

The School will enter into agreements with the parents/guardians to provide transportation for their children as stipulated in the school's proposed parental involvement agreements wherein parents receive volunteer hours. The school believes that the time a parent can spend daily transporting the student (his or her child) to the school is a valuable opportunity for the parent and student to strengthen their bond and share information regarding the day's activities and events at the school.

Ensuring Equal Access: The school will ensure that transportation is not a barrier to offering equal access within a reasonable distance of the School, as provided in the Florida's Charter School Legislation. In the case transportation is needed and if the parent advises the School that there is a hardship, and he/she is unable to provide the transportation, the School will provide transportation within a defined reasonable distance. In such cases, the School shall be responsible for transporting all students in a non-discriminatory manner to and from the School who reside within a "reasonable distance" of the School --defined herein as a two to four mile radius of the School-- or who otherwise are entitled to transportation by law.^[1] In these situations, the School may provide transportation by contracting with an independent private transportation provider approved by the Sponsor.

Transportation for ESE Students: The School may contract with a Sponsor-approved private transportation carrier to provide specialized transportation for students with disabilities based

⁸ The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes)

^[1] The term "reasonable distance" is defined in accordance with Chapters 1000 through 1013, Florida Statutes, as amended from time to time and the standards and guidelines provided by the State Department of Education.

on their particular student needs and that which may be specified in a student's IEP. In such case, the School will provide the Sponsor the name and information of the Sponsor-approved private transportation firm.

Private Providers: Any private providers contracted by the School will be such providers who have been approved by the Sponsor as per the Sponsor's approved provider list. The School will comply with all applicable requirements of F.S. 1012.45 and review these rules and statutes at least annually for any changes thereto in ensuring compliance with statutes and rules pertaining to the safety of transported students. The School will provide the Sponsor with the names and contact information of any and all contracted private providers in ensuring monitoring of compliance for the safe transporting of students.

Section 16: Food Service

A. Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.

An organized meal service that meets local health, state and federal regulations will be offered at the school site. Nutritious meals will be provided in accordance with the USDA Dietary Guidelines of meal component and portion size requirements. All meals will be distributed to students using a point of sale accountability procedure.

Somerset Academy, Inc. is an approved Sponsor of the National School Lunch Program and therefore the School will participate in the free/reduced price meal program. The School will sponsor the National School Lunch and Breakfast Programs, as required, and will provide free and reduced priced meals for eligible children. The School will provide free and reduced priced meals for eligible children (children from households with gross incomes within the free limits on the Federal Income Guidelines) may be eligible for either free or reduced priced meals).

Schools have a Standard Sample Size Verification Plan that is implemented between October to February (will be completed by 11/15) of each school year. At this time the confirmations of eligibility for free and reduced price meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR). Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits.

The School will process all necessary lunch applications; adhere to program operation and record keeping requirements; and use of the Child Nutrition Program (CNP) system. The School will implement the following procedure for processing Free/Reduced Lunch Applications:

- Disseminate lunch applications to all students upon enrollment;
- Collect lunch applications and determine applications, according to Florida Income Eligibility;
- Guidelines, published in the Federal Register by Food & Nutrition Service, USDA;
- Enter determinations for each child into ISIS;
- Provide students with notice of eligibility;
- Serve/Charge student lunches in accordance with determined eligibility; and
- Submit claims for reimbursement within 30 days of the following month for each approved month of the school year (if sponsoring the NSLP).

Contracting Services - The School may contract with an independent provider to prepare and serve meals, or the school may prepare and serve the meals to students. If an independent provider is required, the school will solicit bids from private vendors for food service. The private vendor selected by the school will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and Business Regulations. At this time, details have not been finalized; however, the specific arrangement will be detailed in the charter school contractual agreement. The private vendor will be required to maintain and supply the school with daily records of all lunches served and current copies of inspection and insurance certificates.

Lunch Area - The school facility will include a lunch-room that meets state nutritional and sanitation standards. The School agrees to have two satisfactory health inspections conducted on a yearly basis, by the State Department of Health, County Department, as required, to maintain Permit for Food Service.

Section 17: Budget

- A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.

See Appendix A – Budget (Operating).

- B. Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

See Appendix A – Budget (Detailed Startup Budget Worksheet).

- C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.

The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

The school's budget forecast was developed using statistical data collected from a decade's worth of operations at more than 100 charter schools successfully operating in Florida. Additionally, representatives of the charter applicant have attended state and district sponsored charter school budget training workshops in prior years. The data and methodology used to prepare the budget forecast is highly reliable, and every one of more than 100 charter schools that developed budgets using this system completed the past school year with a budget surplus.

The budget contains the following sections to help the reader follow the assumptions presented in the budget

Budget Summary – this section contains summary information of the overall budget. It is broken up into three different areas;

- It has the Grades Served, number of students, per student revenue based on the State provided revenue worksheet. In addition, the annual increase in per pupil funding is calculated.
- Revenue and Expenditure Summary. Contained in the expenditure section is information on the size and cost of the facility.
- Teacher Staff Summary – Illustrates the average class size, number of teachers, and benefits per teacher.

Budget Detail – The complete five-year budget is presented in this section. For each year of the budget there is a proposed budget enrollment;

- The revenues are calculated based on the number of students using the Revenue Worksheet. For subsequent years the State Source funding is calculated using the per pupil funding in the Budget Summary multiplied by the number of students.
- The expenditures are calculated based on a function of each line item. Each line item has a cost and a basis for the calculation. For example Student Activities have a cost of \$40.00 and a basis of Student. The budgeted amount would be the cost multiplied by the number of students.
- For salaries the total is presented from the Staffing matrix section for each function.

Budget Monthly Years 1-5 – In these sections the annual budget is presented in a monthly format on a cash basis for each of the years of the charter. The ESP has negotiated payment terms with various vendors and the amounts shown follow the payment terms received.

School Design – In this section the number of classrooms and students is presented in four different formats along with the percentage of ESE, ESOL, and students qualifying for free and reduced lunch meals.

Staffing Matrix – This section is broken out into three different areas;

- The first item is the assumptions used for calculating the benefits provided to each staff member.
- The second area is to provide the calculation for the number of staff members for each position.
- Next is the calculation of the pay amount times the number of positions for that function. In addition, benefits costs are calculated at the gross amount times the benefits rate from the first item.

Startup Budget – The budgeted amounts of revenue and expenditures before the school's first fiscal year of operation are presented in this section.

All Charter School Calculator – This section is from the Florida Department of Education Revenue worksheet based on the first calculation of the FEFP 2013-2014. It is used to calculate the gross State Funding.

Start-Up Budget Revenue: The school will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures (**See Appendix G- Lender Commitment Letter**)

Startup Budget Expenses: The startup budget expenses as detailed above by object and function are based on the critical expenses for planning and program design and include: marketing efforts for 3 months prior to school opening; office materials and equipment and office computer; and professional services for staff recruitment and professional development.

Operating Budget Revenue:

The FTE Revenue forecast is based upon data provided by the Florida Department of Education and the sponsoring school district at informational meetings held by sponsors for new charter school applicants. The application includes a detailed Revenue Worksheet in *Appendix A*, which explains how revenue figures were derived.

The Transportation Reimbursement revenue was based on the assumptions provided in the budget notes therein.

The Lunch Program income is calculated based on an estimated percentage of F&R lunch from existing schools in the target area, plus an estimation of students paying for their own meals. The revenue and costs associated with the lunch program are detailed in the "Budget Detail" section of the budget.

The capital outlay revenues forecasted include only the amount of revenue that schools with over 250 students would receive from the sponsor's 5% allocation, since the 5% fee is applicable to only the first 250 students. The remainder is returned to the school for capital outlay purposes as defined by statute. No other amount is assumed or forecast. If the School is classified as a "high-performing school", the sponsor's allocation is reduced from 5% to 2% for the first 250 students.

Operating Budget Expenditures

Expenses have been forecast using the statistical expense data compiled from over 100 successfully charter schools operating in Florida. The data is highly reliable and every one of more than 100 charter schools that developed budgets using this system this past school year completed the year with a budget surplus.

Staff: Costs for educational staff and administrators are forecast using the published pay scale in effect in the district where the school is located as a guide. The number of instructional personnel is in line with Florida Law for class size as it pertains to charter schools (see Staffing Plan in the budget).

- **Instructional Staff:**

Teacher Salaries were derived at by using an average salary of \$39,500/teacher for Year 1, with a CPI of 2.5% for every year thereafter.

Teachers include ESOL certified personnel, ESE, Reading/Math Coaches

Paraprofessionals are budgeted at an average salary of \$18,000/year

Substitute teacher costs assume that substitutes will be hired for 10 days/full-time teacher at a rate of \$110/day.

Supplements are calculated at 1% of all instructional salaries

Pupil Personnel Services includes an ESE Program Specialist (See Appendix E Job Descriptions)

Media Services A Media Specialist is included as of Year 2.

School Administration includes a Principal (Years 1-5) and support personnel (see "Staffing Matrix" section in the budget).

- Other School Administration salaries include those for Assistant Principal, Registrar, Administrative Assistants and other Clerical personnel on as needed basis.
- **Additional staff** includes Food Services staff, Custodian and Security
- **Employee Benefits** are calculated at a rate of approximately 24% (see "Staffing Matrix" section of the budget for exact calculation) of all salaries (excluding contracted services). This includes health insurance costs, 401k contributions, tuition reimbursements, Worker's Compensation, and all mandatory federal and state employment taxes. As noted in the application, for employee insurance and benefits selection, the Governing Board has engaged the services of ADP Totalsource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans).

- **Contract Services** include professional fees paid to entities such as the Services and Support Provider, Speech Therapist, and other contracted instructional services. As noted in the detailed Revenue Worksheet included in the application, the budget anticipates that 12% of students will be classified as ESE. There is room in the budget to modify the amount paid for ESE services under Miscellaneous and in the Budget Surplus, should the rate of contracted services for ESE/ESOL increase due to the various needs of the students once enrolled.
- **Instructional Materials** expenditures include Classroom Supplies and Equipment, Teacher Supplies, Textbooks and Student Activities budgeted at a per student rate. The budgeted amounts assume that the only revenue that the school will receive is FTE, and is therefore consistent with (and exceeds) the amount allocated to instructional materials under the categorical funding formulas used by the State of Florida.
- **Instructional Technology** includes the purchase of computer equipment/Promethean boards and repairs of such, and educational software and electronic textbooks budgeted per classroom. This amount assumes that the only funding received is FTE, and does not take account possible Implementation Grant funds. The amount may be categorized as a one-time expense outright, or as the annual expense paid under a long-term financing agreement (i.e. computer leases, loan payments, etc.).
- **The ESP** fees are budgeted by services on a per student basis as follows: Instructional Services (Curriculum Planning, Research, Development and Evaluation) \$115.00, General Administration management \$225.00, Fiscal Services (Planning, Research, Development and Evaluation) \$110.00.
- **Staff Development** covers costs for workshops and other PD activities, including, but not limited to: Data-Driven Decision Making for Teachers and Administrators: Mission and Vision: Improving Individual Student Achievement: Continuous Improvement Process.
- **Advertisement and Promotion** includes costs related to recruiting students and staff (i.e. printing of brochures, website production, and advertisements in local media outlets)
- **Independent Financial Audit** (Fiscal Services) cost was derived using amounts paid by schools of similar size to accounting firms that perform the Independent Audit
- **Food Services:** Lunch Program expense is based on current figures found in the affiliated charter schools. Somerset Academy, Inc. is already approved under the National School Lunch Program and is qualified to receive reimbursements. Since we are uncertain of the precise population (and number of free and reduced lunch meals to be served) we are unable to provide a more precise budgeted structure for food service. However, an estimated amount is provided in the "Budget Detail" section of the budget.
- **Pupil Transportation Services** is calculated at \$225/bus with 23% utilization
- **Operations of Facility/Plant** includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities. The figures included are based on statistical expense data compiled from over 80 successfully charter schools currently operating in Florida. It is the intent of this proposed school to use this data as the threshold when planning for its new facilities. The fees included are comparable to the

- average annual amounts paid by other charter schools with similar enrollment numbers
- **Lease of Facilities:** The amount assumes an average cost of \$800 per student station in the budget. This amount is comparable to that paid by several other charter schools with similar enrollment numbers which have opened recently. It is the intent of this proposed school to try to negotiate under similar terms when entering into new leases.
- **Maintenance of Plant:** Amount listed is comparable to the average annual amounts paid by other charter schools with similar enrollment numbers

D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

The Board has the ultimate responsibility to ensure that the School's finances are managed properly. Accordingly, the Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The school Principal will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. As part of its responsibilities, through a contractual agreement with the ESP, the ESP assists the Board and the Principal with the preparation and reporting of the School's finances. The principal receives a monthly Profit and Loss statement from the ESP detailing expenditures in each of the budgeted categories to monitor spending throughout the year. This strategy allows for the principal and board to make adjustments to expenses in anticipation of any possible shortfalls. Each quarter or month, depending on the needs of the School, the Board will review the budget and approve revisions to the budget as necessary.

Professional audit services are allocated and will be used to verify and audit the financial revenues and expenditures of the School to ensure to the board that all funds have been allocated and used in accordance with generally accepted accounting standards, including internal controls, and will accurately represent the financial position of the school as well as the results of their operations and cash flows. In addition, the audit will confirm the operations of the schools and organization were properly conducted in accordance with legal and regulatory requirements, including Florida Statutes, and State Board of Education Rules.

E. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

See Appendix A – Budget (Monthly Cash Flow Year 1).

- F. Describe the school's fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

Fundraising will serve as a catalyst to further service the School's needs. Throughout the school year, the School will conduct fundraising activities to generate capital and to supplement the per pupil allocations. Examples of fundraising activities include Book Fairs, Yearbook Sales, Holiday Store, School Pictures, Jean Days and a School Fair. The School may also apply for grants from national, state, and local foundations, as well as other sources for education grants, including the Charter School Implementation Grants. Specific grant sources will be determined, based on appropriateness and feasibility, by the school administration and Governing Board.

Additionally, the School will also receive a percentage of the sales made from school pictures, uniform sales, and yearbook sales. The School will also welcome and encourage sponsorship and donations from local business partners within the local community. This includes financial and in-kind donations that will promote the educational program from the benefit of the community.

Section 18: Financial Management and Oversight

- A. Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

The Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board will contract with an Education Services Provider (ESP) which will assist the Board and the School Principal with the preparation and reporting of the School's finances.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.

The School has established financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on at least a quarterly basis during regularly scheduled Board Meetings.

Controls - The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- Revenues, accounts receivable, and cash receipts
- Expenditures, accounts payable, and cash disbursements
- Budgeting and financial reporting
- Risk management
- School inventory & capital assets
- Student records
- Employment records

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances include:

General Accounting - utilization of accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

For receivables, all cash payments will be logged, coded by source and deposited in a timely manner. Deposits are reconciled to cash receipt logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the ESP. For internal accounts, all disbursements

require two signatures. For operating and lunch accounts, disbursements require two signatures for any check in the amount of \$2,500 or above. Checks in the amount of \$25,000 or above require that one of the signatures be that of the Board Chair. Authorized signatures on checks are limited to the Chair of the Governing Board, the president, the School Principal/designee, and others, as approved by the Governing Board.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

Wire Transfers - copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.

Internal Revenue Collection - funds collected at the school (i.e., lunch monies, fundraisers, field trips) will be initially collected by designated school staff. These funds along with supporting documents are submitted to the Financial Manager whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and the copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained.

Capital Expenditures - purchase orders are required for all capital expenditures and are pre-approved by the Executive Director, Principal, or Designee. Limits are set by the Board of Directors and may change as necessary. These purchase orders are prepared in duplicate with one going to the vendor and the other remaining at the school on file in the Accounting Office. Any purchase order totaling more than the limit as set by the Board of Directors requires Board action.

Operational Checking Accounts - all expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis and presented to the Board of Directors for review.

Authorized Check Signers - authorized signers on school accounts are limited to certain specified individuals as approved by the Board of Directors.

Data Security - financial data will be maintained on a secured system/network. Only the School Director and authorized representatives of the Board of Directors have access to the data. Appropriate file backups and physical records will be maintained in a secure environment.

The School will provide the Sponsor with annual audited financial reports as of June 30 of each year. These reports will include a complete set of financial statements and notes thereto

prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the Sponsor's timelines.

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local school district

C. Describe the method by which accounting records will be maintained.

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and Sponsor.

D. Describe how the school will store student and financial records.

The School will maintain both student and financial records in accordance with Chapter 119, Florida Statutes. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed.

The school maintains both active and archival records for current and former students in accordance with federal, state, local laws and with the regulations prescribed by the Florida Department of Education. The school ensures that all student records are kept confidential as required by applicable law.

All permanent records of students leaving the school, whether by graduation or transfer to another sponsoring district school are transferred to the sponsoring district school in which the student is enrolled. All students leaving the school to attend an out-of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled.

All student and financial records are kept in locked, fireproof cabinets or in a fireproofed locked records storage vault. Only certain school personnel have access to student records, and computerized student records are backed up regularly and stored in a secure area.

- E. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officers liability coverage.

The School will maintain insurance coverage limits that either meet or exceed the District minimum insurance limit requirements.

The School's insurance shall cover the School (and its subcontractors, to the extent that it is not otherwise insured) for those sources of liability which would be covered by the latest edition of the standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements as stated in the Florida Workers' Compensation Act.

Minimum Limits: There shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part 1 of the standard Worker's Compensation Policy. The minimum amount of coverage for those coverages customarily insured under Part 2 of the standard Worker's Compensation Policy shall be:

EL Each Accident: \$500,000; EL Each Disease-Policy Limit: \$500,000; EL Disease-Each Employee: \$500,000

Insurance limits and deductibles are as follows:

- General Liability Limit - \$1,000,000/\$3,000,000 Deductible: \$0
- Educators Legal Liability and Employment Practices - Limit: \$1,000,000 Deductible: \$2,500
- Crime Coverage – Limit: \$1,000,000 Deductible: \$5,000
- Comprehensive Property Coverage – Limit: 100% TIV Deductible: Named Windstorm 5% of TIV, \$5,000 All other Perils
- Workers Compensation Coverage – Limit: Each Accident \$2,000,000/Each Disease \$2,000,000/Each Employee \$2,000,000 Deductible: \$0

The insurance carrier has AM Best financial rating of A XII, with over \$1 billion in retained earnings according to AM Best.

For Worker's Compensation: Aon Risk Services, Inc. of FL is licensed in the State of FL and Illinois National Insurance Company is rated "A (Excellent)" by AM Best Company.

Section 19: Action Plan

- A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:

August 1, 2013: Submission of charter school application proposal

November - Notification by Sponsor
Dec: Expected Board Interviews and Approval of Application by Sponsor

Dec –March: Facilities Search/Lease Negotiations

March: Expected Charter Contract Negotiations

April to June: Marketing and Student Recruitment

May 1st: Initial student registration period.
Students who have registered will be officially enrolled.
If number of applicants exceeds capacity, lottery will be conducted.

May 15th: Second Registration Period Begins.

June 1st: If number of applicants exceeds capacity, lottery will be conducted.

May- July: Staff Recruitment and Hiring, Planning and Purchasing of Materials and Preparation of facilities

July- Aug: Parent/Student Orientations, Finalize Hiring and Student Registration

On or before August 1st: Teacher fingerprinting, drug-testing, and background checks completed.

August: Final Curriculum Review and Professional Development
Faculty Orientation Workshops - Opening Procedures
Conduct Final Facilities and Safety Inspections

August 2014: Classes commence as per Sponsor's calendar

School-Emergency Management and Recovery Plan: The School will implement a Security Action Plan articulated in its Staff Handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather security, etc. The School will cooperate with the District to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate District-approved emergency efforts in order

to maintain a safe school environment. Accordingly, the School will adopt the emergency plans for fire, hurricane, tornado, and child safety currently in effect within the District.

All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Staff will be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.

STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for SOMERSET ACADEMY PINES PREPARATORY HIGH SCHOOL is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Andreina Figueroa, Governing Board Chair to sign as the legal correspondent for the school.

Signature

Andreina D. Figueroa
Printed Name

Date

7/31/2013



*Somerset Academy, Inc. submit to
Broward County Public Schools:*

APPENDIX A BUDGET

For:

**SOMERSET ACADEMY
PINES PREPARATORY
HIGH SCHOOL**

Start-up Budget

Somerset Pines Preparatory High School

Start-up Budget

| | February | March | April | May | June | Total |
|-----------------------------------|----------|--------|--------|-------|-------|--------|
| Line of Credit / Grant ** | 25,000 | | | | | |
| EXPENSES: | | | | | | |
| Administration Staff | 2,500 | 3,500 | 3,500 | 3,500 | 3,500 | 16,500 |
| Marketing & Enrollment | | 2,500 | | 2,000 | 500 | 5,000 |
| Computer/Printer | 1,500 | | | | 1,000 | 2,500 |
| Administrative Expenses | 500 | 200 | 100 | 100 | 100 | 1,000 |
| TOTAL OPERATING EXPENSES | 4,500 | 6,200 | 3,600 | 5,600 | 5,100 | 25,000 |
| Fund Balance | 20,500 | 14,300 | 10,700 | 5,100 | - | |

** The School will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school can either use resources from its network or has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

Budget Summary

Somerset Pines Preparatory High School

| | Year 1 | Year 1 75% | Year 1 Low | Year 2 | Year 3 | Year 4 | Year 5 |
|------------------------------|--------|------------|------------|--------|--------|--------|--------|
| Grades | 9-10 | | | 9-11 | 9-12 | 9-12 | 9-12 |
| Students per grade (average) | 250 | 188 | 125 | 250 | 250 | 250 | 250 |
| Total # Students | 500 | 375 | 250 | 750 | 1,000 | 1,000 | 1,000 |
| Per Student Revenue * | 5,942 | 5,942 | 5,942 | 5,984 | 6,035 | 6,095 | 6,156 |
| | | | | 1.0% | 1.0% | 1.0% | 1.0% |

REVENUE

| | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Maximum Gross Revenue (\$) | 2,970,888 | 2,228,166 | 1,485,444 | 4,487,743 | 6,034,639 | 6,094,986 | 6,155,935 |
| Enrollment Contingency (\$) | - | - | - | - | - | - | - |
| Budgeted State Sources of Revenue (\$) | 2,970,888 | 2,228,166 | 1,485,444 | 4,487,743 | 6,034,639 | 6,094,986 | 6,155,935 |

EXPENDITURES

| | | | | | | | |
|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Facility Budget | | | | | | | |
| Maximum Facility Expense | 515,454 | 400,479 | 285,504 | 804,119 | 1,072,620 | 1,083,346 | 1,094,179 |
| Minimum Building Size (Sqft) | 26,000 | 19,500 | 13,000 | 39,000 | 52,000 | 52,000 | 52,000 |
| Cost per Student | \$ 800.00 | \$ 800.00 | \$ 800.00 | \$ 808.00 | \$ 816.08 | \$ 824.24 | \$ 832.48 |
| Operating and Fixed Costs | 115,454 | 100,479 | 85,504 | 198,119 | 256,540 | 259,105 | 261,696 |
| Mortgage Payments/Rent | 400,000 | 300,000 | 200,000 | 606,000 | 816,080 | 824,241 | 832,483 |

| | | | | | | | |
|-----------------------------|-------|-------|-------|-------|-------|-------|-------|
| Teacher Staffing Budget | | | | | | | |
| Average Class Size | 25 | 25 | 25 | 25 | 25 | 25 | 25 |
| # of Teachers | 22 | 17 | 11 | 35 | 49 | 49 | 49 |
| Salary Benefits per Teacher | 9,145 | 9,033 | 8,840 | 9,142 | 9,085 | 9,175 | 9,267 |

| | | | | | | | |
|---------------------------------------|-----------|-----------|---------|-----------|-----------|-----------|-----------|
| MAXIMUM FOR OTHER EXPENDITURES | 1,850,248 | 1,282,264 | 888,367 | 2,649,714 | 3,514,124 | 3,563,282 | 3,613,116 |
|---------------------------------------|-----------|-----------|---------|-----------|-----------|-----------|-----------|

* See All Charter School Calculator for Assumptions for the calculation of per pupil FTE

| Somerset Pines Preparatory High School | | | YEAR 1 | | | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
|--|-------------------|-------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | | Expected | 75% Enrollment | 50 % Enrollment | | | | |
| ENROLLMENT | Cost | Basis | | | | | | | |
| Classrooms | | | 20 | 15 | 10 | 30 | 40 | 40 | 40 |
| 9 - 12 | | | 500 | 375 | 250 | 750 | 1,000 | 1,000 | 1,000 |
| Total Enrollment | | | 500 | 375 | 250 | 750 | 1,000 | 1,000 | 1,000 |
| REVENUES | | | | | | | | | |
| State Sources with expected enrollment | | | \$ 2,970,888.00 | \$ 2,228,166.00 | \$ 1,485,444.00 | \$ 4,487,743.10 | \$ 6,034,639.23 | \$ 6,094,985.63 | \$ 6,155,935.48 |
| Federal Sources - NSLP funds 60% of students | \$ 2.88 | 60% | \$ 155,520.00 | \$ 116,640.00 | \$ 77,760.00 | \$ 235,612.80 | \$ 317,291.90 | \$ 320,464.82 | \$ 323,669.47 |
| Local Sources - Lunch program paid students | \$ 3.00 | 10% | \$ 27,000.00 | \$ 20,250.00 | \$ 13,500.00 | \$ 40,905.00 | \$ 55,085.40 | \$ 55,636.25 | \$ 56,192.62 |
| Capital Outlay (SACS Accredited through Somerset, Inc - Capital Outlay available year 1,) | \$ 535.00 | Per Student | \$ 267,500.00 | \$ 200,625.00 | \$ 133,750.00 | \$ 401,250.00 | \$ 535,000.00 | \$ 535,000.00 | \$ 535,000.00 |
| Other Sources - Services | | | | | | | | | |
| | | | \$ 3,420,908.00 | \$ 2,565,681.00 | \$ 1,710,454.00 | \$ 5,165,510.90 | \$ 6,942,016.54 | \$ 7,006,086.70 | \$ 7,070,797.57 |
| EXPENDITURES | | | | | | | | | |
| Instruction | | | | | | | | | |
| Salaries (includes classroom teachers, contract or hourly, and teacher aides) | See Staffing Plan | | \$ 914,500.00 | \$ 698,000.00 | \$ 442,000.00 | \$ 1,454,400.00 | \$ 2,023,368.35 | \$ 2,043,602.03 | \$ 2,064,038.05 |
| Fringe Benefits | | | \$ 201,190.00 | \$ 153,560.00 | \$ 97,240.00 | \$ 319,968.00 | \$ 445,141.04 | \$ 449,592.45 | \$ 454,088.37 |
| Contracted Professional Services (includes Therapists & other contracted instructional services) | \$ 450.00 | ESE Student | \$ 27,000.00 | \$ 20,250.00 | \$ 13,500.00 | \$ 40,905.00 | \$ 55,085.40 | \$ 55,636.25 | \$ 56,192.62 |
| Classroom Supplies & Equipment | \$ 75.00 | Student | \$ 37,500.00 | \$ 28,125.00 | \$ 18,750.00 | \$ 56,812.50 | \$ 76,507.50 | \$ 77,272.58 | \$ 78,045.30 |
| Teacher Supplies | \$ 35.00 | Student | \$ 17,500.00 | \$ 13,125.00 | \$ 8,750.00 | \$ 26,512.50 | \$ 35,703.50 | \$ 36,060.54 | \$ 36,421.14 |
| Textbooks and/or ebooks/Student Activities | \$ 425.00 | Student | \$ 212,500.00 | \$ 159,375.00 | \$ 106,250.00 | \$ 321,937.50 | \$ 433,542.50 | \$ 437,877.93 | \$ 442,256.70 |
| Supplemental instructional materials (CIRP/SIRP and Technology) | \$ 60.00 | Student | \$ 30,000.00 | \$ 22,500.00 | \$ 15,000.00 | \$ 45,450.00 | \$ 61,206.00 | \$ 61,818.06 | \$ 62,436.24 |
| SB 736 Merit Pay | | | \$ 87,009.00 | \$ 65,256.75 | \$ 43,504.50 | \$ 130,514.00 | \$ 174,019.00 | \$ 174,019.00 | \$ 174,019.00 |
| Computer - Equipment for Instruction (* lease to include ebooks) | \$ 1,800.00 | Classroom | \$ 36,000.00 | \$ 27,000.00 | \$ 18,000.00 | \$ 54,540.00 | \$ 73,447.20 | \$ 74,181.67 | \$ 74,923.49 |
| Computer Lab - Including Software | \$ 18,000.00 | Lab | \$ 18,000.00 | \$ 18,000.00 | \$ 7,500.00 | \$ 18,180.00 | \$ - | \$ 18,545.42 | \$ 37,461.74 |
| Sub-Total Instruction | | | \$ 1,581,199.00 | \$ 1,205,191.75 | \$ 770,494.50 | \$ 2,469,219.50 | \$ 3,378,020.49 | \$ 3,428,605.92 | \$ 3,479,882.66 |
| Pupil Personnel Services | | | | | | | | | |
| Salaries (includes counselor, school nurse, health assistant) | See Staffing Plan | | \$ 80,000.00 | \$ 80,000.00 | \$ 40,000.00 | \$ 80,800.00 | \$ 81,608.00 | \$ 82,424.08 | \$ 83,248.32 |
| Fringe Benefits | | | \$ 17,600.00 | \$ 17,600.00 | \$ 8,800.00 | \$ 17,776.00 | \$ 17,953.76 | \$ 18,133.30 | \$ 18,314.63 |
| Contracted Professional Services (counseling and psychological) | \$ 500.00 | ESE Student | \$ 30,000.00 | \$ 22,500.00 | \$ 15,000.00 | \$ 45,450.00 | \$ 61,206.00 | \$ 61,818.06 | \$ 62,436.24 |
| Sub-Total Pupil Personnel Services | | | \$ 127,600.00 | \$ 120,100.00 | \$ 63,800.00 | \$ 144,026.00 | \$ 160,767.76 | \$ 162,375.44 | \$ 163,999.19 |
| Media Services | | | | | | | | | |
| Salaries (includes Librarian) | See Staffing Plan | | \$ - | \$ - | \$ - | \$ 40,400.00 | \$ 40,804.00 | \$ 41,212.04 | \$ 41,624.16 |
| Fringe Benefits | | | \$ - | \$ - | \$ - | \$ 8,888.00 | \$ 8,976.88 | \$ 9,066.65 | \$ 9,157.32 |
| Library Books | \$ 17,500.00 | School | \$ 17,500.00 | \$ 17,500.00 | \$ 8,750.00 | \$ 17,675.00 | \$ 17,851.75 | \$ 18,030.27 | \$ 18,210.57 |
| Sub-Total Media Services | | | \$ 17,500.00 | \$ 17,500.00 | \$ 8,750.00 | \$ 66,963.00 | \$ 67,632.63 | \$ 68,308.96 | \$ 68,992.05 |
| Curriculum Development | | | | | | | | | |
| Salaries (includes Curriculum Specialist) | | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Fringe Benefits | | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Curriculum Planning, Research, Development and Evaluation | \$ 115.00 | Student | \$ 57,500.00 | \$ 43,125.00 | \$ 28,750.00 | \$ 87,112.50 | \$ 117,311.50 | \$ 118,484.62 | \$ 119,669.46 |
| Student Activities | \$ 30.00 | Student | \$ 15,000.00 | \$ 11,250.00 | \$ 7,500.00 | \$ 22,725.00 | \$ 30,603.00 | \$ 30,909.03 | \$ 31,218.12 |
| Sub-Total Curriculum Development | | | \$ 72,500.00 | \$ 54,375.00 | \$ 36,250.00 | \$ 109,837.50 | \$ 147,914.50 | \$ 149,393.65 | \$ 150,887.58 |
| Staff Development | | | | | | | | | |
| Workshops/Trainings (includes incentive pay for teachers) | \$ 1,000.00 | Teacher | \$ 22,000.00 | \$ 17,000.00 | \$ 11,000.00 | \$ 35,000.00 | \$ 49,000.00 | \$ 49,000.00 | \$ 49,000.00 |
| Sub-Total Staff Development | | | \$ 22,000.00 | \$ 17,000.00 | \$ 11,000.00 | \$ 35,000.00 | \$ 49,000.00 | \$ 49,000.00 | \$ 49,000.00 |

| Somerset Pines Preparatory High School | | | YEAR 1 | | | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
|--|-------------------|------------------|---------------|----------------|-----------------|---------------|---------------|---------------|---------------|
| | | | Expected | 75% Enrollment | 50 % Enrollment | | | | |
| Instruction Related Technology | | | | | | | | | |
| Salaries (includes Technology Personnel) | See Staffing Plan | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Fringe Benefits | | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| EduSoft Software and Scanner | \$ 1,200.00 | School | \$ 1,200.00 | \$ 1,200.00 | \$ 1,200.00 | \$ 1,212.00 | \$ 1,224.12 | \$ 1,236.36 | \$ 1,248.72 |
| Hardware Maintenance | \$ 400.00 | Classroom | \$ 8,000.00 | \$ 6,000.00 | \$ 4,000.00 | \$ 12,120.00 | \$ 16,321.60 | \$ 16,484.82 | \$ 16,649.66 |
| Sub-Total Instruction Related Technology | | | \$ 9,200.00 | \$ 7,200.00 | \$ 5,200.00 | \$ 13,332.00 | \$ 17,545.72 | \$ 17,721.18 | \$ 17,898.39 |
| Board | | | | | | | | | |
| Professional Services (Legal) | \$ 2,500.00 | School | \$ 2,500.00 | \$ 2,500.00 | \$ 2,500.00 | \$ 2,525.00 | \$ 2,550.25 | \$ 2,575.75 | \$ 2,601.51 |
| Insurance (General Liability, D&O, Professional Liability) | \$ 660.00 | Classroom | \$ 13,200.00 | \$ 9,900.00 | \$ 6,600.00 | \$ 19,998.00 | \$ 26,930.64 | \$ 27,199.95 | \$ 27,471.95 |
| Travel | \$ 2,000.00 | Board Mem | \$ 2,000.00 | \$ 2,000.00 | \$ 2,000.00 | \$ 2,020.00 | \$ 2,040.20 | \$ 2,060.60 | \$ 2,081.21 |
| Sub-Total Board | | | \$ 17,700.00 | \$ 14,400.00 | \$ 11,100.00 | \$ 24,543.00 | \$ 31,521.09 | \$ 31,836.30 | \$ 32,154.66 |
| General Administration | | | | | | | | | |
| Management Fees | \$ 225.00 | Student | \$ 112,500.00 | \$ 84,375.00 | \$ 56,250.00 | \$ 170,437.50 | \$ 229,522.50 | \$ 231,817.73 | \$ 234,135.90 |
| Administrative Fee | | | | | | | | | |
| Sub-Total General Administration | | | \$ 112,500.00 | \$ 84,375.00 | \$ 56,250.00 | \$ 170,437.50 | \$ 229,522.50 | \$ 231,817.73 | \$ 234,135.90 |
| School Administration | | | | | | | | | |
| Salaries (includes Principal, Secretary & other Office Personnel) | See Staffing | | \$ 131,960.96 | \$ 131,960.96 | \$ 91,210.96 | \$ 217,110.57 | \$ 303,949.98 | \$ 306,989.48 | \$ 310,059.37 |
| Fringe Benefits | | | \$ 29,031.41 | \$ 29,031.41 | \$ 20,066.41 | \$ 47,764.33 | \$ 66,868.99 | \$ 67,537.68 | \$ 68,213.06 |
| Equipment Rental / Lease | \$ 300.00 | Per Month | \$ 3,600.00 | \$ 3,600.00 | \$ 3,600.00 | \$ 3,636.00 | \$ 3,672.36 | \$ 3,709.08 | \$ 3,746.17 |
| Travel | \$ 400.00 | Administrator | \$ 800.00 | \$ 800.00 | \$ 800.00 | \$ 808.00 | \$ 816.08 | \$ 824.24 | \$ 832.48 |
| Advertising and Promotion | \$ 50.00 | Student | \$ 25,000.00 | \$ 18,750.00 | \$ 12,500.00 | \$ 37,875.00 | \$ 51,005.00 | \$ 51,515.05 | \$ 52,030.20 |
| License Fees | \$ 200.00 | | \$ 200.00 | \$ 200.00 | \$ 200.00 | \$ 202.00 | \$ 204.02 | \$ 206.06 | \$ 208.12 |
| Uniforms | \$ 300.00 | | \$ 300.00 | \$ 300.00 | \$ 300.00 | \$ 303.00 | \$ 306.03 | \$ 309.09 | \$ 312.18 |
| Postage | \$ 50.00 | Classroom | \$ 1,000.00 | \$ 750.00 | \$ 500.00 | \$ 1,515.00 | \$ 2,040.20 | \$ 2,060.60 | \$ 2,081.21 |
| Printing | \$ 350.00 | Classroom | \$ 7,000.00 | \$ 5,250.00 | \$ 3,500.00 | \$ 10,605.00 | \$ 14,281.40 | \$ 14,424.21 | \$ 14,568.46 |
| Office Supplies | \$ 30.00 | Student | \$ 15,000.00 | \$ 11,250.00 | \$ 7,500.00 | \$ 22,500.00 | \$ 30,000.00 | \$ 30,000.00 | \$ 30,000.00 |
| Office Equipment | \$ 4,000.00 | | \$ 4,000.00 | \$ 4,000.00 | \$ 4,000.00 | \$ 4,040.00 | \$ 4,080.40 | \$ 4,121.20 | \$ 4,162.42 |
| Computer Equipment | \$ 1,000.00 | Administrator | \$ 2,000.00 | \$ 2,000.00 | \$ 2,000.00 | \$ 2,020.00 | \$ 2,040.20 | \$ 2,060.60 | \$ 2,081.21 |
| Sub-Total School Administration | | | \$ 219,892.37 | \$ 207,892.37 | \$ 146,177.37 | \$ 348,378.89 | \$ 479,264.66 | \$ 483,757.31 | \$ 488,294.88 |
| Facilities Acquisition & Construction | | | | | | | | | |
| Building Lease / Rent (see budget summary for calculation) | | | \$ 400,000.00 | \$ 300,000.00 | \$ 200,000.00 | \$ 606,000.00 | \$ 816,080.00 | \$ 824,240.80 | \$ 832,483.21 |
| Sub-Total Facilities Acquisition & Construction | | | \$ 400,000.00 | \$ 300,000.00 | \$ 200,000.00 | \$ 606,000.00 | \$ 816,080.00 | \$ 824,240.80 | \$ 832,483.21 |
| Fiscal Services | | | | | | | | | |
| Salaries (Business Manager, Accounting & Bookkeeping Personnel) | See Staffing | | \$ 40,000.00 | \$ 40,000.00 | \$ 20,000.00 | \$ 40,400.00 | \$ 40,804.00 | \$ 41,212.04 | \$ 41,624.16 |
| Fringe Benefits | | | \$ 8,800.00 | \$ 8,800.00 | \$ 4,400.00 | \$ 8,888.00 | \$ 8,976.88 | \$ 9,066.65 | \$ 9,157.32 |
| Fee to County School Board - up to 250 students | | | \$ 74,272.20 | \$ 74,272.20 | \$ 74,272.20 | \$ 74,795.72 | \$ 75,432.99 | \$ 76,187.32 | \$ 76,949.19 |
| Planning, Research, Development and Evaluation | \$ 110.00 | | \$ 55,000.00 | \$ 41,250.00 | \$ 27,500.00 | \$ 83,325.00 | \$ 112,211.00 | \$ 113,333.11 | \$ 114,466.44 |
| Professional Services - Annual Audit | \$ 7,500.00 | | \$ 7,500.00 | \$ 7,500.00 | \$ 7,500.00 | \$ 7,575.00 | \$ 7,650.75 | \$ 7,727.26 | \$ 7,804.53 |
| Sub-Total Fiscal Services | | | \$ 185,572.20 | \$ 171,822.20 | \$ 133,672.20 | \$ 214,983.72 | \$ 245,075.62 | \$ 247,526.38 | \$ 250,001.64 |
| Food Services | | | | | | | | | |
| Salaries (Food Service Workers) | See Staffing | | \$ 14,000.00 | \$ 14,000.00 | \$ 14,000.00 | \$ 42,420.00 | \$ 57,125.60 | \$ 57,696.86 | \$ 58,273.82 |
| Fringe Benefits | | | \$ 3,080.00 | \$ 3,080.00 | \$ 3,080.00 | \$ 9,332.40 | \$ 12,567.63 | \$ 12,693.31 | \$ 12,820.24 |
| Food, Materials & Supplies - Vendor provided meals 70% Participation | \$ 2.46 | Per Meal per day | \$ 154,980.00 | \$ 116,235.00 | \$ 77,490.00 | \$ 234,794.70 | \$ 316,190.20 | \$ 319,352.10 | \$ 322,545.62 |
| Equipment Rental / Lease (provided by food vendor) | | | | | | | | | |
| Inspection fees | \$ 75.00 | Twice per year | \$ 150.00 | \$ 150.00 | \$ 150.00 | \$ 151.50 | \$ 153.02 | \$ 154.55 | \$ 156.09 |
| Sub-Total Food Services | | | \$ 172,210.00 | \$ 133,465.00 | \$ 94,720.00 | \$ 286,698.60 | \$ 386,036.44 | \$ 389,896.81 | \$ 393,795.78 |

| Somerset Pines Preparatory High School | | | YEAR 1 | | | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
|--|--------------|---------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | | Expected | 75% Enrollment | 50 % Enrollment | | | | |
| Pupil Transportation Services | | | | | | | | | |
| Salaries (Drivers & Transportation workers) | See Staffing | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Fringe Benefits | | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Contracted Transportation Services - \$225 per bus 15% utilization | \$ 225.00 | 15% | \$ 81,000.00 | \$ 40,500.00 | \$ 40,500.00 | \$ 81,000.00 | \$ 121,500.00 | \$ 121,500.00 | \$ 121,500.00 |
| Field Trip Expenses for competitions | | | \$ 2,500.00 | \$ 2,500.00 | \$ 2,500.00 | \$ 3,500.00 | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 |
| Sub-Total Pupil Transportation Services | | | \$ 83,500.00 | \$ 43,000.00 | \$ 43,000.00 | \$ 84,500.00 | \$ 126,500.00 | \$ 126,500.00 | \$ 126,500.00 |
| Operation of Plant | | | | | | | | | |
| Salaries (Custodian, crossing guards, security) | See Staffing | | \$ 41,601.60 | \$ 41,601.60 | \$ 41,601.60 | \$ 84,035.23 | \$ 106,094.48 | \$ 107,155.43 | \$ 108,226.98 |
| Fringe benefits | | | \$ 9,152.35 | \$ 9,152.35 | \$ 9,152.35 | \$ 18,487.75 | \$ 23,340.79 | \$ 23,574.19 | \$ 23,809.94 |
| Purchased Service (Custodial, fire and alarm, pest control etc) | \$ 75.00 | Per Classroom | \$ 1,500.00 | \$ 1,125.00 | \$ 750.00 | \$ 2,272.50 | \$ 3,060.30 | \$ 3,090.90 | \$ 3,121.81 |
| Lawn Maintenance | \$ 200.00 | Per Classroom | \$ 4,000.00 | \$ 3,000.00 | \$ 2,000.00 | \$ 6,060.00 | \$ 8,160.80 | \$ 8,242.41 | \$ 8,324.83 |
| Pest Control | \$ 40.00 | Per Classroom | \$ 800.00 | \$ 600.00 | \$ 400.00 | \$ 1,212.00 | \$ 1,632.16 | \$ 1,648.48 | \$ 1,664.97 |
| Security Services | \$ 100.00 | Per Month | \$ 1,200.00 | \$ 1,200.00 | \$ 1,200.00 | \$ 1,212.00 | \$ 1,224.12 | \$ 1,236.36 | \$ 1,248.72 |
| Property Insurance | \$ 1,100.00 | Per Classroom | \$ 22,000.00 | \$ 16,500.00 | \$ 11,000.00 | \$ 33,330.00 | \$ 44,884.40 | \$ 45,333.24 | \$ 45,786.58 |
| Telephone Services | \$ 300.00 | Per Month | \$ 3,600.00 | \$ 3,600.00 | \$ 3,600.00 | \$ 3,636.00 | \$ 3,672.36 | \$ 3,709.08 | \$ 3,746.17 |
| Water & Sewer | \$ 80.00 | Per Classroom | \$ 1,600.00 | \$ 1,200.00 | \$ 800.00 | \$ 2,424.00 | \$ 3,264.32 | \$ 3,296.96 | \$ 3,329.93 |
| Electricity | \$ 1,500.00 | Per Classroom | \$ 30,000.00 | \$ 22,500.00 | \$ 15,000.00 | \$ 45,450.00 | \$ 61,206.00 | \$ 61,818.06 | \$ 62,436.24 |
| Sub-Total Operation of Plant | | | \$ 115,453.95 | \$ 100,478.95 | \$ 85,503.95 | \$ 198,119.48 | \$ 256,539.73 | \$ 259,105.12 | \$ 261,696.17 |
| Maintenance of Plant | | | | | | | | | |
| Repairs & Maintenance | \$ 1.00 | Sq. Ft. | \$ 26,000.00 | \$ 19,500.00 | \$ 6,500.00 | \$ 39,000.00 | \$ 52,000.00 | \$ 52,000.00 | \$ 52,000.00 |
| Supplies | | | | | | | | | |
| Sub-Total Maintenance of Plant | | | \$ 26,000.00 | \$ 19,500.00 | \$ 6,500.00 | \$ 39,000.00 | \$ 52,000.00 | \$ 52,000.00 | \$ 52,000.00 |
| Administrative Technology Services | | | | | | | | | |
| Systems Operation | \$ 750.00 | Per Classroom | \$ 15,000.00 | \$ 11,250.00 | \$ 7,500.00 | \$ 22,725.00 | \$ 30,603.00 | \$ 30,909.03 | \$ 31,218.12 |
| Systems Planning & Analysis | | | | | | | | | |
| Sub-Total Administrative Technology Services | | | \$ 15,000.00 | \$ 11,250.00 | \$ 7,500.00 | \$ 22,725.00 | \$ 30,603.00 | \$ 30,909.03 | \$ 31,218.12 |
| Redemption of Principal Interest <i>(Interest Only at 6%)</i> | | | \$ 25,000.00 | | | | | | |
| | | | \$ 1,500.00 | \$ 1,500.00 | \$ 1,500.00 | | | | |
| Sub-Total Debt Service | | | \$ 26,500.00 | \$ 1,500.00 | \$ 1,500.00 | \$ - | \$ - | \$ - | \$ - |
| Contingency | | | | | | | | | |
| Operating expense contingency - 4% of FEFP - Considered restricted funds | 4% | | \$ 136,836.32 | \$ - | \$ - | \$ 206,620.44 | \$ 277,680.66 | \$ 280,243.47 | \$ 282,831.90 |
| Sub-Total Contingency | | | \$ 136,836.32 | \$ - | \$ - | \$ 206,620.44 | \$ 277,680.66 | \$ 280,243.47 | \$ 282,831.90 |
| Total Expenditures | | | \$ 3,341,163.84 | \$ 2,509,050.27 | \$ 1,679,918.02 | \$ 5,040,384.63 | \$ 6,751,704.80 | \$ 6,833,238.07 | \$ 6,915,772.14 |
| Excess of Revenues over Expenditures | | | \$ 79,744.16 | \$ 56,630.73 | \$ 30,535.98 | \$ 125,126.27 | \$ 190,311.74 | \$ 172,848.63 | \$ 155,025.43 |

Staffing Plan

Somerset Pines Preparatory High School

| | |
|-------------------------------|-------------|
| Fringe Benefit Rate | 22.00% |
| FICA | 6.20% |
| Medicare | 1.45% |
| FUTA | \$ 189.00 |
| SUTA | \$ 189.00 |
| Workers Comp | 0.88% |
| 401K Contribution | 2.00% |
| Health Insurance per Employee | \$ 4,140.00 |

\$345 Per month per Employee

| | | | | | | | | |
|-------------|--------------|--------|--------|--------|---------|---------|---------|---------|
| Average Pay | \$ 39,421.37 | 79,744 | 56,631 | 30,536 | 125,126 | 190,312 | 172,849 | 155,025 |
|-------------|--------------|--------|--------|--------|---------|---------|---------|---------|

| | | High | Yr1 | 75% | Low | Yr2 | Yr3 | Yr4 | Yr5 |
|--|---------|-----------|-----------|---------|-----------|-----------|-----------|-----------|------|
| Instruction Staff | | | | | | | | | |
| Teachers (ESE or ESOL certified teacher) | 39,500 | 20 | 15 | 10 | 30 | 40 | 40 | 40 | 40 |
| Substitute Teachers | 1,100 | 20 | 15 | 10 | 30 | 40 | 40 | 40 | 40 |
| Other Teachers (ESE, ESOL, see Budget Narrative) | 39,500 | 1 | 1 | | 3 | 5 | 5 | 5 | 5 |
| Paraprofessionals | 18,000 | 1 | 1 | 1 | 2 | 4 | 4 | 4 | 4 |
| Supplements | 4,500 | 10 | 7 | 4 | 15 | 20 | 20 | 20 | 20 |
| | 102,600 | 22 | 17 | 11 | 35 | 49 | 49 | 49 | 49 |
| Pupil Personnel Services | | | | | | | | | |
| ESE Teacher | 40,000 | 2.00 | 2.00 | 1.00 | 2 | 2 | 2 | 2 | 2 |
| | 40,000 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 |
| Media Services | | | | | | | | | |
| Media Specialist | 40,000 | | | | 1 | 1 | 1 | 1 | 1 |
| | 40,000 | - | | - | 1 | 1 | 1 | 1 | 1 |
| School Administration | | | | | | | | | |
| Principal | 85,000 | 1.00 | 1.00 | 0.65 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Assistant Principal | 65,000 | | | | 1 | 2 | 2 | 2 | 2 |
| Administrative Assistant | 24,961 | 1.00 | 1.00 | 1.00 | 1 | 1 | 1 | 1 | 1 |
| Registrar | 22,000 | 1.00 | 1.00 | 0.50 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Other Clerical | 18,000 | | | | 1 | 2 | 2 | 2 | 2 |
| | 214,961 | 3.00 | 3.00 | 2 | 5 | 7 | 7 | 7 | 7 |
| Fiscal Services | | | | | | | | | |
| Business Manager | 40,000 | 1.00 | 1.00 | 0.50 | 1 | 1 | 1 | 1 | 1 |
| | 40,000 | 1.00 | 1.00 | 0.50 | 1 | 1 | 1 | 1 | 1 |
| Food Services | | | | | | | | | |
| Food Service Workers | 14,000 | 1 | 1 | 1 | 3 | 4 | 4 | 4 | 4 |
| | 14,000 | 1 | 1 | 1 | 3 | 4 | 4 | 4 | 4 |
| Operation of Plant | | | | | | | | | |
| Custodian | 20,801 | 1 | 1.00 | 1.00 | 2 | 3 | 3 | 3 | 3 |
| Security | 20,801 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 |
| | 41,602 | 2 | 2 | 2 | 4 | 5 | 5 | 5 | 5 |
| TOTAL EMPLOYEES | | 31 | 26 | 18 | 51 | 69 | 69 | 69 | 69 |
| Salary Inflation | 1.0% | | | | | | | | |
| Instruction Staff | | | | | | | | | |
| Homeroom Teachers | | 790,000 | 592,500 | 395,000 | 1,196,850 | 1,611,758 | 1,627,876 | 1,644,154 | |
| Substitute Teachers | | 22,000 | 16,500 | 11,000 | 33,330 | 44,884 | 45,333 | 45,787 | |
| Other Teachers (ESE, ESOL, Reading/Math Coaches) | | 39,500 | 39,500 | - | 119,685 | 201,470 | 203,484 | 205,519 | |
| Paraprofessionals | | 18,000 | 18,000 | 18,000 | 36,360 | 73,447 | 74,182 | 74,923 | |
| Supplements | | 45,000 | 31,500 | 18,000 | 68,175 | 91,809 | 92,727 | 93,654 | |
| | | 914,500 | 698,000 | 442,000 | 1,454,400 | 2,023,368 | 2,043,602 | 2,064,038 | |
| Benefits: | | 201,190 | 153,560 | 97,240 | 319,968 | 445,141 | 449,592 | 454,088 | |
| Pupil Personnel Services | | | | | | | | | |
| ESE Teacher | | 80,000 | 80,000 | 40,000 | 80,800 | 81,608 | 82,424 | 83,248 | |
| | | 80,000 | 80,000 | 40,000 | 80,800 | 81,608 | 82,424 | 83,248 | |
| Benefits: | | 17,600 | 17,600 | 8,800 | 17,776 | 17,954 | 18,133 | 18,315 | |
| Media Services | | | | | | | | | |
| Media Specialist | | - | - | - | 40,400 | 40,804 | 41,212 | 41,624 | |
| | | - | - | - | 40,400 | 40,804 | 41,212 | 41,624 | |
| Benefits: | | - | - | - | 8,888 | 8,977 | 9,067 | 9,157 | |
| School Administration | | | | | | | | | |
| Principal (shared with other school) | | 85,000 | 85,000 | 55,250 | 85,850 | 86,709 | 87,576 | 88,451 | |
| Assistant Principal | | - | - | - | 65,650 | 132,613 | 133,939 | 135,279 | |
| Administrative Assistant | | 24,961 | 24,961 | 24,961 | 25,211 | 25,463 | 25,717 | 25,974 | |
| Registrar | | 22,000 | 22,000 | 11,000 | 22,220 | 22,442 | 22,667 | 22,893 | |
| Other | | - | - | - | 18,180 | 36,724 | 37,091 | 37,462 | |
| | | 131,961 | 131,961 | 91,211 | 217,111 | 303,950 | 306,989 | 310,059 | |
| Benefits: | | 29,031 | 29,031 | 20,066 | 47,764 | 66,869 | 67,538 | 68,213 | |
| Fiscal Services | | | | | | | | | |
| Business Manager | | 40,000 | 40,000 | 20,000 | 40,400 | 40,804 | 41,212 | 41,624 | |
| | | 40,000 | 40,000 | 20,000 | 40,400 | 40,804 | 41,212 | 41,624 | |
| Benefits: | | 8,800 | 8,800 | 4,400 | 8,888 | 8,977 | 9,067 | 9,157 | |
| Food Services | | | | | | | | | |
| Food Service Workers | | 14,000 | 14,000 | 14,000 | 42,420 | 57,126 | 57,697 | 58,274 | |
| | | 14,000 | 14,000 | 14,000 | 42,420 | 57,126 | 57,697 | 58,274 | |
| Benefits: | | 3,080 | 3,080 | 3,080 | 9,332 | 12,568 | 12,693 | 12,820 | |
| Operation of Plant | | | | | | | | | |
| Custodian | | 20,801 | 20,801 | 20,801 | 42,018 | 63,657 | 64,293 | 64,936 | |
| Security | | 20,801 | 20,801 | 20,801 | 42,018 | 42,438 | 42,862 | 43,291 | |
| | | 41,602 | 41,602 | 41,602 | 84,035 | 106,094 | 107,155 | 108,227 | |
| Benefits: | | 9,152 | 9,152 | 9,152 | 18,488 | 23,341 | 23,574 | 23,810 | |
| Total Payroll & Benefits | | 1,490,916 | 1,226,786 | 791,551 | 2,390,670 | 3,237,580 | 3,269,956 | 3,302,656 | |

Somerset Pines Preparatory High School

| | | | | | | | | | | | | | YEAR 1 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------------|
| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | |
| REVENUES | | | | | | | | | | | | | |
| State Sources with expected enrollment | 247,574 | 247,574 | 247,574 | 247,574 | 247,574 | 247,574 | 247,574 | 247,574 | 247,574 | 247,574 | 247,574 | 247,574 | \$ 2,970,888.00 |
| Federal Sources - NSLP funds 60% of students | | | 15,552 | 15,552 | 15,552 | 15,552 | 15,552 | 15,552 | 15,552 | 15,552 | 15,552 | 15,552 | \$ 155,520.00 |
| Local Sources - Lunch program paid students | | | 2,700 | 2,700 | 2,700 | 2,700 | 2,700 | 2,700 | 2,700 | 2,700 | 2,700 | 2,700 | \$ 27,000.00 |
| Capital Outlay (SACS Accredited through Somerset, Inc - Capital Outlay available year 1.) | | | 29,722 | 29,722 | 29,722 | 29,722 | 29,722 | 29,722 | 29,722 | 29,722 | 29,722 | 29,722 | \$ 267,500.00 |
| Other Sources - Services | | | | | | | | | | | | | \$ - |
| | 247,574 | 247,574 | 265,826 | 295,548 | 295,548 | 295,548 | 295,548 | 295,548 | 295,548 | 295,548 | 295,548 | 295,548 | \$ 3,420,908.00 |
| EXPENDITURES | | | | | | | | | | | | | |
| Instruction | | | | | | | | | | | | | |
| Salaries (includes classroom teachers, contract or hourly, and teacher aides) | | 41,568 | 87,293 | 87,293 | 87,293 | 87,293 | 87,293 | 87,293 | 87,293 | 87,293 | 87,293 | 87,293 | \$ 914,500.00 |
| Fringe Benefits | | 9,145 | 19,205 | 19,205 | 19,205 | 19,205 | 19,205 | 19,205 | 19,205 | 19,205 | 19,205 | 19,205 | \$ 201,190.00 |
| Contracted Professional Services (includes Therapists & other contracted instructional services) | | | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | \$ 27,000.00 |
| Classroom Supplies & Equipment | | 12,375 | 12,375 | 12,750 | | | | | | | | | \$ 37,500.00 |
| Teacher Supplies | | 5,775 | 5,775 | 5,950 | | | | | | | | | \$ 17,500.00 |
| Textbooks and/or ebooks/Student Activities | | 70,125 | 70,125 | 72,250 | | | | | | | | | \$ 212,500.00 |
| Supplemental instructional materials (CIRP/SIRP and Technology) | | 9,900 | 9,900 | 10,200 | | | | | | | | | \$ 30,000.00 |
| SB 736 Merit Pay | | | | | | | | | | | | 87,009 | \$ 87,009.00 |
| Computer - Equipment for Instruction (* lease to include ebooks) | | 11,880 | 11,880 | 12,240 | | | | | | | | | \$ 36,000.00 |
| Computer Lab - Including Software | | 5,940 | 5,940 | 6,120 | | | | | | | | | \$ 18,000.00 |
| Sub-Total Instruction | - | 166,708 | 222,493 | 229,008 | 109,498 | 109,498 | 109,498 | 109,498 | 109,498 | 109,498 | 109,498 | 196,507 | \$ 1,581,199.00 |
| Pupil Personnel Services | | | | | | | | | | | | | |
| Salaries (includes counselor, school nurse, health assistant) | | | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 | \$ 80,000.00 |
| Fringe Benefits | | | 1,760 | 1,760 | 1,760 | 1,760 | 1,760 | 1,760 | 1,760 | 1,760 | 1,760 | 1,760 | \$ 17,600.00 |
| Contracted Professional Services (counseling and psychological) | | | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | \$ 30,000.00 |
| Sub-Total Pupil Personnel Services | - | - | 12,760 | 12,760 | 12,760 | 12,760 | 12,760 | 12,760 | 12,760 | 12,760 | 12,760 | 12,760 | \$ 127,600.00 |
| Media Services | | | | | | | | | | | | | |
| Salaries (includes Librarian) | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Library Books | | 8,750 | 8,750 | | | | | | | | | | \$ 17,500.00 |
| Audio Visual Materials | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Media Services | - | 8,750 | 8,750 | - | - | - | - | - | - | - | - | - | \$ 17,500.00 |
| Curriculum Development | | | | | | | | | | | | | |
| Salaries (includes Curriculum Specialist) | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Curriculum Planning, Research, Development and Evaluation | 4,792 | 4,792 | 4,792 | 4,792 | 4,792 | 4,792 | 4,792 | 4,792 | 4,792 | 4,792 | 4,792 | 4,792 | \$ 57,500.00 |
| Development Supplies | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Student Activities | | 7,500 | 7,500 | | | | | | | | | | \$ 15,000.00 |
| Sub-Total Curriculum Development | 4,792 | 12,292 | 12,292 | 4,792 | 4,792 | 4,792 | 4,792 | 4,792 | 4,792 | 4,792 | 4,792 | 4,792 | \$ 72,500.00 |
| Staff Development | | | | | | | | | | | | | |
| Workshops/Trainings (includes incentive pay for teachers) | | 11,000 | | | | | | | 11,000 | | | | \$ 22,000.00 |
| Travel | | - | | | | | | | - | | | | \$ - |
| Professional Services | | - | | | | | | | - | | | | \$ - |
| Sub-Total Staff Development | - | 11,000 | - | - | - | - | - | - | 11,000 | - | - | - | \$ 22,000.00 |
| Instruction Related Technology | | | | | | | | | | | | | |
| Salaries (includes Technology Personnel) | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| EduSoft Software and Scanner | | 600 | 600 | | | | | | | | | | \$ 1,200.00 |
| Hardware Maintenance | | | | 889 | 889 | 889 | 889 | 889 | 889 | 889 | 889 | 889 | \$ 8,000.00 |
| Computer Learning Labs | | - | - | | | | | | | | | | \$ - |
| Sub-Total Instruction Related Technology | - | 600 | 600 | 889 | 889 | 889 | 889 | 889 | 889 | 889 | 889 | 889 | \$ 9,200.00 |

Somerset Pines Preparatory High School

| | | | | | | | | | | | | | YEAR 1 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|----------------------|
| | | | | | | | | | | | | | |
| Board | | | | | | | | | | | | | |
| Professional Services (Legal) | | | | | | 625 | 625 | 625 | 625 | | | | \$ 2,500.00 |
| Insurance (General Liability, D&O, Professional Liability) | 3,300 | | | 3,300 | | | 3,300 | | | 3,300 | | | \$ 13,200.00 |
| Travel | 2,000 | | | | | | | | | | | | \$ 2,000.00 |
| Sub-Total Board | 5,300 | - | - | 3,300 | - | 625 | 3,925 | 625 | 625 | 3,300 | - | - | \$ 17,700.00 |
| General Administration | | | | | | | | | | | | | |
| Management Fees | | | | | | | | | | | | 112,500 | \$ 112,500.00 |
| Administrative Fee | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total General Administration | - | - | - | - | - | - | - | - | - | - | - | 112,500 | \$ 112,500.00 |
| School Administration | | | | | | | | | | | | | |
| Salaries (includes Principal, Secretary & other Office Personnel) | 10,997 | 10,997 | 10,997 | 10,997 | 10,997 | 10,997 | 10,997 | 10,997 | 10,997 | 10,997 | 10,997 | 10,997 | \$ 131,960.96 |
| Fringe Benefits | 2,419 | 2,419 | 2,419 | 2,419 | 2,419 | 2,419 | 2,419 | 2,419 | 2,419 | 2,419 | 2,419 | 2,419 | \$ 29,031.41 |
| Equipment Rental / Lease | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | \$ 3,600.00 |
| Travel | | | | 800 | | | | | | | | | \$ 800.00 |
| Advertising and Promotion | 8,333 | 8,333 | | | | | | | 8,333 | | | | \$ 25,000.00 |
| License Fees | 200 | | | | | | | | | | | | \$ 200.00 |
| Uniforms | 300 | | | | | | | | | | | | \$ 300.00 |
| Postage | | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | \$ 1,000.00 |
| Printing | 3,500 | 318 | 318 | 318 | 318 | 318 | 318 | 318 | 318 | 318 | 318 | 318 | \$ 7,000.00 |
| Office Supplies | 3,750 | 1,023 | 1,023 | 1,023 | 1,023 | 1,023 | 1,023 | 1,023 | 1,023 | 1,023 | 1,023 | 1,023 | \$ 15,000.00 |
| Office Equipment | 4,000 | | | | | | | | | | | | \$ 4,000.00 |
| Computer Equipment | 2,000 | | | | | | | | | | | | \$ 2,000.00 |
| Sub-Total School Administration | 35,799 | 23,390 | 15,157 | 15,957 | 15,157 | 15,157 | 15,157 | 15,157 | 23,490 | 15,157 | 15,157 | 15,157 | \$ 219,892.37 |
| Facilities Acquisition & Construction | | | | | | | | | | | | | |
| Building Lease / Rent (see budget summary for calculation) | | 36,364 | 36,364 | 36,364 | 36,364 | 36,364 | 36,364 | 36,364 | 36,364 | 36,364 | 36,364 | 36,364 | \$ 400,000.00 |
| Remodeling & Renovations | - | | | | | | | | | | | | \$ - |
| Purchase of Buildings & Fixed Equipment | - | | | | | | | | | | | | \$ - |
| Land | - | | | | | | | | | | | | \$ - |
| Sub-Total Facilities Acquisition & Construction | - | 36,364 | 36,364 | 36,364 | 36,364 | 36,364 | 36,364 | 36,364 | 36,364 | 36,364 | 36,364 | 36,364 | \$ 400,000.00 |
| Fiscal Services | | | | | | | | | | | | | |
| Salaries (Business Manager, Accounting & Bookkeeping Personnel) | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | \$ 40,000.00 |
| Fringe Benefits | 733 | 733 | 733 | 733 | 733 | 733 | 733 | 733 | 733 | 733 | 733 | 733 | \$ 8,800.00 |
| Fee to County School Board - up to 250 students | 6,189 | 6,189 | 6,189 | 6,189 | 6,189 | 6,189 | 6,189 | 6,189 | 6,189 | 6,189 | 6,189 | 6,189 | \$ 74,272.20 |
| Planning, Research, Development and Evaluation | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | \$ 55,000.00 |
| Professional Services - Annual Audit | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 625 | \$ 7,500.00 |
| Sub-Total Fiscal Services | 15,464 | 15,464 | 15,464 | 15,464 | 15,464 | 15,464 | 15,464 | 15,464 | 15,464 | 15,464 | 15,464 | 15,464 | \$ 185,572.20 |
| Food Services | | | | | | | | | | | | | |
| Salaries (Food Service Workers) | | | 1,400 | 1,400 | 1,400 | 1,400 | 1,400 | 1,400 | 1,400 | 1,400 | 1,400 | 1,400 | \$ 14,000.00 |
| Fringe Benefits | | | 308 | 308 | 308 | 308 | 308 | 308 | 308 | 308 | 308 | 308 | \$ 3,080.00 |
| Food | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Food, Materials & Supplies - Vendor provided meals 70% Participation | | | 15,498 | 15,498 | 15,498 | 15,498 | 15,498 | 15,498 | 15,498 | 15,498 | 15,498 | 15,498 | \$ 154,980.00 |
| Equipment Rental / Lease (provided by food vendor) | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Inspection fees | | | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | \$ 150.00 |
| Sub-Total Food Services | - | - | 17,221 | 17,221 | 17,221 | 17,221 | 17,221 | 17,221 | 17,221 | 17,221 | 17,221 | 17,221 | \$ 172,210.00 |
| Pupil Transportation Services | | | | | | | | | | | | | |
| Salaries (Drivers & Transportation workers) | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Contracted Transportation Services - \$225 per bus 15% utilization | | | 8,100 | 8,100 | 8,100 | 8,100 | 8,100 | 8,100 | 8,100 | 8,100 | 8,100 | 8,100 | \$ 81,000.00 |
| Field Trip Expenses for competitions | | | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | \$ 2,500.00 |
| Buses | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Repairs & Maintenance | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fuel | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Pupil Transportation Services | - | - | 8,350 | 8,350 | 8,350 | 8,350 | 8,350 | 8,350 | 8,350 | 8,350 | 8,350 | 8,350 | \$ 83,500.00 |

Somerset Pines Preparatory High School

| | | | | | | | | | | | | | YEAR 1 |
|--|----------------------|-----------------------|-----------------------|-----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|------------------------|------------------------|
| | | | | | | | | | | | | | |
| Operation of Plant | | | | | | | | | | | | | |
| Salaries (Custodian, crossing guards, security) | 3,467 | 3,467 | 3,467 | 3,467 | 3,467 | 3,467 | 3,467 | 3,467 | 3,467 | 3,467 | 3,467 | 3,467 | \$ 41,601.60 |
| Fringe benefits | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 | \$ 9,152.35 |
| Purchased Service (Custodial, fire and alarm, pest control etc) | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | \$ 1,500.00 |
| Lawn Maintenance | 333 | 333 | 333 | 333 | 333 | 333 | 333 | 333 | 333 | 333 | 333 | 333 | \$ 4,000.00 |
| Pest Control | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | \$ 800.00 |
| Security Services | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | \$ 1,200.00 |
| Property Insurance | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | \$ 22,000.00 |
| Telephone Services | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | \$ 3,600.00 |
| Water & Sewer | 133 | 133 | 133 | 133 | 133 | 133 | 133 | 133 | 133 | 133 | 133 | 133 | \$ 1,600.00 |
| Electricity | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | \$ 30,000.00 |
| Custodial Supplies & Equipment | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Operation of Plant | 9,621 | 9,621 | 9,621 | 9,621 | 9,621 | 9,621 | 9,621 | 9,621 | 9,621 | 9,621 | 9,621 | 9,621 | \$ 115,453.95 |
| Maintenance of Plant | | | | | | | | | | | | | |
| Repairs & Maintenance | | 2,364 | 2,364 | 2,364 | 2,364 | 2,364 | 2,364 | 2,364 | 2,364 | 2,364 | 2,364 | 2,364 | \$ 26,000.00 |
| Supplies | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Maintenance of Plant | - | 2,364 | 2,364 | 2,364 | 2,364 | 2,364 | 2,364 | 2,364 | 2,364 | 2,364 | 2,364 | 2,364 | \$ 26,000.00 |
| Administrative Technology Services | | | | | | | | | | | | | |
| Internal Technology Support | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Technology Personnel | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Systems Operation | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | \$ 15,000.00 |
| Systems Planning & Analysis | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Administrative Technology Services | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | \$ 15,000.00 |
| After Care Programs | | | | | | | | | | | | | |
| After Care Salary | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total After Care Programs | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Debt Service | | | | | | | | | | | | | |
| Redemption of Principal | | | | | | | | | | | | 25,000 | \$ 25,000.00 |
| Interest (Interest Only at 6%) | | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | \$ 1,500.00 |
| Sub-Total Debt Service | - | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 25,136 | \$ 26,500.00 |
| Contingency | | | | | | | | | | | | | |
| Operating expense contingency - 4% of FEFP - Considered restricted funds | | | | | | | | | | | | 136,836 | \$ 136,836.32 |
| Sub-Total Contingency | - | - | - | - | - | - | - | - | - | - | - | 136,836 | \$ 136,836.32 |
| Total Expenditures | \$ 72,226.54 | \$ 287,939.27 | \$ 362,821.44 | \$ 357,475.33 | \$ 233,865.33 | \$ 234,490.33 | \$ 237,790.33 | \$ 234,490.33 | \$ 253,823.66 | \$ 237,165.33 | \$ 233,865.33 | \$ 595,210.65 | \$ 3,341,163.84 |
| Excess of Revenues over Expenditures | \$ 175,347.46 | \$ (40,365.27) | \$ (96,995.44) | \$ (61,927.10) | \$ 61,682.90 | \$ 61,057.90 | \$ 57,757.90 | \$ 61,057.90 | \$ 41,724.56 | \$ 58,382.90 | \$ 61,682.90 | \$ (299,662.42) | \$ 79,744.16 |
| Fund Balance | \$ 175,347.46 | \$ 134,982.19 | \$ 37,986.75 | \$ (23,940.36) | \$ 37,742.54 | \$ 98,800.44 | \$ 156,558.33 | \$ 217,616.23 | \$ 259,340.79 | \$ 317,723.69 | \$ 379,406.58 | \$ 79,744.16 | |

Somerset Pines Preparatory High School

| | | | | | | | | | | | | | YEAR 2 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------------------|
| | | | | | | | | | | | | | 100 % Enrollment |
| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | |
| REVENUES | | | | | | | | | | | | | |
| State Sources with expected enrollment | 373,979 | 373,979 | 373,979 | 373,979 | 373,979 | 373,979 | 373,979 | 373,979 | 373,979 | 373,979 | 373,979 | 373,979 | \$ 4,487,743.10 |
| Federal Sources - NSLP funds 60% of students | | | 23,561 | 23,561 | 23,561 | 23,561 | 23,561 | 23,561 | 23,561 | 23,561 | 23,561 | 23,561 | \$ 235,612.80 |
| Local Sources - Lunch program paid students | | | 4,091 | 4,091 | 4,091 | 4,091 | 4,091 | 4,091 | 4,091 | 4,091 | 4,091 | 4,091 | \$ 40,905.00 |
| Capital Outlay (SACS Accredited through Somerset, Inc - Capital Outlay available year 1.) | | | 44,583 | 44,583 | 44,583 | 44,583 | 44,583 | 44,583 | 44,583 | 44,583 | 44,583 | 44,583 | \$ 401,250.00 |
| Previous Years Balance Carry Forward | 79,744 | | | | | | | | | | | | \$ 79,744.16 |
| | 453,723 | 373,979 | 401,630 | 446,214 | 446,214 | 446,214 | 446,214 | 446,214 | 446,214 | 446,214 | 446,214 | 446,214 | \$ 5,245,255.06 |
| EXPENDITURES | | | | | | | | | | | | | |
| Instruction | | | | | | | | | | | | | |
| Salaries (includes classroom teachers, contract or hourly, and teacher aides) | | 66,109 | 138,829 | 138,829 | 138,829 | 138,829 | 138,829 | 138,829 | 138,829 | 138,829 | 138,829 | 138,829 | \$ 1,454,400.00 |
| Fringe Benefits | | 14,544 | 30,542 | 30,542 | 30,542 | 30,542 | 30,542 | 30,542 | 30,542 | 30,542 | 30,542 | 30,542 | \$ 319,968.00 |
| Contracted Professional Services (includes Therapists & other contracted instructional services) | | | 4,545 | 4,545 | 4,545 | 4,545 | 4,545 | 4,545 | 4,545 | 4,545 | 4,545 | 4,545 | \$ 40,905.00 |
| Classroom Supplies & Equipment | | 18,748 | 18,748 | 19,316 | | | | | | | | | \$ 56,812.50 |
| Teacher Supplies | | 8,749 | 8,749 | 9,014 | | | | | | | | | \$ 26,512.50 |
| Textbooks and/or ebooks/Student Activities | | 106,239 | 106,239 | 109,459 | | | | | | | | | \$ 321,937.50 |
| Supplemental instructional materials (CIRP/SIRP and Technology) | | 14,999 | 14,999 | 15,453 | | | | | | | | | \$ 45,450.00 |
| SB 736 Merit Pay | | | | | | | | | | | | 130,514 | \$ 130,514.00 |
| Computer - Equipment for Instruction (* lease to include ebooks) | | 17,998 | 17,998 | 18,544 | | | | | | | | | \$ 54,540.00 |
| Computer Lab - Including Software | | 5,999 | 5,999 | 6,181 | | | | | | | | | \$ 18,180.00 |
| Sub-Total Instruction | - | 253,386 | 342,104 | 351,884 | 173,916 | 173,916 | 173,916 | 173,916 | 173,916 | 173,916 | 173,916 | 304,430 | \$ 2,469,219.50 |
| Pupil Personnel Services | | | | | | | | | | | | | |
| Salaries (includes counselor, school nurse, health assistant) | | | 8,080 | 8,080 | 8,080 | 8,080 | 8,080 | 8,080 | 8,080 | 8,080 | 8,080 | 8,080 | \$ 80,800.00 |
| Fringe Benefits | | | 1,778 | 1,778 | 1,778 | 1,778 | 1,778 | 1,778 | 1,778 | 1,778 | 1,778 | 1,778 | \$ 17,776.00 |
| Contracted Professional Services (counseling and psychological) | | | 4,545 | 4,545 | 4,545 | 4,545 | 4,545 | 4,545 | 4,545 | 4,545 | 4,545 | 4,545 | \$ 45,450.00 |
| Sub-Total Pupil Personnel Services | - | - | 14,403 | 14,403 | 14,403 | 14,403 | 14,403 | 14,403 | 14,403 | 14,403 | 14,403 | 14,403 | \$ 144,026.00 |
| Media Services | | | | | | | | | | | | | |
| Salaries (includes Librarian) | | 1,836 | 3,856 | 3,856 | 3,856 | 3,856 | 3,856 | 3,856 | 3,856 | 3,856 | 3,856 | 3,856 | \$ 40,400.00 |
| Fringe Benefits | | 404 | 848 | 848 | 848 | 848 | 848 | 848 | 848 | 848 | 848 | 848 | \$ 8,888.00 |
| Library Books | | 8,838 | 8,838 | | | | | | | | | | \$ 17,675.00 |
| Audio Visual Materials | | - | - | | | | | | | | | | \$ - |
| Sub-Total Media Services | - | 11,078 | 13,542 | 4,705 | 4,705 | 4,705 | 4,705 | 4,705 | 4,705 | 4,705 | 4,705 | 4,705 | \$ 66,963.00 |
| Curriculum Development | | | | | | | | | | | | | |
| Salaries (includes Curriculum Specialist) | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Curriculum Planning, Research, Development and Evaluation | 7,259 | 7,259 | 7,259 | 7,259 | 7,259 | 7,259 | 7,259 | 7,259 | 7,259 | 7,259 | 7,259 | 7,259 | \$ 87,112.50 |
| Development Supplies | | - | - | | | | | | | | | | \$ - |
| Student Activities | | 11,363 | 11,363 | | | | | | | | | | \$ 22,725.00 |
| Sub-Total Curriculum Development | 7,259 | 18,622 | 18,622 | 7,259 | 7,259 | 7,259 | 7,259 | 7,259 | 7,259 | 7,259 | 7,259 | 7,259 | \$ 109,837.50 |
| Staff Development | | | | | | | | | | | | | |
| Workshops/Trainings (includes incentive pay for teachers) | | 17,500 | | | | | | | 17,500 | | | | \$ 35,000.00 |
| Travel | | - | | | | | | | - | | | | \$ - |
| Professional Services | | - | | | | | | | - | | | | \$ - |
| Sub-Total Staff Development | - | 17,500 | - | - | - | - | - | - | 17,500 | - | - | - | \$ 35,000.00 |
| Instruction Related Technology | | | | | | | | | | | | | |
| Salaries (includes Technology Personnel) | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| EduSoft Software and Scanner | | 606 | 606 | | | | | | | | | | \$ 1,212.00 |
| Hardware Maintenance | | | | 1,347 | 1,347 | 1,347 | 1,347 | 1,347 | 1,347 | 1,347 | 1,347 | 1,347 | \$ 12,120.00 |
| Computer Learning Labs | | - | - | | | | | | | | | | \$ - |
| Sub-Total Instruction Related Technology | - | 606 | 606 | 1,347 | 1,347 | 1,347 | 1,347 | 1,347 | 1,347 | 1,347 | 1,347 | 1,347 | \$ 13,332.00 |

Somerset Pines Preparatory High School

| | | | | | | | | | | | | | YEAR 2 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------------|
| | | | | | | | | | | | | | 100 % Enrollment |
| Board | | | | | | | | | | | | | |
| Professional Services (Legal) | 2,525 | | | | | | | | | | | | \$ 2,525.00 |
| Insurance (General Liability, D&O, Professional Liability) | 5,000 | | | 5,000 | | | 5,000 | | | 5,000 | | | \$ 19,998.00 |
| Travel | 2,020 | | | | | | | | | | | | \$ 2,020.00 |
| Sub-Total Board | 9,545 | - | - | 5,000 | - | - | 5,000 | - | - | 5,000 | - | - | \$ 24,543.00 |
| General Administration | | | | | | | | | | | | | |
| Management Fees | 14,203 | 14,203 | 14,203 | 14,203 | 14,203 | 14,203 | 14,203 | 14,203 | 14,203 | 14,203 | 14,203 | 14,203 | \$ 170,437.50 |
| Administrative Fee | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total General Administration | 14,203 | 14,203 | 14,203 | 14,203 | 14,203 | 14,203 | 14,203 | 14,203 | 14,203 | 14,203 | 14,203 | 14,203 | \$ 170,437.50 |
| School Administration | | | | | | | | | | | | | |
| Salaries (includes Principal, Secretary & other Office Personnel) | 18,093 | 18,093 | 18,093 | 18,093 | 18,093 | 18,093 | 18,093 | 18,093 | 18,093 | 18,093 | 18,093 | 18,093 | \$ 217,110.57 |
| Fringe Benefits | 3,980 | 3,980 | 3,980 | 3,980 | 3,980 | 3,980 | 3,980 | 3,980 | 3,980 | 3,980 | 3,980 | 3,980 | \$ 47,764.33 |
| Equipment Rental / Lease | 303 | 303 | 303 | 303 | 303 | 303 | 303 | 303 | 303 | 303 | 303 | 303 | \$ 3,636.00 |
| Travel | | | | 808 | | | | | | | | | \$ 808.00 |
| Advertising and Promotion | 12,625 | 12,625 | 12,625 | | | | | | | | | | \$ 37,875.00 |
| License Fees | 202 | | | | | | | | | | | | \$ 202.00 |
| Uniforms | 303 | | | | | | | | | | | | \$ 303.00 |
| Postage | | | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | \$ 1,515.00 |
| Printing | 5,303 | 482 | 482 | 482 | 482 | 482 | 482 | 482 | 482 | 482 | 482 | 482 | \$ 10,605.00 |
| Office Supplies | 5,625 | 1,534 | 1,534 | 1,534 | 1,534 | 1,534 | 1,534 | 1,534 | 1,534 | 1,534 | 1,534 | 1,534 | \$ 22,500.00 |
| Office Equipment | 4,040 | | | | | | | | | | | | \$ 4,040.00 |
| Computer Equipment | 2,020 | | | | | | | | | | | | \$ 2,020.00 |
| Sub-Total School Administration | 52,493 | 37,017 | 37,169 | 25,352 | 24,544 | 24,544 | 24,544 | 24,544 | 24,544 | 24,544 | 24,544 | 24,544 | \$ 348,378.89 |
| Facilities Acquisition & Construction | | | | | | | | | | | | | |
| Building Lease / Rent (see budget summary for calculation) | | 55,091 | 55,091 | 55,091 | 55,091 | 55,091 | 55,091 | 55,091 | 55,091 | 55,091 | 55,091 | 55,091 | \$ 606,000.00 |
| Remodeling & Renovations | - | | | | | | | | | | | | \$ - |
| Purchase of Buildings & Fixed Equipment | - | | | | | | | | | | | | \$ - |
| Land | - | | | | | | | | | | | | \$ - |
| Sub-Total Facilities Acquisition & Construction | - | 55,091 | 55,091 | 55,091 | 55,091 | 55,091 | 55,091 | 55,091 | 55,091 | 55,091 | 55,091 | 55,091 | \$ 606,000.00 |
| Fiscal Services | | | | | | | | | | | | | |
| Salaries (Business Manager, Accounting & Bookkeeping Personnel) | 3,367 | 3,367 | 3,367 | 3,367 | 3,367 | 3,367 | 3,367 | 3,367 | 3,367 | 3,367 | 3,367 | 3,367 | \$ 40,400.00 |
| Fringe Benefits | 741 | 741 | 741 | 741 | 741 | 741 | 741 | 741 | 741 | 741 | 741 | 741 | \$ 8,888.00 |
| Fee to County School Board - up to 250 students | 6,233 | 6,233 | 6,233 | 6,233 | 6,233 | 6,233 | 6,233 | 6,233 | 6,233 | 6,233 | 6,233 | 6,233 | \$ 74,795.72 |
| Planning, Research, Development and Evaluation | 6,944 | 6,944 | 6,944 | 6,944 | 6,944 | 6,944 | 6,944 | 6,944 | 6,944 | 6,944 | 6,944 | 6,944 | \$ 83,325.00 |
| Professional Services - Annual Audit | 631 | 631 | 631 | 631 | 631 | 631 | 631 | 631 | 631 | 631 | 631 | 631 | \$ 7,575.00 |
| Sub-Total Fiscal Services | 17,915 | 17,915 | 17,915 | 17,915 | 17,915 | 17,915 | 17,915 | 17,915 | 17,915 | 17,915 | 17,915 | 17,915 | \$ 214,983.72 |
| Food Services | | | | | | | | | | | | | |
| Salaries (Food Service Workers) | | | 4,242 | 4,242 | 4,242 | 4,242 | 4,242 | 4,242 | 4,242 | 4,242 | 4,242 | 4,242 | \$ 42,420.00 |
| Fringe Benefits | | | 933 | 933 | 933 | 933 | 933 | 933 | 933 | 933 | 933 | 933 | \$ 9,332.40 |
| Food | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Food, Materials & Supplies - Vendor provided meals 70% Participation | | | 23,479 | 23,479 | 23,479 | 23,479 | 23,479 | 23,479 | 23,479 | 23,479 | 23,479 | 23,479 | \$ 234,794.70 |
| Equipment Rental / Lease (provided by food vendor) | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Inspection fees | | | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | \$ 151.50 |
| Sub-Total Food Services | - | - | 28,670 | 28,670 | 28,670 | 28,670 | 28,670 | 28,670 | 28,670 | 28,670 | 28,670 | 28,670 | \$ 286,698.60 |
| Pupil Transportation Services | | | | | | | | | | | | | |
| Salaries (Drivers & Transportation workers) | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Contracted Transportation Services - \$225 per bus 15% utilization | | | 8,100 | 8,100 | 8,100 | 8,100 | 8,100 | 8,100 | 8,100 | 8,100 | 8,100 | 8,100 | \$ 81,000.00 |
| Field Trip Expenses for competitions | | | 350 | 350 | 350 | 350 | 350 | 350 | 350 | 350 | 350 | 350 | \$ 3,500.00 |
| Buses | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Repairs & Maintenance | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fuel | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Pupil Transportation Services | - | - | 8,450 | 8,450 | 8,450 | 8,450 | 8,450 | 8,450 | 8,450 | 8,450 | 8,450 | 8,450 | \$ 84,500.00 |

Somerset Pines Preparatory High School

| | | | | | | | | | | | | | YEAR 2 |
|--|----------------------|-----------------------|------------------------|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|------------------------|------------------------|
| | | | | | | | | | | | | | 100 % Enrollment |
| Operation of Plant | | | | | | | | | | | | | |
| Salaries (Custodian, crossing guards, security) | 7,003 | 7,003 | 7,003 | 7,003 | 7,003 | 7,003 | 7,003 | 7,003 | 7,003 | 7,003 | 7,003 | 7,003 | \$ 84,035.23 |
| Fringe benefits | 1,541 | 1,541 | 1,541 | 1,541 | 1,541 | 1,541 | 1,541 | 1,541 | 1,541 | 1,541 | 1,541 | 1,541 | \$ 18,487.75 |
| Purchased Service (Custodial, fire and alarm, pest control etc) | 189 | 189 | 189 | 189 | 189 | 189 | 189 | 189 | 189 | 189 | 189 | 189 | \$ 2,272.50 |
| Lawn Maintenance | 505 | 505 | 505 | 505 | 505 | 505 | 505 | 505 | 505 | 505 | 505 | 505 | \$ 6,060.00 |
| Pest Control | 101 | 101 | 101 | 101 | 101 | 101 | 101 | 101 | 101 | 101 | 101 | 101 | \$ 1,212.00 |
| Security Services | 101 | 101 | 101 | 101 | 101 | 101 | 101 | 101 | 101 | 101 | 101 | 101 | \$ 1,212.00 |
| Property Insurance | 2,778 | 2,778 | 2,778 | 2,778 | 2,778 | 2,778 | 2,778 | 2,778 | 2,778 | 2,778 | 2,778 | 2,778 | \$ 33,330.00 |
| Telephone Services | 303 | 303 | 303 | 303 | 303 | 303 | 303 | 303 | 303 | 303 | 303 | 303 | \$ 3,636.00 |
| Water & Sewer | 202 | 202 | 202 | 202 | 202 | 202 | 202 | 202 | 202 | 202 | 202 | 202 | \$ 2,424.00 |
| Electricity | 3,788 | 3,788 | 3,788 | 3,788 | 3,788 | 3,788 | 3,788 | 3,788 | 3,788 | 3,788 | 3,788 | 3,788 | \$ 45,450.00 |
| Custodial Supplies & Equipment | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Operation of Plant | 16,510 | 16,510 | 16,510 | 16,510 | 16,510 | 16,510 | 16,510 | 16,510 | 16,510 | 16,510 | 16,510 | 16,510 | \$ 198,119.48 |
| Maintenance of Plant | | | | | | | | | | | | | |
| Repairs & Maintenance | | 3,545 | 3,545 | 3,545 | 3,545 | 3,545 | 3,545 | 3,545 | 3,545 | 3,545 | 3,545 | 3,545 | \$ 39,000.00 |
| Supplies | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Maintenance of Plant | - | 3,545 | 3,545 | 3,545 | 3,545 | 3,545 | 3,545 | 3,545 | 3,545 | 3,545 | 3,545 | 3,545 | \$ 39,000.00 |
| Administrative Technology Services | | | | | | | | | | | | | |
| Internal Technology Support | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Technology Personnel | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Systems Operation | 1,894 | 1,894 | 1,894 | 1,894 | 1,894 | 1,894 | 1,894 | 1,894 | 1,894 | 1,894 | 1,894 | 1,894 | \$ 22,725.00 |
| Systems Planning & Analysis | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Administrative Technology Services | 1,894 | 1,894 | 1,894 | 1,894 | 1,894 | 1,894 | 1,894 | 1,894 | 1,894 | 1,894 | 1,894 | 1,894 | \$ 22,725.00 |
| After Care Programs | | | | | | | | | | | | | |
| After Care Salary | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total After Care Programs | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Debt Service | | | | | | | | | | | | | |
| Redemption of Principal | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Interest (Interest Only at 6%) | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Debt Service | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Contingency | | | | | | | | | | | | | |
| Operating expense contingency - 4% of FEPP - Considered restricted funds | | | | | | | | | | | | 206,620 | \$ 206,620.44 |
| Sub-Total Contingency | - | - | - | - | - | - | - | - | - | - | - | 206,620 | \$ 206,620.44 |
| Total Expenditures | \$ 119,819.42 | \$ 447,367.10 | \$ 572,723.86 | \$ 556,226.36 | \$ 372,451.81 | \$ 372,451.81 | \$ 377,451.31 | \$ 372,451.81 | \$ 389,951.81 | \$ 377,451.31 | \$ 372,451.81 | \$ 709,586.24 | \$ 5,040,384.63 |
| Excess of Revenues over Expenditures | \$ 333,903.32 | \$ (73,388.51) | \$ (171,093.49) | \$ (110,012.65) | \$ 73,761.90 | \$ 73,761.90 | \$ 68,762.40 | \$ 73,761.90 | \$ 56,261.90 | \$ 68,762.40 | \$ 73,761.90 | \$ (263,372.54) | \$ 204,870.42 |
| Fund Balance | \$ 333,903.32 | \$ 260,514.81 | \$ 89,421.32 | \$ (20,591.33) | \$ 53,170.57 | \$ 126,932.47 | \$ 195,694.87 | \$ 269,456.76 | \$ 325,718.66 | \$ 394,481.06 | \$ 468,242.96 | \$ 204,870.42 | |

Somerset Pines Preparatory High School

| | | | | | | | | | | | | | YEAR 3 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------------------|
| | | | | | | | | | | | | | 100 % Enrollment |
| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | |
| REVENUES | | | | | | | | | | | | | |
| State Sources with expected enrollment | 502,887 | 502,887 | 502,887 | 502,887 | 502,887 | 502,887 | 502,887 | 502,887 | 502,887 | 502,887 | 502,887 | 502,887 | \$ 6,034,639.23 |
| Federal Sources - NSLP funds 60% of students | | | 31,729 | 31,729 | 31,729 | 31,729 | 31,729 | 31,729 | 31,729 | 31,729 | 31,729 | 31,729 | \$ 317,291.90 |
| Local Sources - Lunch program paid students | | | 5,509 | 5,509 | 5,509 | 5,509 | 5,509 | 5,509 | 5,509 | 5,509 | 5,509 | 5,509 | \$ 55,085.40 |
| Capital Outlay (SACS Accredited through Somerset, Inc - Capital Outlay available year 1.) | | | 59,444 | 59,444 | 59,444 | 59,444 | 59,444 | 59,444 | 59,444 | 59,444 | 59,444 | 59,444 | \$ 535,000.00 |
| Previous Years Balance Carry Forward | 204,870 | | | | | | | | | | | | \$ 204,870.42 |
| | 707,757 | 502,887 | 540,124 | 599,569 | 599,569 | 599,569 | 599,569 | 599,569 | 599,569 | 599,569 | 599,569 | 599,569 | \$ 7,146,886.96 |
| EXPENDITURES | | | | | | | | | | | | | |
| Instruction | | | | | | | | | | | | | |
| Salaries (includes classroom teachers, contract or hourly, and teacher aides) | | 91,971 | 193,140 | 193,140 | 193,140 | 193,140 | 193,140 | 193,140 | 193,140 | 193,140 | 193,140 | 193,140 | \$ 2,023,368.35 |
| Fringe Benefits | | 20,234 | 42,491 | 42,491 | 42,491 | 42,491 | 42,491 | 42,491 | 42,491 | 42,491 | 42,491 | 42,491 | \$ 445,141.04 |
| Contracted Professional Services (includes Therapists & other contracted instructional services) | | | 6,121 | 6,121 | 6,121 | 6,121 | 6,121 | 6,121 | 6,121 | 6,121 | 6,121 | 6,121 | \$ 55,085.40 |
| Classroom Supplies & Equipment | | 25,247 | 25,247 | 26,013 | | | | | | | | | \$ 76,507.50 |
| Teacher Supplies | | 11,782 | 11,782 | 12,139 | | | | | | | | | \$ 35,703.50 |
| Textbooks and/or ebooks/Student Activities | | 143,069 | 143,069 | 147,404 | | | | | | | | | \$ 433,542.50 |
| Supplemental instructional materials (CIRP/SIRP and Technology) | | 20,198 | 20,198 | 20,810 | | | | | | | | | \$ 61,206.00 |
| SB 736 Merit Pay | | | | | | | | | | | | 174,019 | \$ 174,019.00 |
| Computer - Equipment for Instruction (* lease to include ebooks) | | 24,238 | 24,238 | 24,972 | | | | | | | | | \$ 73,447.20 |
| Computer Lab - Including Software | | - | - | - | | | | | | | | | \$ - |
| Sub-Total Instruction | - | 336,739 | 460,165 | 473,089 | 241,751 | 241,751 | 241,751 | 241,751 | 241,751 | 241,751 | 241,751 | 415,770 | \$ 3,378,020.49 |
| Pupil Personnel Services | | | | | | | | | | | | | |
| Salaries (includes counselor, school nurse, health assistant) | | | 8,161 | 8,161 | 8,161 | 8,161 | 8,161 | 8,161 | 8,161 | 8,161 | 8,161 | 8,161 | \$ 81,608.00 |
| Fringe Benefits | | | 1,795 | 1,795 | 1,795 | 1,795 | 1,795 | 1,795 | 1,795 | 1,795 | 1,795 | 1,795 | \$ 17,953.76 |
| Contracted Professional Services (counseling and psychological) | | | 6,121 | 6,121 | 6,121 | 6,121 | 6,121 | 6,121 | 6,121 | 6,121 | 6,121 | 6,121 | \$ 61,206.00 |
| Sub-Total Pupil Personnel Services | - | - | 16,077 | 16,077 | 16,077 | 16,077 | 16,077 | 16,077 | 16,077 | 16,077 | 16,077 | 16,077 | \$ 160,767.76 |
| Media Services | | | | | | | | | | | | | |
| Salaries (includes Librarian) | | 1,855 | 3,895 | 3,895 | 3,895 | 3,895 | 3,895 | 3,895 | 3,895 | 3,895 | 3,895 | 3,895 | \$ 40,804.00 |
| Fringe Benefits | | 408 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | \$ 8,976.88 |
| Library Books | | 8,926 | 8,926 | | | | | | | | | | \$ 17,851.75 |
| Audio Visual Materials | | - | - | | | | | | | | | | \$ - |
| Sub-Total Media Services | - | 11,189 | 13,678 | 4,752 | 4,752 | 4,752 | 4,752 | 4,752 | 4,752 | 4,752 | 4,752 | 4,752 | \$ 67,632.63 |
| Curriculum Development | | | | | | | | | | | | | |
| Salaries (includes Curriculum Specialist) | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Curriculum Planning, Research, Development and Evaluation | 9,776 | 9,776 | 9,776 | 9,776 | 9,776 | 9,776 | 9,776 | 9,776 | 9,776 | 9,776 | 9,776 | 9,776 | \$ 117,311.50 |
| Development Supplies | | - | - | | | | | | | | | | \$ - |
| Student Activities | | 15,302 | 15,302 | | | | | | | | | | \$ 30,603.00 |
| Sub-Total Curriculum Development | 9,776 | 25,077 | 25,077 | 9,776 | 9,776 | 9,776 | 9,776 | 9,776 | 9,776 | 9,776 | 9,776 | 9,776 | \$ 147,914.50 |
| Staff Development | | | | | | | | | | | | | |
| Workshops/Trainings (includes incentive pay for teachers) | | 24,500 | | | | | | | 24,500 | | | | \$ 49,000.00 |
| Travel | | - | | | | | | | - | | | | \$ - |
| Professional Services | | - | | | | | | | - | | | | \$ - |
| Sub-Total Staff Development | - | 24,500 | - | - | - | - | - | - | 24,500 | - | - | - | \$ 49,000.00 |
| Instruction Related Technology | | | | | | | | | | | | | |
| Salaries (includes Technology Personnel) | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| EduSoft Software and Scanner | | 612 | 612 | | | | | | | | | | \$ 1,224.12 |
| Hardware Maintenance | | | | 1,814 | 1,814 | 1,814 | 1,814 | 1,814 | 1,814 | 1,814 | 1,814 | 1,814 | \$ 16,321.60 |
| Computer Learning Labs | | - | - | | | | | | | | | | \$ - |
| Sub-Total Instruction Related Technology | - | 612 | 612 | 1,814 | 1,814 | 1,814 | 1,814 | 1,814 | 1,814 | 1,814 | 1,814 | 1,814 | \$ 17,545.72 |

Somerset Pines Preparatory High School

| | | | | | | | | | | | | | YEAR 3 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------------|
| | | | | | | | | | | | | | 100 % Enrollment |
| Board | | | | | | | | | | | | | |
| Professional Services (Legal) | 2,550 | | | | | | | | | | | | \$ 2,550.25 |
| Insurance (General Liability, D&O, Professional Liability) | 6,733 | | | 6,733 | | | 6,733 | | | 6,733 | | | \$ 26,930.64 |
| Travel | 2,040 | | | | | | | | | | | | \$ 2,040.20 |
| Sub-Total Board | 11,323 | - | - | 6,733 | - | - | 6,733 | - | - | 6,733 | - | - | \$ 31,521.09 |
| General Administration | | | | | | | | | | | | | |
| Management Fees | 19,127 | 19,127 | 19,127 | 19,127 | 19,127 | 19,127 | 19,127 | 19,127 | 19,127 | 19,127 | 19,127 | 19,127 | \$ 229,522.50 |
| Administrative Fee | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total General Administration | 19,127 | 19,127 | 19,127 | 19,127 | 19,127 | 19,127 | 19,127 | 19,127 | 19,127 | 19,127 | 19,127 | 19,127 | \$ 229,522.50 |
| School Administration | | | | | | | | | | | | | |
| Salaries (includes Principal, Secretary & other Office Personnel) | 25,329 | 25,329 | 25,329 | 25,329 | 25,329 | 25,329 | 25,329 | 25,329 | 25,329 | 25,329 | 25,329 | 25,329 | \$ 303,949.98 |
| Fringe Benefits | 5,572 | 5,572 | 5,572 | 5,572 | 5,572 | 5,572 | 5,572 | 5,572 | 5,572 | 5,572 | 5,572 | 5,572 | \$ 66,868.99 |
| Equipment Rental / Lease | 306 | 306 | 306 | 306 | 306 | 306 | 306 | 306 | 306 | 306 | 306 | 306 | \$ 3,672.36 |
| Travel | | | | 816 | | | | | | | | | \$ 816.08 |
| Advertising and Promotion | 17,002 | 17,002 | 17,002 | | | | | | | | | | \$ 51,005.00 |
| License Fees | 204 | | | | | | | | | | | | \$ 204.02 |
| Uniforms | 306 | | | | | | | | | | | | \$ 306.03 |
| Postage | | | 204 | 204 | 204 | 204 | 204 | 204 | 204 | 204 | 204 | 204 | \$ 2,040.20 |
| Printing | 7,141 | 649 | 649 | 649 | 649 | 649 | 649 | 649 | 649 | 649 | 649 | 649 | \$ 14,281.40 |
| Office Supplies | 7,500 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | \$ 30,000.00 |
| Office Equipment | 4,080 | | | | | | | | | | | | \$ 4,080.40 |
| Computer Equipment | 2,040 | | | | | | | | | | | | \$ 2,040.20 |
| Sub-Total School Administration | 69,481 | 50,904 | 51,108 | 34,922 | 34,106 | 34,106 | 34,106 | 34,106 | 34,106 | 34,106 | 34,106 | 34,106 | \$ 479,264.66 |
| Facilities Acquisition & Construction | | | | | | | | | | | | | |
| Building Lease / Rent (see budget summary for calculation) | | 74,189 | 74,189 | 74,189 | 74,189 | 74,189 | 74,189 | 74,189 | 74,189 | 74,189 | 74,189 | 74,189 | \$ 816,080.00 |
| Remodeling & Renovations | - | | | | | | | | | | | | \$ - |
| Purchase of Buildings & Fixed Equipment | - | | | | | | | | | | | | \$ - |
| Land | - | | | | | | | | | | | | \$ - |
| Sub-Total Facilities Acquisition & Construction | - | 74,189 | 74,189 | 74,189 | 74,189 | 74,189 | 74,189 | 74,189 | 74,189 | 74,189 | 74,189 | 74,189 | \$ 816,080.00 |
| Fiscal Services | | | | | | | | | | | | | |
| Salaries (Business Manager, Accounting & Bookkeeping Personnel) | 3,400 | 3,400 | 3,400 | 3,400 | 3,400 | 3,400 | 3,400 | 3,400 | 3,400 | 3,400 | 3,400 | 3,400 | \$ 40,804.00 |
| Fringe Benefits | 748 | 748 | 748 | 748 | 748 | 748 | 748 | 748 | 748 | 748 | 748 | 748 | \$ 8,976.88 |
| Fee to County School Board - up to 250 students | 6,286 | 6,286 | 6,286 | 6,286 | 6,286 | 6,286 | 6,286 | 6,286 | 6,286 | 6,286 | 6,286 | 6,286 | \$ 75,432.99 |
| Planning, Research, Development and Evaluation | 9,351 | 9,351 | 9,351 | 9,351 | 9,351 | 9,351 | 9,351 | 9,351 | 9,351 | 9,351 | 9,351 | 9,351 | \$ 112,211.00 |
| Professional Services - Annual Audit | 638 | 638 | 638 | 638 | 638 | 638 | 638 | 638 | 638 | 638 | 638 | 638 | \$ 7,650.75 |
| Sub-Total Fiscal Services | 20,423 | 20,423 | 20,423 | 20,423 | 20,423 | 20,423 | 20,423 | 20,423 | 20,423 | 20,423 | 20,423 | 20,423 | \$ 245,075.62 |
| Food Services | | | | | | | | | | | | | |
| Salaries (Food Service Workers) | | | 5,713 | 5,713 | 5,713 | 5,713 | 5,713 | 5,713 | 5,713 | 5,713 | 5,713 | 5,713 | \$ 57,125.60 |
| Fringe Benefits | | | 1,257 | 1,257 | 1,257 | 1,257 | 1,257 | 1,257 | 1,257 | 1,257 | 1,257 | 1,257 | \$ 12,567.63 |
| Food | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Food, Materials & Supplies - Vendor provided meals 70% Participation | | | 31,619 | 31,619 | 31,619 | 31,619 | 31,619 | 31,619 | 31,619 | 31,619 | 31,619 | 31,619 | \$ 316,190.20 |
| Equipment Rental / Lease (provided by food vendor) | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Inspection fees | | | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | \$ 153.02 |
| Sub-Total Food Services | - | - | 38,604 | 38,604 | 38,604 | 38,604 | 38,604 | 38,604 | 38,604 | 38,604 | 38,604 | 38,604 | \$ 386,036.44 |
| Pupil Transportation Services | | | | | | | | | | | | | |
| Salaries (Drivers & Transportation workers) | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Contracted Transportation Services - \$225 per bus 15% utilization | | | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | \$ 121,500.00 |
| Field Trip Expenses for competitions | | | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | \$ 5,000.00 |
| Buses | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Repairs & Maintenance | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fuel | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Pupil Transportation Services | - | - | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | \$ 126,500.00 |

Somerset Pines Preparatory High School

| | | | | | | | | | | | | | YEAR 3 |
|--|----------------------|-----------------------|------------------------|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|------------------------|------------------------|
| | | | | | | | | | | | | | 100 % Enrollment |
| Operation of Plant | | | | | | | | | | | | | |
| Salaries (Custodian, crossing guards, security) | 8,841 | 8,841 | 8,841 | 8,841 | 8,841 | 8,841 | 8,841 | 8,841 | 8,841 | 8,841 | 8,841 | 8,841 | \$ 106,094.48 |
| Fringe benefits | 1,945 | 1,945 | 1,945 | 1,945 | 1,945 | 1,945 | 1,945 | 1,945 | 1,945 | 1,945 | 1,945 | 1,945 | \$ 23,340.79 |
| Purchased Service (Custodial, fire and alarm, pest control etc) | 255 | 255 | 255 | 255 | 255 | 255 | 255 | 255 | 255 | 255 | 255 | 255 | \$ 3,060.30 |
| Lawn Maintenance | 680 | 680 | 680 | 680 | 680 | 680 | 680 | 680 | 680 | 680 | 680 | 680 | \$ 8,160.80 |
| Pest Control | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | \$ 1,632.16 |
| Security Services | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 | \$ 1,224.12 |
| Property Insurance | 3,740 | 3,740 | 3,740 | 3,740 | 3,740 | 3,740 | 3,740 | 3,740 | 3,740 | 3,740 | 3,740 | 3,740 | \$ 44,884.40 |
| Telephone Services | 306 | 306 | 306 | 306 | 306 | 306 | 306 | 306 | 306 | 306 | 306 | 306 | \$ 3,672.36 |
| Water & Sewer | 272 | 272 | 272 | 272 | 272 | 272 | 272 | 272 | 272 | 272 | 272 | 272 | \$ 3,264.32 |
| Electricity | 5,101 | 5,101 | 5,101 | 5,101 | 5,101 | 5,101 | 5,101 | 5,101 | 5,101 | 5,101 | 5,101 | 5,101 | \$ 61,206.00 |
| Custodial Supplies & Equipment | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Operation of Plant | 21,378 | 21,378 | 21,378 | 21,378 | 21,378 | 21,378 | 21,378 | 21,378 | 21,378 | 21,378 | 21,378 | 21,378 | \$ 256,539.73 |
| Maintenance of Plant | | | | | | | | | | | | | |
| Repairs & Maintenance | | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | \$ 52,000.00 |
| Supplies | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Maintenance of Plant | - | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | \$ 52,000.00 |
| Administrative Technology Services | | | | | | | | | | | | | |
| Internal Technology Support | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Technology Personnel | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Systems Operation | 2,550 | 2,550 | 2,550 | 2,550 | 2,550 | 2,550 | 2,550 | 2,550 | 2,550 | 2,550 | 2,550 | 2,550 | \$ 30,603.00 |
| Systems Planning & Analysis | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Administrative Technology Services | 2,550 | 2,550 | 2,550 | 2,550 | 2,550 | 2,550 | 2,550 | 2,550 | 2,550 | 2,550 | 2,550 | 2,550 | \$ 30,603.00 |
| After Care Programs | | | | | | | | | | | | | |
| After Care Salary | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total After Care Programs | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Debt Service | | | | | | | | | | | | | |
| Redemption of Principal | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Interest (Interest Only at 6%) | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Debt Service | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Contingency | | | | | | | | | | | | | |
| Operating expense contingency - 4% of FEFP - Considered restricted funds | | | | | | | | | | | | 277,681 | \$ 277,680.66 |
| Sub-Total Contingency | - | - | - | - | - | - | - | - | - | - | - | 277,681 | \$ 277,680.66 |
| Total Expenditures | \$ 154,058.10 | \$ 591,416.00 | \$ 760,364.95 | \$ 740,810.77 | \$ 501,923.75 | \$ 501,923.75 | \$ 508,656.41 | \$ 501,923.75 | \$ 526,423.75 | \$ 508,656.41 | \$ 501,923.75 | \$ 953,623.41 | \$ 6,751,704.80 |
| Excess of Revenues over Expenditures | \$ 553,698.93 | \$ (88,529.40) | \$ (220,240.62) | \$ (141,241.99) | \$ 97,645.03 | \$ 97,645.03 | \$ 90,912.37 | \$ 97,645.03 | \$ 73,145.03 | \$ 90,912.37 | \$ 97,645.03 | \$ (354,054.63) | \$ 395,182.16 |
| Fund Balance | \$ 553,698.93 | \$ 465,169.53 | \$ 244,928.91 | \$ 103,686.92 | \$ 201,331.95 | \$ 298,976.98 | \$ 389,889.35 | \$ 487,534.37 | \$ 560,679.40 | \$ 651,591.77 | \$ 749,236.80 | \$ 395,182.16 | |

Somerset Pines Preparatory High School

| | | | | | | | | | | | | | YEAR 4 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------------------|
| | | | | | | | | | | | | | 100 % Enrollment |
| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | |
| REVENUES | | | | | | | | | | | | | |
| State Sources with expected enrollment | 507,915 | 507,915 | 507,915 | 507,915 | 507,915 | 507,915 | 507,915 | 507,915 | 507,915 | 507,915 | 507,915 | 507,915 | \$ 6,094,985.63 |
| Federal Sources - NSLP funds 60% of students | | | 32,046 | 32,046 | 32,046 | 32,046 | 32,046 | 32,046 | 32,046 | 32,046 | 32,046 | 32,046 | \$ 320,464.82 |
| Local Sources - Lunch program paid students | | | 5,564 | 5,564 | 5,564 | 5,564 | 5,564 | 5,564 | 5,564 | 5,564 | 5,564 | 5,564 | \$ 55,636.25 |
| Capital Outlay (SACS Accredited through Somerset, Inc - Capital Outlay available year 1.) | | | | 59,444 | 59,444 | 59,444 | 59,444 | 59,444 | 59,444 | 59,444 | 59,444 | 59,444 | \$ 535,000.00 |
| Previous Years Balance Carry Forward | 395,182 | | | | | | | | | | | | \$ 395,182.16 |
| | 903,098 | 507,915 | 545,526 | 604,970 | 604,970 | 604,970 | 604,970 | 604,970 | 604,970 | 604,970 | 604,970 | 604,970 | \$ 7,401,268.87 |
| EXPENDITURES | | | | | | | | | | | | | |
| Instruction | | | | | | | | | | | | | |
| Salaries (includes classroom teachers, contract or hourly, and teacher aides) | | 92,891 | 195,071 | 195,071 | 195,071 | 195,071 | 195,071 | 195,071 | 195,071 | 195,071 | 195,071 | 195,071 | \$ 2,043,602.03 |
| Fringe Benefits | | 20,436 | 42,916 | 42,916 | 42,916 | 42,916 | 42,916 | 42,916 | 42,916 | 42,916 | 42,916 | 42,916 | \$ 449,592.45 |
| Contracted Professional Services (includes Therapists & other contracted instructional services) | | | | 6,182 | 6,182 | 6,182 | 6,182 | 6,182 | 6,182 | 6,182 | 6,182 | 6,182 | \$ 55,636.25 |
| Classroom Supplies & Equipment | | 25,500 | 25,500 | 26,273 | | | | | | | | | \$ 77,272.58 |
| Teacher Supplies | | 11,900 | 11,900 | 12,261 | | | | | | | | | \$ 36,060.54 |
| Textbooks and/or ebooks/Student Activities | | 144,500 | 144,500 | 148,878 | | | | | | | | | \$ 437,877.93 |
| Supplemental instructional materials (CIRP/SIRP and Technology) | | 20,400 | 20,400 | 21,018 | | | | | | | | | \$ 61,818.06 |
| SB 736 Merit Pay | | | | | | | | | | | | 174,019 | \$ 174,019.00 |
| Computer - Equipment for Instruction (* lease to include ebooks) | | 24,480 | 24,480 | 25,222 | | | | | | | | | \$ 74,181.67 |
| Computer Lab - Including Software | | 6,120 | 6,120 | 6,305 | | | | | | | | | \$ 18,545.42 |
| Sub-Total Instruction | - | 346,227 | 470,886 | 484,126 | 244,169 | 244,169 | 244,169 | 244,169 | 244,169 | 244,169 | 244,169 | 418,188 | \$ 3,428,605.92 |
| Pupil Personnel Services | | | | | | | | | | | | | |
| Salaries (includes counselor, school nurse, health assistant) | | | 8,242 | 8,242 | 8,242 | 8,242 | 8,242 | 8,242 | 8,242 | 8,242 | 8,242 | 8,242 | \$ 82,424.08 |
| Fringe Benefits | | | 1,813 | 1,813 | 1,813 | 1,813 | 1,813 | 1,813 | 1,813 | 1,813 | 1,813 | 1,813 | \$ 18,133.30 |
| Contracted Professional Services (counseling and psychological) | | | 6,182 | 6,182 | 6,182 | 6,182 | 6,182 | 6,182 | 6,182 | 6,182 | 6,182 | 6,182 | \$ 61,818.06 |
| Sub-Total Pupil Personnel Services | - | - | 16,238 | 16,238 | 16,238 | 16,238 | 16,238 | 16,238 | 16,238 | 16,238 | 16,238 | 16,238 | \$ 162,375.44 |
| Media Services | | | | | | | | | | | | | |
| Salaries (includes Librarian) | | 1,873 | 3,934 | 3,934 | 3,934 | 3,934 | 3,934 | 3,934 | 3,934 | 3,934 | 3,934 | 3,934 | \$ 41,212.04 |
| Fringe Benefits | | 412 | 865 | 865 | 865 | 865 | 865 | 865 | 865 | 865 | 865 | 865 | \$ 9,066.65 |
| Library Books | | 9,015 | 9,015 | | | | | | | | | | \$ 18,030.27 |
| Audio Visual Materials | | - | - | | | | | | | | | | \$ - |
| Sub-Total Media Services | - | 11,301 | 13,814 | 4,799 | 4,799 | 4,799 | 4,799 | 4,799 | 4,799 | 4,799 | 4,799 | 4,799 | \$ 68,308.96 |
| Curriculum Development | | | | | | | | | | | | | |
| Salaries (includes Curriculum Specialist) | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Curriculum Planning, Research, Development and Evaluation | 9,874 | 9,874 | 9,874 | 9,874 | 9,874 | 9,874 | 9,874 | 9,874 | 9,874 | 9,874 | 9,874 | 9,874 | \$ 118,484.62 |
| Development Supplies | | - | - | | | | | | | | | | \$ - |
| Student Activities | | 15,455 | 15,455 | | | | | | | | | | \$ 30,909.03 |
| Sub-Total Curriculum Development | 9,874 | 25,328 | 25,328 | 9,874 | 9,874 | 9,874 | 9,874 | 9,874 | 9,874 | 9,874 | 9,874 | 9,874 | \$ 149,393.65 |
| Staff Development | | | | | | | | | | | | | |
| Workshops/Trainings (includes incentive pay for teachers) | | 24,500 | | | | | | | 24,500 | | | | \$ 49,000.00 |
| Travel | | - | | | | | | | - | | | | \$ - |
| Professional Services | | - | | | | | | | - | | | | \$ - |
| Sub-Total Staff Development | - | 24,500 | - | - | - | - | - | - | 24,500 | - | - | - | \$ 49,000.00 |

Somerset Pines Preparatory High School

| | | | | | | | | | | | | | YEAR 4 |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|------------------|
| | | | | | | | | | | | | | 100 % Enrollment |
| Instruction Related Technology | | | | | | | | | | | | | |
| Salaries (includes Technology Personnel) | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| EduSoft Software and Scanner | 618 | 618 | | | | | | | | | | | \$ 1,236.36 |
| Hardware Maintenance | | | 1,832 | 1,832 | 1,832 | 1,832 | 1,832 | 1,832 | 1,832 | 1,832 | 1,832 | 1,832 | \$ 16,484.82 |
| Computer Learning Labs | - | - | | | | | | | | | | | \$ - |
| Sub-Total Instruction Related Technology | - | 618 | 618 | 1,832 | 1,832 | 1,832 | 1,832 | 1,832 | 1,832 | 1,832 | 1,832 | 1,832 | \$ 17,721.18 |
| Board | | | | | | | | | | | | | |
| Professional Services (Legal) | 2,576 | | | | | | | | | | | | \$ 2,575.75 |
| Insurance (General Liability, D&O, Professional Liability) | 6,800 | | 6,800 | | | 6,800 | | | | 6,800 | | | \$ 27,199.95 |
| Travel | 2,061 | | | | | | | | | | | | \$ 2,060.60 |
| Sub-Total Board | 11,436 | - | - | 6,800 | - | - | 6,800 | - | - | 6,800 | - | - | \$ 31,836.30 |
| General Administration | | | | | | | | | | | | | |
| Management Fees | 19,318 | 19,318 | 19,318 | 19,318 | 19,318 | 19,318 | 19,318 | 19,318 | 19,318 | 19,318 | 19,318 | 19,318 | \$ 231,817.73 |
| Administrative Fee | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total General Administration | 19,318 | 19,318 | 19,318 | 19,318 | 19,318 | 19,318 | 19,318 | 19,318 | 19,318 | 19,318 | 19,318 | 19,318 | \$ 231,817.73 |
| School Administration | | | | | | | | | | | | | |
| Salaries (includes Principal, Secretary & other Office Personnel) | 25,582 | 25,582 | 25,582 | 25,582 | 25,582 | 25,582 | 25,582 | 25,582 | 25,582 | 25,582 | 25,582 | 25,582 | \$ 306,989.48 |
| Fringe Benefits | 5,628 | 5,628 | 5,628 | 5,628 | 5,628 | 5,628 | 5,628 | 5,628 | 5,628 | 5,628 | 5,628 | 5,628 | \$ 67,537.68 |
| Equipment Rental / Lease | 309 | 309 | 309 | 309 | 309 | 309 | 309 | 309 | 309 | 309 | 309 | 309 | \$ 3,709.08 |
| Travel | | | | 824 | | | | | | | | | \$ 824.24 |
| Advertising and Promotion | 17,172 | 17,172 | 17,172 | | | | | | | | | | \$ 51,515.05 |
| License Fees | 206 | | | | | | | | | | | | \$ 206.06 |
| Uniforms | 309 | | | | | | | | | | | | \$ 309.09 |
| Postage | | | 206 | 206 | 206 | 206 | 206 | 206 | 206 | 206 | 206 | 206 | \$ 2,060.60 |
| Printing | 7,212 | 656 | 656 | 656 | 656 | 656 | 656 | 656 | 656 | 656 | 656 | 656 | \$ 14,424.21 |
| Office Supplies | 7,500 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | \$ 30,000.00 |
| Office Equipment | 4,121 | | | | | | | | | | | | \$ 4,121.20 |
| Computer Equipment | 2,061 | | | | | | | | | | | | \$ 2,060.60 |
| Sub-Total School Administration | 70,100 | 51,392 | 51,599 | 35,251 | 34,427 | 34,427 | 34,427 | 34,427 | 34,427 | 34,427 | 34,427 | 34,427 | \$ 483,757.31 |
| Facilities Acquisition & Construction | | | | | | | | | | | | | |
| Building Lease / Rent (see budget summary for calculation) | | 74,931 | 74,931 | 74,931 | 74,931 | 74,931 | 74,931 | 74,931 | 74,931 | 74,931 | 74,931 | 74,931 | \$ 824,240.80 |
| Remodeling & Renovations | - | | | | | | | | | | | | \$ - |
| Purchase of Buildings & Fixed Equipment | - | | | | | | | | | | | | \$ - |
| Land | - | | | | | | | | | | | | \$ - |
| Sub-Total Facilities Acquisition & Construction | - | 74,931 | 74,931 | 74,931 | 74,931 | 74,931 | 74,931 | 74,931 | 74,931 | 74,931 | 74,931 | 74,931 | \$ 824,240.80 |
| Fiscal Services | | | | | | | | | | | | | |
| Salaries (Business Manager, Accounting & Bookkeeping Personnel) | 3,434 | 3,434 | 3,434 | 3,434 | 3,434 | 3,434 | 3,434 | 3,434 | 3,434 | 3,434 | 3,434 | 3,434 | \$ 41,212.04 |
| Fringe Benefits | 756 | 756 | 756 | 756 | 756 | 756 | 756 | 756 | 756 | 756 | 756 | 756 | \$ 9,066.65 |
| Fee to County School Board - up to 250 students | 6,349 | 6,349 | 6,349 | 6,349 | 6,349 | 6,349 | 6,349 | 6,349 | 6,349 | 6,349 | 6,349 | 6,349 | \$ 76,187.32 |
| Planning, Research, Development and Evaluation | 9,444 | 9,444 | 9,444 | 9,444 | 9,444 | 9,444 | 9,444 | 9,444 | 9,444 | 9,444 | 9,444 | 9,444 | \$ 113,333.11 |
| Professional Services - Annual Audit | 644 | 644 | 644 | 644 | 644 | 644 | 644 | 644 | 644 | 644 | 644 | 644 | \$ 7,727.26 |
| Sub-Total Fiscal Services | 20,627 | 20,627 | 20,627 | 20,627 | 20,627 | 20,627 | 20,627 | 20,627 | 20,627 | 20,627 | 20,627 | 20,627 | \$ 247,526.38 |
| Food Services | | | | | | | | | | | | | |
| Salaries (Food Service Workers) | | | 5,770 | 5,770 | 5,770 | 5,770 | 5,770 | 5,770 | 5,770 | 5,770 | 5,770 | 5,770 | \$ 57,696.86 |
| Fringe Benefits | | | 1,269 | 1,269 | 1,269 | 1,269 | 1,269 | 1,269 | 1,269 | 1,269 | 1,269 | 1,269 | \$ 12,693.31 |
| Food | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Food, Materials & Supplies - Vendor provided meals 70% Participation | | | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | \$ 319,352.10 |
| Equipment Rental / Lease (provided by food vendor) | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Inspection fees | | | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | \$ 154.55 |
| Sub-Total Food Services | - | - | 38,990 | 38,990 | 38,990 | 38,990 | 38,990 | 38,990 | 38,990 | 38,990 | 38,990 | 38,990 | \$ 389,896.81 |

Somerset Pines Preparatory High School

| | | | | | | | | | | | | | YEAR 4 |
|--|---------------|----------------|-----------------|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|-----------------|------------------|
| | | | | | | | | | | | | | 100 % Enrollment |
| Pupil Transportation Services | | | | | | | | | | | | | |
| Salaries (Drivers & Transportation workers) | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Contracted Transportation Services - \$225 per bus 15% utilization | | | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | \$ 121,500.00 |
| Field Trip Expenses for competitions | | | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | \$ 5,000.00 |
| Buses | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Repairs & Maintenance | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fuel | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Pupil Transportation Services | - | - | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | \$ 126,500.00 |
| Operation of Plant | | | | | | | | | | | | | |
| Salaries (Custodian, crossing guards, security) | 8,930 | 8,930 | 8,930 | 8,930 | 8,930 | 8,930 | 8,930 | 8,930 | 8,930 | 8,930 | 8,930 | 8,930 | \$ 107,155.43 |
| Fringe benefits | 1,965 | 1,965 | 1,965 | 1,965 | 1,965 | 1,965 | 1,965 | 1,965 | 1,965 | 1,965 | 1,965 | 1,965 | \$ 23,574.19 |
| Purchased Service (Custodial, fire and alarm, pest control etc) | 258 | 258 | 258 | 258 | 258 | 258 | 258 | 258 | 258 | 258 | 258 | 258 | \$ 3,090.90 |
| Lawn Maintenance | 687 | 687 | 687 | 687 | 687 | 687 | 687 | 687 | 687 | 687 | 687 | 687 | \$ 8,242.41 |
| Pest Control | 137 | 137 | 137 | 137 | 137 | 137 | 137 | 137 | 137 | 137 | 137 | 137 | \$ 1,648.48 |
| Security Services | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | \$ 1,236.36 |
| Property Insurance | 3,778 | 3,778 | 3,778 | 3,778 | 3,778 | 3,778 | 3,778 | 3,778 | 3,778 | 3,778 | 3,778 | 3,778 | \$ 45,333.24 |
| Telephone Services | 309 | 309 | 309 | 309 | 309 | 309 | 309 | 309 | 309 | 309 | 309 | 309 | \$ 3,709.08 |
| Water & Sewer | 275 | 275 | 275 | 275 | 275 | 275 | 275 | 275 | 275 | 275 | 275 | 275 | \$ 3,296.96 |
| Electricity | 5,152 | 5,152 | 5,152 | 5,152 | 5,152 | 5,152 | 5,152 | 5,152 | 5,152 | 5,152 | 5,152 | 5,152 | \$ 61,818.06 |
| Custodial Supplies & Equipment | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Operation of Plant | 21,592 | 21,592 | 21,592 | 21,592 | 21,592 | 21,592 | 21,592 | 21,592 | 21,592 | 21,592 | 21,592 | 21,592 | \$ 259,105.12 |
| Maintenance of Plant | | | | | | | | | | | | | |
| Repairs & Maintenance | | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | \$ 52,000.00 |
| Supplies | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Maintenance of Plant | - | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | \$ 52,000.00 |
| Administrative Technology Services | | | | | | | | | | | | | |
| Internal Technology Support | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Technology Personnel | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Systems Operation | 2,576 | 2,576 | 2,576 | 2,576 | 2,576 | 2,576 | 2,576 | 2,576 | 2,576 | 2,576 | 2,576 | 2,576 | \$ 30,909.03 |
| Systems Planning & Analysis | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Administrative Technology Services | 2,576 | 2,576 | 2,576 | 2,576 | 2,576 | 2,576 | 2,576 | 2,576 | 2,576 | 2,576 | 2,576 | 2,576 | \$ 30,909.03 |
| After Care Programs | | | | | | | | | | | | | |
| After Care Salary | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total After Care Programs | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Debt Service | | | | | | | | | | | | | |
| Redemption of Principal | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Interest (Interest Only at 6%) | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Sub-Total Debt Service | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Contingency | | | | | | | | | | | | | |
| Operating expense contingency - 4% of FEFP - Considered restricted funds | | | | | | | | | | | | 280,243 | \$ 280,243.47 |
| Sub-Total Contingency | | | | | | | | | | | | 280,243 | \$ 280,243.47 |
| Total Expenditures | \$ 155,523.68 | \$ 603,137.42 | \$ 773,894.36 | \$ 754,330.09 | \$ 506,748.76 | \$ 506,748.76 | \$ 513,548.75 | \$ 506,748.76 | \$ 531,248.76 | \$ 513,548.75 | \$ 506,748.76 | \$ 961,011.23 | \$ 6,833,238.07 |
| Excess of Revenues over Expenditures | \$ 747,573.95 | \$ (95,221.95) | \$ (228,368.79) | \$ (149,360.07) | \$ 98,221.26 | \$ 98,221.26 | \$ 91,421.27 | \$ 98,221.26 | \$ 73,721.26 | \$ 91,421.27 | \$ 98,221.26 | \$ (356,041.21) | \$ 568,030.79 |
| Fund Balance | \$ 747,573.95 | \$ 652,352.00 | \$ 423,983.22 | \$ 274,623.15 | \$ 372,844.41 | \$ 471,065.67 | \$ 562,486.94 | \$ 660,708.20 | \$ 734,429.47 | \$ 825,850.74 | \$ 924,072.00 | \$ 568,030.79 | |

Somerset Pines Preparatory High School

| | | | | | | | | | | | | | YEAR 5 |
|--|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------------------|
| | | | | | | | | | | | | | 100 % Enrollment |
| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | |
| REVENUES | | | | | | | | | | | | | |
| State Sources with expected enrollment | 512,995 | 512,995 | 512,995 | 512,995 | 512,995 | 512,995 | 512,995 | 512,995 | 512,995 | 512,995 | 512,995 | 512,995 | \$ 6,155,935.48 |
| Federal Sources - NSLP funds 60% of students | | | 32,367 | 32,367 | 32,367 | 32,367 | 32,367 | 32,367 | 32,367 | 32,367 | 32,367 | 32,367 | \$ 323,669.47 |
| Local Sources - Lunch program paid students | | | 5,619 | 5,619 | 5,619 | 5,619 | 5,619 | 5,619 | 5,619 | 5,619 | 5,619 | 5,619 | \$ 56,192.62 |
| Capital Outlay (SACS Accredited through Somerset, Inc - Capital Outlay available year 1.) | | | | 59,444 | 59,444 | 59,444 | 59,444 | 59,444 | 59,444 | 59,444 | 59,444 | 59,444 | \$ 535,000.00 |
| Previous Years Balance Carry Forward | 568,031 | | | | | | | | | | | | \$ 568,030.79 |
| | 1,081,025 | 512,995 | 550,981 | 610,425 | 610,425 | 610,425 | 610,425 | 610,425 | 610,425 | 610,425 | 610,425 | 610,425 | \$ 7,638,828.36 |
| EXPENDITURES | | | | | | | | | | | | | |
| Instruction | | | | | | | | | | | | | |
| Salaries (includes classroom teachers, contract or hourly, and teacher aides) | | 93,820 | 197,022 | 197,022 | 197,022 | 197,022 | 197,022 | 197,022 | 197,022 | 197,022 | 197,022 | 197,022 | \$ 2,064,038.05 |
| Fringe Benefits | | 20,640 | 43,345 | 43,345 | 43,345 | 43,345 | 43,345 | 43,345 | 43,345 | 43,345 | 43,345 | 43,345 | \$ 454,088.37 |
| Contracted Professional Services (includes Therapists & other contracted instructional services) | | | 6,244 | 6,244 | 6,244 | 6,244 | 6,244 | 6,244 | 6,244 | 6,244 | 6,244 | 6,244 | \$ 56,192.62 |
| Classroom Supplies & Equipment | | 25,755 | 25,755 | 26,535 | | | | | | | | | \$ 78,045.30 |
| Teacher Supplies | | 12,019 | 12,019 | 12,383 | | | | | | | | | \$ 36,421.14 |
| Textbooks and/or ebooks/Student Activities | | 145,945 | 145,945 | 150,367 | | | | | | | | | \$ 442,256.70 |
| Supplemental instructional materials (CIRP/SIRP and Technology) | | 20,604 | 20,604 | 21,228 | | | | | | | | | \$ 62,436.24 |
| SB 736 Merit Pay | | | | | | | | | | | | 174,019 | \$ 174,019.00 |
| Computer - Equipment for Instruction (* lease to include ebooks) | | 24,725 | 24,725 | 25,474 | | | | | | | | | \$ 74,923.49 |
| Computer Lab - Including Software | | 12,362 | 12,737 | | | | | | | | | | \$ 37,461.74 |
| Sub-Total Instruction | - | 355,870 | 481,776 | 495,335 | 246,610 | 246,610 | 246,610 | 246,610 | 246,610 | 246,610 | 246,610 | 420,629 | \$ 3,479,882.66 |
| Pupil Personnel Services | | | | | | | | | | | | | |
| Salaries (includes counselor, school nurse, health assistant) | | | 8,325 | 8,325 | 8,325 | 8,325 | 8,325 | 8,325 | 8,325 | 8,325 | 8,325 | 8,325 | \$ 83,248.32 |
| Fringe Benefits | | | 1,831 | 1,831 | 1,831 | 1,831 | 1,831 | 1,831 | 1,831 | 1,831 | 1,831 | 1,831 | \$ 18,314.63 |
| Contracted Professional Services (counseling and psychological) | | | 6,244 | 6,244 | 6,244 | 6,244 | 6,244 | 6,244 | 6,244 | 6,244 | 6,244 | 6,244 | \$ 62,436.24 |
| Sub-Total Pupil Personnel Services | - | - | 16,400 | 16,400 | 16,400 | 16,400 | 16,400 | 16,400 | 16,400 | 16,400 | 16,400 | 16,400 | \$ 163,999.19 |
| Media Services | | | | | | | | | | | | | |
| Salaries (includes Librarian) | | 1,892 | 3,973 | 3,973 | 3,973 | 3,973 | 3,973 | 3,973 | 3,973 | 3,973 | 3,973 | 3,973 | \$ 41,624.16 |
| Fringe Benefits | | 416 | 874 | 874 | 874 | 874 | 874 | 874 | 874 | 874 | 874 | 874 | \$ 9,157.32 |
| Library Books | | 9,105 | 9,105 | | | | | | | | | | \$ 18,210.57 |
| Audio Visual Materials | | - | - | | | | | | | | | | \$ - |
| Sub-Total Media Services | - | 11,414 | 13,953 | 4,847 | 4,847 | 4,847 | 4,847 | 4,847 | 4,847 | 4,847 | 4,847 | 4,847 | \$ 68,992.05 |
| Curriculum Development | | | | | | | | | | | | | |
| Salaries (includes Curriculum Specialist) | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Curriculum Planning, Research, Development and Evaluation | 9,972 | 9,972 | 9,972 | 9,972 | 9,972 | 9,972 | 9,972 | 9,972 | 9,972 | 9,972 | 9,972 | 9,972 | \$ 119,669.46 |
| Development Supplies | | - | - | | | | | | | | | | \$ - |
| Student Activities | | 15,609 | 15,609 | | | | | | | | | | \$ 31,218.12 |
| Sub-Total Curriculum Development | 9,972 | 25,582 | 25,582 | 9,972 | 9,972 | 9,972 | 9,972 | 9,972 | 9,972 | 9,972 | 9,972 | 9,972 | \$ 150,887.58 |
| Staff Development | | | | | | | | | | | | | |
| Workshops/Trainings (includes incentive pay for teachers) | | 24,500 | | | | | | | 24,500 | | | | \$ 49,000.00 |
| Travel | | - | | | | | | | - | | | | \$ - |
| Professional Services | | - | | | | | | | - | | | | \$ - |
| Sub-Total Staff Development | - | 24,500 | - | - | - | - | - | - | 24,500 | - | - | - | \$ 49,000.00 |
| Instruction Related Technology | | | | | | | | | | | | | |
| Salaries (includes Technology Personnel) | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| EduSoft Software and Scanner | | 624 | 624 | | | | | | | | | | \$ 1,248.72 |
| Hardware Maintenance | | | | 1,850 | 1,850 | 1,850 | 1,850 | 1,850 | 1,850 | 1,850 | 1,850 | 1,850 | \$ 16,649.66 |
| Computer Learning Labs | | - | - | | | | | | | | | | \$ - |
| Sub-Total Instruction Related Technology | - | 624 | 624 | 1,850 | 1,850 | 1,850 | 1,850 | 1,850 | 1,850 | 1,850 | 1,850 | 1,850 | \$ 17,898.39 |
| Board | | | | | | | | | | | | | |
| Professional Services (Legal) | 2,602 | | | | | | | | | | | | \$ 2,601.51 |

Somerset Pines Preparatory High School

| | | | | | | | | | | | | | YEAR 5 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------------|
| | | | | | | | | | | | | | 100 % Enrollment |
| Insurance (General Liability, D&O, Professional Liability) | 6,868 | | | 6,868 | | | 6,868 | | | 6,868 | | | \$ 27,471.95 |
| Travel | 2,081 | | | | | | | | | | | | \$ 2,081.21 |
| <i>Sub-Total Board</i> | <i>11,551</i> | <i>-</i> | <i>-</i> | <i>6,868</i> | <i>-</i> | <i>-</i> | <i>6,868</i> | <i>-</i> | <i>-</i> | <i>6,868</i> | <i>-</i> | <i>-</i> | <i>\$ 32,154.66</i> |
| General Administration | | | | | | | | | | | | | |
| Management Fees | 19,511 | 19,511 | 19,511 | 19,511 | 19,511 | 19,511 | 19,511 | 19,511 | 19,511 | 19,511 | 19,511 | 19,511 | \$ 234,135.90 |
| Administrative Fee | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| <i>Sub-Total General Administration</i> | <i>19,511</i> | <i>19,511</i> | <i>19,511</i> | <i>19,511</i> | <i>19,511</i> | <i>19,511</i> | <i>19,511</i> | <i>19,511</i> | <i>19,511</i> | <i>19,511</i> | <i>19,511</i> | <i>19,511</i> | <i>\$ 234,135.90</i> |
| School Administration | | | | | | | | | | | | | |
| Salaries (includes Principal, Secretary & other Office Personnel) | 25,838 | 25,838 | 25,838 | 25,838 | 25,838 | 25,838 | 25,838 | 25,838 | 25,838 | 25,838 | 25,838 | 25,838 | \$ 310,059.37 |
| Fringe Benefits | 5,684 | 5,684 | 5,684 | 5,684 | 5,684 | 5,684 | 5,684 | 5,684 | 5,684 | 5,684 | 5,684 | 5,684 | \$ 68,213.06 |
| Equipment Rental / Lease | 312 | 312 | 312 | 312 | 312 | 312 | 312 | 312 | 312 | 312 | 312 | 312 | \$ 3,746.17 |
| Travel | | | | 832 | | | | | | | | | \$ 832.48 |
| Advertising and Promotion | 17,343 | 17,343 | 17,343 | | | | | | | | | | \$ 52,030.20 |
| License Fees | 208 | | | | | | | | | | | | \$ 208.12 |
| Uniforms | 312 | | | | | | | | | | | | \$ 312.18 |
| Postage | | | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | \$ 2,081.21 |
| Printing | 7,284 | 662 | 662 | 662 | 662 | 662 | 662 | 662 | 662 | 662 | 662 | 662 | \$ 14,568.46 |
| Office Supplies | 7,500 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | \$ 30,000.00 |
| Office Equipment | 4,162 | | | | | | | | | | | | \$ 4,162.42 |
| Computer Equipment | 2,081 | | | | | | | | | | | | \$ 2,081.21 |
| <i>Sub-Total School Administration</i> | <i>70,726</i> | <i>51,886</i> | <i>52,094</i> | <i>35,583</i> | <i>34,751</i> | <i>34,751</i> | <i>34,751</i> | <i>34,751</i> | <i>34,751</i> | <i>34,751</i> | <i>34,751</i> | <i>34,751</i> | <i>\$ 488,294.88</i> |
| Facilities Acquisition & Construction | | | | | | | | | | | | | |
| Building Lease / Rent (see budget summary for calculation) | | 75,680 | 75,680 | 75,680 | 75,680 | 75,680 | 75,680 | 75,680 | 75,680 | 75,680 | 75,680 | 75,680 | \$ 832,483.21 |
| Remodeling & Renovations | - | | | | | | | | | | | | \$ - |
| Purchase of Buildings & Fixed Equipment | - | | | | | | | | | | | | \$ - |
| Land | - | | | | | | | | | | | | \$ - |
| <i>Sub-Total Facilities Acquisition & Construction</i> | <i>-</i> | <i>75,680</i> | <i>75,680</i> | <i>75,680</i> | <i>75,680</i> | <i>75,680</i> | <i>75,680</i> | <i>75,680</i> | <i>75,680</i> | <i>75,680</i> | <i>75,680</i> | <i>75,680</i> | <i>\$ 832,483.21</i> |
| Fiscal Services | | | | | | | | | | | | | |
| Salaries (Business Manager, Accounting & Bookkeeping Personnel) | 3,469 | 3,469 | 3,469 | 3,469 | 3,469 | 3,469 | 3,469 | 3,469 | 3,469 | 3,469 | 3,469 | 3,469 | \$ 41,624.16 |
| Fringe Benefits | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 | \$ 9,157.32 |
| Fee to County School Board - up to 250 students | 6,412 | 6,412 | 6,412 | 6,412 | 6,412 | 6,412 | 6,412 | 6,412 | 6,412 | 6,412 | 6,412 | 6,412 | \$ 76,949.19 |
| Planning, Research, Development and Evaluation | 9,539 | 9,539 | 9,539 | 9,539 | 9,539 | 9,539 | 9,539 | 9,539 | 9,539 | 9,539 | 9,539 | 9,539 | \$ 114,466.44 |
| Professional Services - Annual Audit | 650 | 650 | 650 | 650 | 650 | 650 | 650 | 650 | 650 | 650 | 650 | 650 | \$ 7,804.53 |
| <i>Sub-Total Fiscal Services</i> | <i>20,833</i> | <i>20,833</i> | <i>20,833</i> | <i>20,833</i> | <i>20,833</i> | <i>20,833</i> | <i>20,833</i> | <i>20,833</i> | <i>20,833</i> | <i>20,833</i> | <i>20,833</i> | <i>20,833</i> | <i>\$ 250,001.64</i> |
| Food Services | | | | | | | | | | | | | |
| Salaries (Food Service Workers) | | | 5,827 | 5,827 | 5,827 | 5,827 | 5,827 | 5,827 | 5,827 | 5,827 | 5,827 | 5,827 | \$ 58,273.82 |
| Fringe Benefits | | | 1,282 | 1,282 | 1,282 | 1,282 | 1,282 | 1,282 | 1,282 | 1,282 | 1,282 | 1,282 | \$ 12,820.24 |
| Food | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Food, Materials & Supplies - Vendor provided meals 70% Participation | | | 32,255 | 32,255 | 32,255 | 32,255 | 32,255 | 32,255 | 32,255 | 32,255 | 32,255 | 32,255 | \$ 322,545.62 |
| Equipment Rental / Lease (provided by food vendor) | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Inspection fees | | | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | \$ 156.09 |
| <i>Sub-Total Food Services</i> | <i>-</i> | <i>-</i> | <i>39,380</i> | <i>39,380</i> | <i>39,380</i> | <i>39,380</i> | <i>39,380</i> | <i>39,380</i> | <i>39,380</i> | <i>39,380</i> | <i>39,380</i> | <i>39,380</i> | <i>\$ 393,795.78</i> |
| Pupil Transportation Services | | | | | | | | | | | | | |
| Salaries (Drivers & Transportation workers) | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Contracted Transportation Services - \$225 per bus 15% utilization | | | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | 12,150 | \$ 121,500.00 |
| Field Trip Expenses for competitions | | | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | \$ 5,000.00 |
| Buses | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Repairs & Maintenance | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fuel | | | - | - | - | - | - | - | - | - | - | - | \$ - |
| <i>Sub-Total Pupil Transportation Services</i> | <i>-</i> | <i>-</i> | <i>12,650</i> | <i>12,650</i> | <i>12,650</i> | <i>12,650</i> | <i>12,650</i> | <i>12,650</i> | <i>12,650</i> | <i>12,650</i> | <i>12,650</i> | <i>12,650</i> | <i>\$ 126,500.00</i> |
| Operation of Plant | | | | | | | | | | | | | |
| Salaries (Custodian, crossing guards, security) | 9,019 | 9,019 | 9,019 | 9,019 | 9,019 | 9,019 | 9,019 | 9,019 | 9,019 | 9,019 | 9,019 | 9,019 | \$ 108,226.98 |
| Fringe benefits | 1,984 | 1,984 | 1,984 | 1,984 | 1,984 | 1,984 | 1,984 | 1,984 | 1,984 | 1,984 | 1,984 | 1,984 | \$ 23,809.94 |
| Purchased Service (Custodial, fire and alarm, pest control etc) | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | \$ 3,121.81 |

Somerset Pines Preparatory High School

| | | | | | | | | | | | | | YEAR 5 |
|--|----------------------|------------------------|------------------------|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|------------------------|------------------------|------------------------|
| | | | | | | | | | | | | | 100 % Enrollment |
| Lawn Maintenance | 694 | 694 | 694 | 694 | 694 | 694 | 694 | 694 | 694 | 694 | 694 | 694 | \$ 8,324.83 |
| Pest Control | 139 | 139 | 139 | 139 | 139 | 139 | 139 | 139 | 139 | 139 | 139 | 139 | \$ 1,664.97 |
| Security Services | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | \$ 1,248.72 |
| Property Insurance | 3,816 | 3,816 | 3,816 | 3,816 | 3,816 | 3,816 | 3,816 | 3,816 | 3,816 | 3,816 | 3,816 | 3,816 | \$ 45,786.58 |
| Telephone Services | 312 | 312 | 312 | 312 | 312 | 312 | 312 | 312 | 312 | 312 | 312 | 312 | \$ 3,746.17 |
| Water & Sewer | 277 | 277 | 277 | 277 | 277 | 277 | 277 | 277 | 277 | 277 | 277 | 277 | \$ 3,329.93 |
| Electricity | 5,203 | 5,203 | 5,203 | 5,203 | 5,203 | 5,203 | 5,203 | 5,203 | 5,203 | 5,203 | 5,203 | 5,203 | \$ 62,436.24 |
| Custodial Supplies & Equipment | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| <i>Sub-Total Operation of Plant</i> | <i>21,808</i> | <i>21,808</i> | <i>21,808</i> | <i>21,808</i> | <i>21,808</i> | <i>21,808</i> | <i>21,808</i> | <i>21,808</i> | <i>21,808</i> | <i>21,808</i> | <i>21,808</i> | <i>21,808</i> | <i>\$ 261,696.17</i> |
| Maintenance of Plant | | | | | | | | | | | | | |
| Repairs & Maintenance | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | 4,727 | \$ 52,000.00 |
| Supplies | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| <i>Sub-Total Maintenance of Plant</i> | <i>-</i> | <i>4,727</i> | <i>4,727</i> | <i>4,727</i> | <i>4,727</i> | <i>4,727</i> | <i>4,727</i> | <i>4,727</i> | <i>4,727</i> | <i>4,727</i> | <i>4,727</i> | <i>4,727</i> | <i>\$ 52,000.00</i> |
| Administrative Technology Services | | | | | | | | | | | | | |
| Internal Technology Support | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Technology Personnel | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Systems Operation | 2,602 | 2,602 | 2,602 | 2,602 | 2,602 | 2,602 | 2,602 | 2,602 | 2,602 | 2,602 | 2,602 | 2,602 | \$ 31,218.12 |
| Systems Planning & Analysis | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| <i>Sub-Total Administrative Technology Services</i> | <i>2,602</i> | <i>2,602</i> | <i>2,602</i> | <i>2,602</i> | <i>2,602</i> | <i>2,602</i> | <i>2,602</i> | <i>2,602</i> | <i>2,602</i> | <i>2,602</i> | <i>2,602</i> | <i>2,602</i> | <i>\$ 31,218.12</i> |
| After Care Programs | | | | | | | | | | | | | |
| After Care Salary | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Fringe Benefits | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| <i>Sub-Total After Care Programs</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>\$ -</i> |
| Debt Service | | | | | | | | | | | | | |
| Redemption of Principal | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| Interest (Interest Only at 6%) | - | - | - | - | - | - | - | - | - | - | - | - | \$ - |
| <i>Sub-Total Debt Service</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>\$ -</i> |
| Contingency | | | | | | | | | | | | | |
| Operating expense contingency - 4% of FEFP - Considered restricted funds | | | | | | | | | | | | 282,832 | \$ 282,831.90 |
| <i>Sub-Total Contingency</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>282,832</i> | <i>\$ 282,831.90</i> |
| Total Expenditures | \$ 157,003.92 | \$ 615,037.25 | \$ 787,620.27 | \$ 768,047.66 | \$ 511,622.02 | \$ 511,622.02 | \$ 518,490.01 | \$ 511,622.02 | \$ 536,122.02 | \$ 518,490.01 | \$ 511,622.02 | \$ 968,472.92 | \$ 6,915,772.14 |
| Excess of Revenues over Expenditures | \$ 924,021.50 | \$ (102,042.63) | \$ (236,639.43) | \$ (157,622.38) | \$ 98,803.26 | \$ 98,803.26 | \$ 91,935.27 | \$ 98,803.26 | \$ 74,303.26 | \$ 91,935.27 | \$ 98,803.26 | \$ (358,047.65) | \$ 723,056.23 |
| Fund Balance | \$ 924,021.50 | \$ 821,978.87 | \$ 585,339.44 | \$ 427,717.05 | \$ 526,520.31 | \$ 625,323.56 | \$ 717,258.83 | \$ 816,062.09 | \$ 890,365.35 | \$ 982,300.62 | \$ 1,081,103.87 | \$ 723,056.23 | |

| | | | | | | |
|------------------------------|--------|------|------|------|------|------|
| ESE Percent | 12.00% | | | | | |
| ESOL Percent | 20.00% | | | | | |
| Free & Reduced Lunch Percent | 60.00% | | | | | |
| Occupancy | | 100% | 100% | 100% | 100% | 100% |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------|--------|--------|--------|--------|--------|
| Kindergarten | | | | | |
| 1st Grade | | | | | |
| 2nd Grade | | | | | |
| 3rd Grade | | | | | |
| 4th Grade | | | | | |
| 5th Grade | | | | | |
| 6th Grade | | | | | |
| 7th Grade | | | | | |
| 8th Grade | | | | | |
| 9th Grade | 10 | 10 | 10 | 10 | 10 |
| 10th Grade | 10 | 10 | 10 | 10 | 10 |
| 11th Grade | | 10 | 10 | 10 | 10 |
| 12th Grade | | | 10 | 10 | 10 |
| | 20 | 30 | 40 | 40 | 40 |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------|--------|--------|--------|--------|--------|
| Kindergarten | 0 | 0 | 0 | 0 | 0 |
| 1st Grade | 0 | 0 | 0 | 0 | 0 |
| 2nd Grade | 0 | 0 | 0 | 0 | 0 |
| 3rd Grade | 0 | 0 | 0 | 0 | 0 |
| 4th Grade | 0 | 0 | 0 | 0 | 0 |
| 5th Grade | 0 | 0 | 0 | 0 | 0 |
| 6th Grade | 0 | 0 | 0 | 0 | 0 |
| 7th Grade | 0 | 0 | 0 | 0 | 0 |
| 8th Grade | 0 | 0 | 0 | 0 | 0 |
| 9th Grade | 25 | 25 | 25 | 25 | 25 |
| 10th Grade | 25 | 25 | 25 | 25 | 25 |
| 11th Grade | 0 | 25 | 25 | 25 | 25 |
| 12th Grade | 0 | 0 | 25 | 25 | 25 |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------|------------|------------|-------------|-------------|-------------|
| Kindergarten | 0 | 0 | 0 | 0 | 0 |
| 1st Grade | 0 | 0 | 0 | 0 | 0 |
| 2nd Grade | 0 | 0 | 0 | 0 | 0 |
| 3rd Grade | 0 | 0 | 0 | 0 | 0 |
| 4th Grade | 0 | 0 | 0 | 0 | 0 |
| 5th Grade | 0 | 0 | 0 | 0 | 0 |
| 6th Grade | 0 | 0 | 0 | 0 | 0 |
| 7th Grade | 0 | 0 | 0 | 0 | 0 |
| 8th Grade | 0 | 0 | 0 | 0 | 0 |
| 9th Grade | 250 | 250 | 250 | 250 | 250 |
| 10th Grade | 250 | 250 | 250 | 250 | 250 |
| 11th Grade | 0 | 250 | 250 | 250 | 250 |
| 12th Grade | <u>0</u> | <u>0</u> | <u>250</u> | <u>250</u> | <u>250</u> |
| | 500 | 750 | 1000 | 1000 | 1000 |

Appendix A-Somerset Pines Preparatory

Revenue Estimate Worksheet for Somerset Pines Preparatory High School

Based on the First Calculation of the FEFP 2013-14

School District:

Broward

1. 2013-14 FEFP State and Local Funding

Base Student Allocation

\$3,752.30

District Cost Differential: 1.0235

| Program (a) | Number of FTE (b) | Program Cost Factor (c) | Weighted FTE (b) x (c) (d) | 2013-14 Base Funding WFTE x BSA x DCD (e) |
|------------------------------------|----------------------|-------------------------------|-------------------------------------|--|
| 101 Basic K-3 | 0.00 | 1.125 | 0.0000 | \$ - |
| 111 Basic K-3 with ESE Services | 0.00 | 1.125 | 0.0000 | \$ - |
| 102 Basic 4-8 | 0.00 | 1.000 | 0.0000 | \$ - |
| 112 Basic 4-8 with ESE Services | 0.00 | 1.000 | 0.0000 | \$ - |
| 103 Basic 9-12 | 340.00 | 1.011 | 343.7400 | \$ 1,320,126 |
| 113 Basic 9-12 with ESE Services | 60.00 | 1.011 | 60.6600 | \$ 232,963 |
| 254 ESE Level 4 (Grade Level PK-3) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 4-8) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 9-12) | | 3.558 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level PK-3) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 4-8) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 9-12) | | 5.089 | 0.0000 | \$ - |
| 130 ESOL (Grade Level PK-3) | 0.00 | 1.145 | 0.0000 | \$ - |
| 130 ESOL (Grade Level 4-8) | 0.00 | 1.145 | 0.0000 | \$ - |
| 130 ESOL (Grade Level 9-12) | 100.00 | 1.145 | 114.5000 | \$ 439,735 |
| 300 Career Education (Grades 9-12) | | 1.011 | 0.0000 | \$ - |
| Totals | 500.00 | | 518.9000 | \$ 1,992,824 |

2. ESE Guaranteed Allocation:

| | FTE | Grade Level | Matrix Level | Guarantee Per Student |
|------------------------------------|--------------|-------------|-----------------|---|
| Additional Funding from the ESE | 0.00 | PK-3 | 251 | \$ 1,058 \$ - |
| Guaranteed Allocation. Enter the | | PK-3 | 252 | \$ 3,418 \$ - |
| FTE from 111, 112, & 113 by | | PK-3 | 253 | \$ 6,974 \$ - |
| grade and matrix level. Students | 0.00 | 4-8 | 251 | \$ 1,187 \$ - |
| who do not have a matrix level | | 4-8 | 252 | \$ 3,546 \$ - |
| should be considered 251. This | | 4-8 | 253 | \$ 7,102 \$ - |
| total should equal all FTE from | 60.00 | 9-12 | 251 | \$ 845 \$ 50,700 |
| programs 111, 112 & 113 above. | | 9-12 | 252 | \$ 3,204 \$ - |
| | | 9-12 | 253 | \$ 6,760 \$ - |
| Total FTE with ESE Services | 60.00 | | | Total from ESE Guarantee \$ 50,700 |

3. Supplemental Academic Instruction:

District SAI Allocation

#####

divided by district FTE

257,637.67

Per Student

\$ 206 \$ 103,000

(with eligible services)

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 2,146,524

5. Class size Reduction Funds:

| | Weighted FTE (From Section 1) | X | DCD | X Allocation factors | |
|----------------|-------------------------------|---|--------|---|-------------------|
| PK - 3 | 0.0000 | | 1.0235 | 1320.15 | = 0 |
| 4-8 | 0.0000 | | 1.0235 | 900.48 | = 0 |
| 9-12 | 518.9000 | | 1.0235 | 902.65 | = 479,392 |
| Total * | 518.9000 | | | Total Class Size Reduction Funds | \$ 479,392 |

(*Total FTE should equal total in Section 1, column (d).)

| | | | | | |
|---|-----------------|---------------------|-------------------|--------------|---------------------|
| 6A. Divide school's Weighted FTE (WFTE) total computed | | | | | |
| in (d) above: | <u>518.9000</u> | by district's WFTE: | <u>280,213.62</u> | | |
| to obtain school's WFTE share. | | | | | 0.1852% |
| 6B. Divide school's Unweighted FTE (UFTE) total computed | | | | | |
| in (b) above: | <u>500.00</u> | by district's UFTE: | <u>257,637.67</u> | | |
| to obtain school's UFTE share. | | | | | 0.1941% |
| Letters Refer to Notes At Bottom: | | | | | |
| 7. Other FEFP (WFTE share) | (a) | <u>6,135,390</u> | x | 0.1852% | \$ <u>11,363</u> |
| Applicable to all Charter Schools: | | | | | |
| Declining Enrollment | | 0 | | | |
| Sparsity Supplement | | 0 | | | |
| Program Related Requirements: | | | | | |
| Safe Schools | | 6,135,390 | | | |
| Lab School Discretionary | | 0 | | | |
| 8. Discretionary Local Effort (WFTE share) | (d) | <u>98,260,848</u> | x | 0.1852% | \$ <u>181,979</u> |
| 9. Discretionary Millage Compression Allocation | | | | | |
| .748 mills (UFTE share) | (b) | <u>0</u> | x | 0.1941% | \$ <u>-</u> |
| 10. Proration to Funds Available (WFTE share) | (a) | <u>0</u> | x | 0.1852% | \$ <u>-</u> |
| 11. Discretionary Lottery (WFTE share) | (a) | <u>0</u> | x | 0.1852% | \$ <u>-</u> |
| 12. Instructional Materials Allocation (UFTE share) | (b) | <u>19,884,665</u> | x | 0.1941% | \$ <u>38,596</u> |
| Dual Enrollment Instructional Materials Allocation (See footnote i below) | | | | | |
| 13. Student Transportation | (e) | | | | |
| Enter All Riders | | <u>75.00</u> | x | 347 | \$ <u>26,025</u> |
| Enter ESE Student Riders | | | x | 1,332 | \$ <u>-</u> |
| 14. Teacher Salary Allocation (WFTE share) | (j) | <u>46,981,326</u> | x | 0.1852% | \$ <u>87,009</u> |
| 15. Florida Teachers Lead Program Stipend | | | | | |
| 16. Food Service Allocation | (g) | | | | |
| 17. Performance Pay Plan | | | | | |
| | | | | Total | \$ <u>2,970,888</u> |

18. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)

If you have more than a 75% ESE student population please place a 1 in the following box: _____ \$ -

Average Revenue per Student: \$ 5,942

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Somerset Pines Preparatory High School

Based on the First Calculation of the FEFP 2013-14

School District:

Broward

1. 2013-14 FEFP State and Local Funding

Base Student Allocation

\$3,752.30

District Cost Differential: 1.0235

| Program (a) | Number of FTE (b) | Program Cost Factor (c) | Weighted FTE (b) x (c) (d) | 2013-14 Base Funding WFTE x BSA x DCD (e) |
|------------------------------------|----------------------|-------------------------------|-------------------------------------|--|
| 101 Basic K-3 | 0.00 | 1.125 | 0.0000 | \$ - |
| 111 Basic K-3 with ESE Services | 0.00 | 1.125 | 0.0000 | \$ - |
| 102 Basic 4-8 | 0.00 | 1.000 | 0.0000 | \$ - |
| 112 Basic 4-8 with ESE Services | 0.00 | 1.000 | 0.0000 | \$ - |
| 103 Basic 9-12 | 510.00 | 1.011 | 515.6100 | \$ 1,980,189 |
| 113 Basic 9-12 with ESE Services | 90.00 | 1.011 | 90.9900 | \$ 349,445 |
| 254 ESE Level 4 (Grade Level PK-3) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 4-8) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 9-12) | | 3.558 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level PK-3) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 4-8) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 9-12) | | 5.089 | 0.0000 | \$ - |
| 130 ESOL (Grade Level PK-3) | 0.00 | 1.145 | 0.0000 | \$ - |
| 130 ESOL (Grade Level 4-8) | 0.00 | 1.145 | 0.0000 | \$ - |
| 130 ESOL (Grade Level 9-12) | 150.00 | 1.145 | 171.7500 | \$ 659,602 |
| 300 Career Education (Grades 9-12) | | 1.011 | 0.0000 | \$ - |
| Totals | 750.00 | | 778.3500 | \$ 2,989,236 |

2. ESE Guaranteed Allocation:

Additional Funding from the
ESE Guaranteed Allocation.
Enter the FTE from 111, 112, &
113 by grade and matrix level.
Students who do not have a
matrix level should be
considered 251. This total
should equal all FTE from
programs 111, 112 & 113 above.

| FTE | Grade Level | Matrix Level | Guarantee Per Student | |
|------------------------------------|--------------|-----------------|---------------------------------|------------------|
| 0.00 | PK-3 | 251 | \$ 1,058 | \$ - |
| | PK-3 | 252 | \$ 3,418 | \$ - |
| | PK-3 | 253 | \$ 6,974 | \$ - |
| 0.00 | 4-8 | 251 | \$ 1,187 | \$ - |
| | 4-8 | 252 | \$ 3,546 | \$ - |
| | 4-8 | 253 | \$ 7,102 | \$ - |
| 90.00 | 9-12 | 251 | \$ 845 | \$ 76,050 |
| | 9-12 | 252 | \$ 3,204 | \$ - |
| | 9-12 | 253 | \$ 6,760 | \$ - |
| Total FTE with ESE Services | 90.00 | | Total from ESE Guarantee | \$ 76,050 |

3. Supplemental Academic Instruction:

District SAI Allocation
divided by district FTE
(with eligible services)

257,637.67

Per Student
\$ 206 \$ 154,500

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 3,219,786

5. Class size Reduction Funds:

| | Weighted FTE (From Section 1) | X | DCD | X Allocation factors | |
|----------------|-------------------------------|---|--------|---|-------------------|
| PK - 3 | 0.0000 | | 1.0235 | 1320.15 | = 0 |
| 4-8 | 0.0000 | | 1.0235 | 900.48 | = 0 |
| 9-12 | 778.3500 | | 1.0235 | 902.65 | = 719,088 |
| Total * | 778.3500 | | | Total Class Size Reduction Funds | \$ 719,088 |

(*Total FTE should equal total in Section 1, column (d).)

| | | | | | |
|--|-----------------|---------------------|-------------------|---------|----------------------------|
| 6A. Divide school's Weighted FTE (WFTE) total computed | | | | | |
| in (d) above: | <u>778.3500</u> | by district's WFTE: | <u>280,213.62</u> | | |
| to obtain school's WFTE share. | | | | | 0.2778% |
| 6B. Divide school's Unweighted FTE (UFTE) total computed | | | | | |
| in (b) above: | <u>750.00</u> | by district's UFTE: | <u>257,637.67</u> | | |
| to obtain school's UFTE share. | | | | | 0.2911% |
| Letters Refer to Notes At Bottom: | | | | | |
| 7. Other FEFP (WFTE share) | (a) | <u>6,135,390</u> | x | 0.2778% | \$ <u>17,044</u> |
| Applicable to all Charter Schools: | | | | | |
| Declining Enrollment | 0 | | | | |
| Sparsity Supplement | 0 | | | | |
| Program Related Requirements: | | | | | |
| Safe Schools | 6,135,390 | | | | |
| Lab School Discretionary | 0 | | | | |
| 8. Discretionary Local Effort (WFTE share) | (d) | <u>98,260,848</u> | x | 0.2778% | \$ <u>272,969</u> |
| 9. Discretionary Millage Compression Allocation | | | | | |
| .748 mills (UFTE share) | (b) | <u>0</u> | x | 0.2911% | \$ <u>-</u> |
| 10. Proration to Funds Available (WFTE share) | (a) | <u>0</u> | x | 0.2778% | \$ <u>-</u> |
| 11. Discretionary Lottery (WFTE share) | (a) | <u>0</u> | x | 0.2778% | \$ <u>-</u> |
| 12. Instructional Materials Allocation (UFTE share) | (b) | <u>19,884,665</u> | x | 0.2911% | \$ <u>57,884</u> |
| Dual Enrollment Instructional Materials Allocation (See footnote i below) | | | | | |
| 13. Student Transportation | (e) | | | | |
| Enter All Riders | | <u>75.00</u> | x | 347 | \$ <u>26,025</u> |
| Enter ESE Student Riders | | | x | 1,332 | \$ <u>-</u> |
| 14. Teacher Salary Allocation (WFTE share) | (j) | <u>46,981,326</u> | x | 0.2778% | \$ <u>130,514</u> |
| 15. Florida Teachers Lead Program Stipend | | | | | |
| 16. Food Service Allocation | (g) | | | | |
| 17. Performance Pay Plan | | | | | |
| Total | | | | | \$ <u>4,443,310</u> |
| 18. Funding for the purpose of calculating the administrative fee for ESE Charters. | | | | | |
| (h) | | | | | |
| If you have more than a 75% ESE student population please place a 1 in the following box: | | | | \$ | - |
| Average Revenue per Student: | | | | \$ | 5,924 |
| Revenue Increase from Previous Year | | | | | 1% |
| Adjusted Revenue Per Student | | | | \$ | 5,983.66 |

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Somerset Pines Preparatory High School

Based on the First Calculation of the FEFP 2013-14

School District:

Broward

1. 2013-14 FEFP State and Local Funding

Base Student Allocation

\$3,752.30

District Cost Differential: 1.0235

| Program (a) | Number of FTE (b) | Program Cost Factor (c) | Weighted FTE (b) x (c) (d) | 2013-14 Base Funding WFTE x BSA x DCD (e) |
|------------------------------------|----------------------|-------------------------------|-------------------------------------|--|
| 101 Basic K-3 | 0.00 | 1.125 | 0.0000 | \$ - |
| 111 Basic K-3 with ESE Services | 0.00 | 1.125 | 0.0000 | \$ - |
| 102 Basic 4-8 | 0.00 | 1.000 | 0.0000 | \$ - |
| 112 Basic 4-8 with ESE Services | 0.00 | 1.000 | 0.0000 | \$ - |
| 103 Basic 9-12 | 680.00 | 1.011 | 687.4800 | \$ 2,640,253 |
| 113 Basic 9-12 with ESE Services | 120.00 | 1.011 | 121.3200 | \$ 465,927 |
| 254 ESE Level 4 (Grade Level PK-3) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 4-8) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 9-12) | | 3.558 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level PK-3) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 4-8) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 9-12) | | 5.089 | 0.0000 | \$ - |
| 130 ESOL (Grade Level PK-3) | 0.00 | 1.145 | 0.0000 | \$ - |
| 130 ESOL (Grade Level 4-8) | 0.00 | 1.145 | 0.0000 | \$ - |
| 130 ESOL (Grade Level 9-12) | 200.00 | 1.145 | 229.0000 | \$ 879,470 |
| 300 Career Education (Grades 9-12) | | 1.011 | 0.0000 | \$ - |
| Totals | 1000.00 | | 1037.8000 | \$ 3,985,650 |

2. ESE Guaranteed Allocation:

Additional Funding from the
ESE Guaranteed Allocation.
Enter the FTE from 111, 112, &
113 by grade and matrix level.
Students who do not have a
matrix level should be
considered 251. This total
should equal all FTE from
programs 111, 112 & 113 above.

| FTE | Grade Level | Matrix Level | Guarantee Per Student | |
|------------------------------------|---------------|-----------------|---------------------------------|-------------------|
| 0.00 | PK-3 | 251 | \$ 1,058 | \$ - |
| | PK-3 | 252 | \$ 3,418 | \$ - |
| | PK-3 | 253 | \$ 6,974 | \$ - |
| 0.00 | 4-8 | 251 | \$ 1,187 | \$ - |
| | 4-8 | 252 | \$ 3,546 | \$ - |
| | 4-8 | 253 | \$ 7,102 | \$ - |
| 120.00 | 9-12 | 251 | \$ 845 | \$ 101,400 |
| | 9-12 | 252 | \$ 3,204 | \$ - |
| | 9-12 | 253 | \$ 6,760 | \$ - |
| Total FTE with ESE Services | 120.00 | | Total from ESE Guarantee | \$ 101,400 |

3. Supplemental Academic Instruction:

District SAI Allocation
divided by district FTE
(with eligible services)

#####

257,637.67

Per Student
\$ 206 \$ 206,000

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 4,293,050

5. Class size Reduction Funds:

| | Weighted FTE (From Section 1) | X | DCD | X Allocation factors | |
|----------------|-------------------------------|---|--------|---|-------------------|
| PK - 3 | 0.0000 | | 1.0235 | 1320.15 | = 0 |
| 4-8 | 0.0000 | | 1.0235 | 900.48 | = 0 |
| 9-12 | 1037.8000 | | 1.0235 | 902.65 | = 958,784 |
| Total * | 1037.8000 | | | Total Class Size Reduction Funds | \$ 958,784 |

(*Total FTE should equal total in Section 1, column (d).)

| | | | | | |
|--|-------------------|---------------------|-------------------|----------------|-------------------------|
| 6A. Divide school's Weighted FTE (WFTE) total computed | | | | | |
| in (d) above: | <u>1,037.8000</u> | by district's WFTE: | <u>280,213.62</u> | | |
| to obtain school's WFTE share. | | | | | <u>0.3704%</u> |
| 6B. Divide school's Unweighted FTE (UFTE) total computed | | | | | |
| in (b) above: | <u>1,000.00</u> | by district's UFTE: | <u>257,637.67</u> | | |
| to obtain school's UFTE share. | | | | | <u>0.3881%</u> |
| Letters Refer to Notes At Bottom: | | | | | |
| 7. Other FEFP (WFTE share) | (a) | <u>6,135,390</u> | x | <u>0.3704%</u> | <u>\$ 22,725</u> |
| Applicable to all Charter Schools: | | | | | |
| Declining Enrollment | 0 | | | | |
| Sparsity Supplement | 0 | | | | |
| Program Related Requirements: | | | | | |
| Safe Schools | 6,135,390 | | | | |
| Lab School Discretionary | 0 | | | | |
| 8. Discretionary Local Effort (WFTE share) | (d) | <u>98,260,848</u> | x | <u>0.3704%</u> | <u>\$ 363,958</u> |
| 9. Discretionary Millage Compression Allocation | | | | | |
| .748 mills (UFTE share) | (b) | <u>0</u> | x | <u>0.3881%</u> | <u>\$ -</u> |
| 10. Proration to Funds Available (WFTE share) | (a) | <u>0</u> | x | <u>0.3704%</u> | <u>\$ -</u> |
| 11. Discretionary Lottery (WFTE share) | (a) | <u>0</u> | x | <u>0.3704%</u> | <u>\$ -</u> |
| 12. Instructional Materials Allocation (UFTE share) | (b) | <u>19,884,665</u> | x | <u>0.3881%</u> | <u>\$ 77,172</u> |
| Dual Enrollment Instructional Materials Allocation (See footnote i below) | | | | | |
| 13. Student Transportation | (e) | | | | |
| Enter All Riders | | <u>75.00</u> | x | 347 | <u>\$ 26,025</u> |
| Enter ESE Student Riders | | | x | 1,332 | <u>\$ -</u> |
| 14. Teacher Salary Allocation (WFTE share) | (j) | <u>46,981,326</u> | x | <u>0.3704%</u> | <u>\$ 174,019</u> |
| 15. Florida Teachers Lead Program Stipend | | | | | |
| 16. Food Service Allocation | (g) | | | | |
| 17. Performance Pay Plan | | | | | |
| Total | | | | \$ | <u><u>5,915,733</u></u> |
| 18. Funding for the purpose of calculating the administrative fee for ESE Charters. | | | | | |
| (h) | | | | | |
| If you have more than a 75% ESE student population please place a 1 in the following box: | | | | \$ | <u>-</u> |
| Average Revenue per Student: | | | | \$ | <u>5,916</u> |
| Revenue Increase from Previous Year | | | | | <u>1%</u> |
| Adjusted Revenue Per Student | | | | \$ | <u>6,034.64</u> |

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Somerset Pines Preparatory High School

Based on the First Calculation of the FEFP 2013-14

School District:

Broward

1. 2013-14 FEFP State and Local Funding

Base Student Allocation

\$3,752.30

District Cost Differential: 1.0235

| Program (a) | Number of FTE (b) | Program Cost Factor (c) | Weighted FTE (b) x (c) (d) | 2013-14 Base Funding WFTE x BSA x DCD (e) |
|------------------------------------|----------------------|-------------------------------|-------------------------------------|--|
| 101 Basic K-3 | 0.00 | 1.125 | 0.0000 | \$ - |
| 111 Basic K-3 with ESE Services | 0.00 | 1.125 | 0.0000 | \$ - |
| 102 Basic 4-8 | 0.00 | 1.000 | 0.0000 | \$ - |
| 112 Basic 4-8 with ESE Services | 0.00 | 1.000 | 0.0000 | \$ - |
| 103 Basic 9-12 | 680.00 | 1.011 | 687.4800 | \$ 2,640,253 |
| 113 Basic 9-12 with ESE Services | 120.00 | 1.011 | 121.3200 | \$ 465,927 |
| 254 ESE Level 4 (Grade Level PK-3) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 4-8) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 9-12) | | 3.558 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level PK-3) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 4-8) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 9-12) | | 5.089 | 0.0000 | \$ - |
| 130 ESOL (Grade Level PK-3) | 0.00 | 1.145 | 0.0000 | \$ - |
| 130 ESOL (Grade Level 4-8) | 0.00 | 1.145 | 0.0000 | \$ - |
| 130 ESOL (Grade Level 9-12) | 200.00 | 1.145 | 229.0000 | \$ 879,470 |
| 300 Career Education (Grades 9-12) | | 1.011 | 0.0000 | \$ - |
| Totals | 1000.00 | | 1037.8000 | \$ 3,985,650 |

2. ESE Guaranteed Allocation:

Additional Funding from the
ESE Guaranteed Allocation.
Enter the FTE from 111, 112, &
113 by grade and matrix level.
Students who do not have a
matrix level should be
considered 251. This total
should equal all FTE from
programs 111, 112 & 113 above.

| FTE | Grade Level | Matrix Level | Guarantee Per Student | |
|------------------------------------|---------------|-----------------|---------------------------------|-------------------|
| 0.00 | PK-3 | 251 | \$ 1,058 | \$ - |
| | PK-3 | 252 | \$ 3,418 | \$ - |
| | PK-3 | 253 | \$ 6,974 | \$ - |
| 0.00 | 4-8 | 251 | \$ 1,187 | \$ - |
| | 4-8 | 252 | \$ 3,546 | \$ - |
| | 4-8 | 253 | \$ 7,102 | \$ - |
| 120.00 | 9-12 | 251 | \$ 845 | \$ 101,400 |
| | 9-12 | 252 | \$ 3,204 | \$ - |
| | 9-12 | 253 | \$ 6,760 | \$ - |
| Total FTE with ESE Services | 120.00 | | Total from ESE Guarantee | \$ 101,400 |

3. Supplemental Academic Instruction:

District SAI Allocation
divided by district FTE
(with eligible services)

257,637.67

Per Student
\$ 206 \$ 206,000

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 4,293,050

5. Class size Reduction Funds:

| | Weighted FTE (From Section 1) | X | DCD | X Allocation factors | |
|----------------|-------------------------------|---|--------|---|-------------------|
| PK - 3 | 0.0000 | | 1.0235 | 1320.15 | = 0 |
| 4-8 | 0.0000 | | 1.0235 | 900.48 | = 0 |
| 9-12 | 1037.8000 | | 1.0235 | 902.65 | = 958,784 |
| Total * | 1037.8000 | | | Total Class Size Reduction Funds | \$ 958,784 |

(*Total FTE should equal total in Section 1, column (d).)

| | | | | | |
|--|-------------------|---------------------|-------------------|--------------|----------------------------|
| 6A. Divide school's Weighted FTE (WFTE) total computed | | | | | |
| in (d) above: | <u>1,037.8000</u> | by district's WFTE: | <u>280,213.62</u> | | |
| to obtain school's WFTE share. | | | | | <u>0.3704%</u> |
| 6B. Divide school's Unweighted FTE (UFTE) total computed | | | | | |
| in (b) above: | <u>1,000.00</u> | by district's UFTE: | <u>257,637.67</u> | | |
| to obtain school's UFTE share. | | | | | <u>0.3881%</u> |
| Letters Refer to Notes At Bottom: | | | | | |
| 7. Other FEFP (WFTE share) | (a) | <u>6,135,390</u> | x | 0.3704% | \$ <u>22,725</u> |
| Applicable to all Charter Schools: | | | | | |
| Declining Enrollment | 0 | | | | |
| Sparsity Supplement | 0 | | | | |
| Program Related Requirements: | | | | | |
| Safe Schools | 6,135,390 | | | | |
| Lab School Discretionary | 0 | | | | |
| 8. Discretionary Local Effort (WFTE share) | (d) | <u>98,260,848</u> | x | 0.3704% | \$ <u>363,958</u> |
| 9. Discretionary Millage Compression Allocation | | | | | |
| .748 mills (UFTE share) | (b) | <u>0</u> | x | 0.3881% | \$ <u>-</u> |
| 10. Proration to Funds Available (WFTE share) | (a) | <u>0</u> | x | 0.3704% | \$ <u>-</u> |
| 11. Discretionary Lottery (WFTE share) | (a) | <u>0</u> | x | 0.3704% | \$ <u>-</u> |
| 12. Instructional Materials Allocation (UFTE share) | (b) | <u>19,884,665</u> | x | 0.3881% | \$ <u>77,172</u> |
| Dual Enrollment Instructional Materials Allocation (See footnote i below) | | | | | |
| 13. Student Transportation | (e) | | | | |
| Enter All Riders | | <u>75.00</u> | x | 347 | \$ <u>26,025</u> |
| Enter ESE Student Riders | | | x | 1,332 | \$ <u>-</u> |
| 14. Teacher Salary Allocation (WFTE share) | (j) | <u>46,981,326</u> | x | 0.3704% | \$ <u>174,019</u> |
| 15. Florida Teachers Lead Program Stipend | | | | | |
| 16. Food Service Allocation | (g) | | | | |
| 17. Performance Pay Plan | | | | | |
| | | | | Total | \$ <u>5,915,733</u> |
| 18. Funding for the purpose of calculating the administrative fee for ESE Charters. | | | | | |
| (h) | | | | | |
| If you have more than a 75% ESE student population please place a 1 in the following box: | | | | \$ | <u>-</u> |
| Average Revenue per Student: | | | | \$ | 5,916 |
| Revenue Increase from Previous Year | | | | | 1% |
| Adjusted Revenue Per Student | | | | \$ | 6,094.99 |

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Somerset Pines Preparatory High School

Based on the First Calculation of the FEFP 2013-14

School District:

Broward

1. 2013-14 FEFP State and Local Funding

Base Student Allocation

\$3,752.30

District Cost Differential: 1.0235

| Program (a) | Number of FTE (b) | Program Cost Factor (c) | Weighted FTE (b) x (c) (d) | 2013-14 Base Funding WFTE x BSA x DCD (e) |
|------------------------------------|----------------------|-------------------------------|-------------------------------------|--|
| 101 Basic K-3 | 0.00 | 1.125 | 0.0000 | \$ - |
| 111 Basic K-3 with ESE Services | 0.00 | 1.125 | 0.0000 | \$ - |
| 102 Basic 4-8 | 0.00 | 1.000 | 0.0000 | \$ - |
| 112 Basic 4-8 with ESE Services | 0.00 | 1.000 | 0.0000 | \$ - |
| 103 Basic 9-12 | 680.00 | 1.011 | 687.4800 | \$ 2,640,253 |
| 113 Basic 9-12 with ESE Services | 120.00 | 1.011 | 121.3200 | \$ 465,927 |
| 254 ESE Level 4 (Grade Level PK-3) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 4-8) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 9-12) | | 3.558 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level PK-3) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 4-8) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 9-12) | | 5.089 | 0.0000 | \$ - |
| 130 ESOL (Grade Level PK-3) | 0.00 | 1.145 | 0.0000 | \$ - |
| 130 ESOL (Grade Level 4-8) | 0.00 | 1.145 | 0.0000 | \$ - |
| 130 ESOL (Grade Level 9-12) | 200.00 | 1.145 | 229.0000 | \$ 879,470 |
| 300 Career Education (Grades 9-12) | | 1.011 | 0.0000 | \$ - |
| Totals | 1000.00 | | 1037.8000 | \$ 3,985,650 |

2. ESE Guaranteed Allocation:

Additional Funding from the
ESE Guaranteed Allocation.
Enter the FTE from 111, 112, &
113 by grade and matrix level.
Students who do not have a
matrix level should be
considered 251. This total
should equal all FTE from
programs 111, 112 & 113 above.

| FTE | Grade Level | Matrix Level | Guarantee Per Student | |
|------------------------------------|---------------|-----------------|---------------------------------|-------------------|
| 0.00 | PK-3 | 251 | \$ 1,058 | \$ - |
| | PK-3 | 252 | \$ 3,418 | \$ - |
| | PK-3 | 253 | \$ 6,974 | \$ - |
| 0.00 | 4-8 | 251 | \$ 1,187 | \$ - |
| | 4-8 | 252 | \$ 3,546 | \$ - |
| | 4-8 | 253 | \$ 7,102 | \$ - |
| 120.00 | 9-12 | 251 | \$ 845 | \$ 101,400 |
| | 9-12 | 252 | \$ 3,204 | \$ - |
| | 9-12 | 253 | \$ 6,760 | \$ - |
| Total FTE with ESE Services | 120.00 | | Total from ESE Guarantee | \$ 101,400 |

3. Supplemental Academic Instruction:

District SAI Allocation
divided by district FTE
(with eligible services)

#####

257,637.67

Per Student
\$ 206 \$ 206,000

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 4,293,050

5. Class size Reduction Funds:

| | Weighted FTE (From Section 1) | X | DCD | X Allocation factors | |
|----------------|-------------------------------|---|--------|---|-------------------|
| PK - 3 | 0.0000 | | 1.0235 | 1320.15 | = 0 |
| 4-8 | 0.0000 | | 1.0235 | 900.48 | = 0 |
| 9-12 | 1037.8000 | | 1.0235 | 902.65 | = 958,784 |
| Total * | 1037.8000 | | | Total Class Size Reduction Funds | \$ 958,784 |

(*Total FTE should equal total in Section 1, column (d).)

| | | | | | |
|--|-------------------|---------------------|-------------------|---------|-------------------------|
| 6A. Divide school's Weighted FTE (WFTE) total computed | | | | | |
| in (d) above: | <u>1,037.8000</u> | by district's WFTE: | <u>280,213.62</u> | | |
| to obtain school's WFTE share. | | | | | <u>0.3704%</u> |
| 6B. Divide school's Unweighted FTE (UFTE) total computed | | | | | |
| in (b) above: | <u>1,000.00</u> | by district's UFTE: | <u>257,637.67</u> | | |
| to obtain school's UFTE share. | | | | | <u>0.3881%</u> |
| Letters Refer to Notes At Bottom: | | | | | |
| 7. Other FEFP (WFTE share) | (a) | <u>6,135,390</u> | x | 0.3704% | \$ <u>22,725</u> |
| Applicable to all Charter Schools: | | | | | |
| Declining Enrollment | 0 | | | | |
| Sparsity Supplement | 0 | | | | |
| Program Related Requirements: | | | | | |
| Safe Schools | 6,135,390 | | | | |
| Lab School Discretionary | 0 | | | | |
| 8. Discretionary Local Effort (WFTE share) | (d) | <u>98,260,848</u> | x | 0.3704% | \$ <u>363,958</u> |
| 9. Discretionary Millage Compression Allocation | | | | | |
| .748 mills (UFTE share) | (b) | <u>0</u> | x | 0.3881% | \$ <u>-</u> |
| 10. Proration to Funds Available (WFTE share) | (a) | <u>0</u> | x | 0.3704% | \$ <u>-</u> |
| 11. Discretionary Lottery (WFTE share) | (a) | <u>0</u> | x | 0.3704% | \$ <u>-</u> |
| 12. Instructional Materials Allocation (UFTE share) | (b) | <u>19,884,665</u> | x | 0.3881% | \$ <u>77,172</u> |
| Dual Enrollment Instructional Materials Allocation (See footnote i below) | | | | | |
| 13. Student Transportation | (e) | | | | |
| Enter All Riders | | <u>75.00</u> | x | 347 | \$ <u>26,025</u> |
| Enter ESE Student Riders | | | x | 1,332 | \$ <u>-</u> |
| 14. Teacher Salary Allocation (WFTE share) | (j) | <u>46,981,326</u> | x | 0.3704% | \$ <u>174,019</u> |
| 15. Florida Teachers Lead Program Stipend | | | | | |
| 16. Food Service Allocation | (g) | | | | |
| 17. Performance Pay Plan | | | | | |
| Total | | | | \$ | <u><u>5,915,733</u></u> |
| 18. Funding for the purpose of calculating the administrative fee for ESE Charters. | | | | | |
| (h) | | | | | |
| If you have more than a 75% ESE student population please place a 1 in the following box: | | | | \$ | <u>-</u> |
| Average Revenue per Student: | | | | \$ | <u>5,916</u> |
| Revenue Increase from Previous Year | | | | | <u>1%</u> |
| Adjusted Revenue Per Student | | | | \$ | <u>6,155.94</u> |

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.



*Somerset Academy, Inc. submit to
Broward County Public Schools:*

APPENDIX B ARTICLES OF INCORPORATION

**For:
SOMERSET ACADEMY
PINES PREPARATORY
HIGH SCHOOL**

**ARTICLES OF INCORPORATION OF THE SOMERSET
NEIGHBORHOOD SCHOOL, INC.**

THE UNDERSIGNED, as incorporator and on behalf of a non-for-profit, non-stock corporation under the laws of the State of Florida, hereby adopts the following Articles of Incorporation:

ARTICLE I

NAME

Section 1.1. The name of the Corporation is The Somerset Neighborhood School, Inc.

ARTICLE II

DURATION

Section 2.1. The Corporation shall have perpetual existence unless dissolved pursuant to law.

ARTICLE III

NON-STOCK CORPORATION

Section 3.1. The Corporation shall be organized on a non-stock basis under the Florida Not-for-Profit Corporation Act and may issue no Certificates of Membership.

ARTICLE IV

PURPOSE

Section 4.1. The purposes for which the Corporation is organized is for transacting any and all lawful business for which corporations may be incorporated under the Florida Not-for-Profit Corporation Act and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for charitable, religious, scientific, literary, or educational purposes, either

directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and Regulations issued pursuant thereto, as they now exist or as they may hereafter be amended.

Section 4.2 The Corporation shall have the power, either directly or indirectly, either alone or in conjunction or cooperation with others, to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable, or proper for the furtherance, accomplishment, fostering, or attainment of any or all of the purposes for which a Corporation is organized, and to aid or assist other organizations whose activities are such as to further accomplish, foster, or attain any of such purposes. Notwithstanding anything herein to the contrary, the Corporation shall exercise only such powers as are in furtherance of the exempt purposes of organizations set forth in Section 501(c)(3) of the Internal Revenue Code of 1986 and the regulations thereunder as the same now exist or as they may be hereinafter amended from time to time.

Section 4.3. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, any Director or Officer of the Corporation or any other private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes); and no Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.

Section 4.4. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.

Section 4.5. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.

Section 4.6. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(a) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.

Section 4.7. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.

Section 4.8. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.

Section 4.9. The Corporation shall not make any taxable expenditure as defined in Section 4945(d) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.

Section 4.10. Notwithstanding any other provisions of these Articles of Incorporation, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code and Regulations issued pursuant thereto as they now exist or as they may hereafter be amended, or by an organization contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code and said Regulations as they now exist or as they may hereafter be amended.

Section 4.11 Upon the dissolution of the Corporation, the Board of Directors shall, after paying, or making provision for the payment of, all of the liabilities of the Corporation, dispose of all of the assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Revenue Law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE V

MEMBERS

Section 5.1. This Corporation shall have a membership consisting of the Board of Directors of the Corporation serving from time to time.

ARTICLE VI

DIRECTORS

Section 6.1. The affairs of the Corporation shall be governed by a Board of Directors (hereinafter referred to as the "Board"), subject to the restriction that, except as specifically set forth to the contrary in the Bylaws, the exercise of any powers or actions of the Board shall require the approval thereof by a majority vote of the Board present at a meeting at which a quorum of no less than two (2) Directors are present. The affirmative vote of any two (2) Directors shall be necessary for all corporate action requiring a vote of the Board, including, but not limited to the following:

6.1.1. Approval of charitable gifts, transfers, distributions and grants by the Corporation to other entities.

6.1.2. Adoption of an amendment to the Articles of Incorporation or the Bylaws.

6.1.3. Organization of a subsidiary or affiliate by the Corporation

6.1.4. Approval of any merger, consolidation or sale or other transfer of all or a substantial part of the Corporation.

Section 6.2. The initial Board of Directors shall consist of the following members elected in accordance with this Section 6.2 and the Bylaws:

Section 6.3. The term of office of an elected Director shall be one (1) year and shall expire, regardless of whether or not a successor shall have been duly elected and qualified. The terms of elected Directors shall be staggered so that no elected Director's term expires less than four (4) months before the expiration of the next elected Director.

ARTICLE VII

ADDRESS

Section 7.1. The street address of the principal office of this corporation in the State of Florida is:
6262 Bird Road, Suite 31
Miami, FL 33155

The Board may, from time to time, move its principal office in the State of Florida to another place in this state.

ARTICLE VIII
REGISTERED AGENT AND REGISTERED OFFICE

Section 8.1. The registered agent and registered office of the Corporation shall be:

| Name | Address |
|-----------------|--|
| IGNACIO ZULUETA | 6262 BIRD ROAD, SUITE 3 I MIAMI, FL 33155 |

ARTICLE IX
AMENDMENT

Section 9.1. These Articles of Incorporation may be amended in the manner and with the vote provided by law.

ARTICLE X
BYLAWS

Section 10.1. The Board of Directors of this Corporation shall adopt Bylaws for the government of this Corporation which shall be subordinate only to the Articles of Incorporation and the laws of the United States and the State of Florida. The Bylaws may be amended from time to time by the Board of Directors.

ARTICLE XI
INCORPORATOR

Section 11.1. The name and address of the Incorporator of this Corporation are as follows:

Name Address

IGNACIO ZULUETA 6262 RIND ROAD, SUITE 110
MIAMI, FL 33155

IN WITNESS WHEREOF, the undersigned Incorporator has executed these Articles of Incorporation this 2 day of MAY 1997.

INCORPORATOR

Ignacio Zulueta
IGNACIO ZULUETA

CERTIFICATE DESIGNATING PLACE OF BUSINESS OR
DOMICILE FOR THE SERVICE OF PROCESS WITHIN THIS STATE,
NAMING AGENT UPON WHOM PROCESS MAY BE SERVED

In pursuance of Section 48091 and Section 6010501(3), Florida Statutes, the following is
submitted in compliance with said Sections:

The Somerset Neighborhood School, Inc. desiring to organize under the laws of the State of
Florida with its principal office as indicated in the Certificate of Incorporation, at the City of Fort
Lauderdale, County of Broward, State of Florida, has named IGNACIO ZULUETA
located at 6262 BIRD ROAD, SUITE 31
MIAMI, FL 33155

as its agent to accept service of process within this State.

ACKNOWLEDGMENT

Having been named to accept service of process for the above-named corporation, at the place
designated in this Certificate, I hereby accept to act in this capacity, and agree to comply with the
provisions of said Sections relative to keeping open said office.

REGISTERED AGENT

Doc

IGNACIO ZULUETA

ARTICLES OF AMENDMENT
to
ARTICLES OF INCORPORATION
Somerset Neighborhood School, Inc.

Pursuant to the provisions of section 617.1006, Florida Statutes, the undersigned Florida nonprofit corporation adopts the following articles of amendment to its articles of incorporation.

FIRST: Amendment(s) adopted: (INDICATE ARTICLE NUMBER(S) BEING AMENDED, ADDED OR DELETED.)

AMENDMENT TO ARTICLE I

The name of the Corporation shall now be:

SOMERSET ACADEMY, INC.

SECOND: The date of adoption of the amendment(s) was: JANUARY 14, 2000

THIRD: Adoption of Amendment (CHECK ONE)

- ☒ The amendment(s) was (were) adopted by the members and the number of votes cast for the amendment were sufficient for approval.

There are no members or members entitled to vote on the amendment. The amendment(s) was (were) adopted by the board of directors.

Somerset Academy, Inc.

Corporation Name

Magdalena Fresen

Signature of Chairman, Vice Chairman, President, or other Officer

Magdalena Fresen

Typed or Printed Name

Secretary

2/18/00

Title & Date

FILED
TALLAHASSEE, FLORIDA

00 MAR -2 AM 9:48

State of Florida



Department of State

I certify the attached is a true and correct copy of the Articles of Amendment, filed on March 2, 2000, to Articles of Incorporation for THE SOMERSET NEIGHBORHOOD SCHOOL, INC. which changed its name to SOMERSET ACADEMY, INC., a Florida corporation, as shown by the records of this office.

The document number of this corporation is N97000002553.

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capitol, this the
Thirteenth day of March, 2000




CR18022 1 22

Katherine Harris

Katherine Harris
Secretary of State

State of Florida



Department of State

I certify the attached is a true and correct copy of the Articles of Incorporation of THE SOMERSET NEIGHBORHOOD SCHOOL, INC., a corporation organized under the laws of the State of Florida, filed on May 5, 1997, as shown by the records of this office.

The document number of this corporation is N97000002553.

Given under my hand and the
Great Seal of the State of Florida,
at Tallahassee, the Capitol, this the
Twenty-second day of July, 1997



CR2EO22 (2-95)

A handwritten signature in cursive script, reading "Sandra B. Northam".

Sandra B. Northam
Secretary of State



*Somerset Academy, Inc. submit to
Broward County Public Schools:*

APPENDIX C

BYLAWS

For:

**SOMERSET ACADEMY
PINES PREPARATORY
HIGH SCHOOL**

BYLAWS
OF
SOMERSET ACADEMY, INC.
A Florida Nonprofit Corporation

ARTICLE 1
OFFICES

The corporation's principal office shall be fixed and located at such place within the boundaries of the County of Miami-Dade or Broward, Florida, as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another.

ARTICLE 2
PURPOSE

The specific and general purposes of the corporation are described in the Articles of Incorporation.

ARTICLE 3
NO MEMBERS

Section 3.1 No Members

The corporation shall have no members. Any action, which would otherwise; by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the board.

ARTICLE 4
DIRECTORS

Section 4.1 General Powers

Subject to the limitations of the Florida not-for-profit corporation law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may engage the services of a management company with respect to certain of the operations of the corporation, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may, subject to contractual obligations as may exist, rescind any such assignment, referral or delegation at any time.

Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;
- c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;
- d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation's and other evidences of debt and securities therefore;
- e. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- f. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- g. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;
- h. To form and be a member or shareholder of a not-for-profit entity organized under the law of any state, or to form without members or shareholders a not-for-profit entity organized under the law of any state, for the purposes of education, education or other research, or support of education or education research; and
- i. To carry out such other duties as are described in the Charter or Articles or Incorporation.

Section 4.3 Number, Election and Term of Directors and Related Matters

- a. The authorized number of Directors shall be no less than three (3) and no greater than eleven (11) until changed by amendment of these Bylaws.
- b. Those Directors who are to be elected by the Board of Directors (which shall be the difference between the total number of Directors to comprise the Board of Directors and the number of Directors elected by the Development Committee as provided below) shall be so elected at the annual meeting of the Board of Directors then in the office. Except as set forth below, only existing members of the Board of Directors may nominate candidates for new Directors. Notice of the Board's intention to elect a Director shall be included in the agenda for that meeting of the

Board and shall be publicly announced.

- c. The members of the Development Committee (described below), at each annual meeting of the Board of Directors, shall annually elect by aggregate majority vote up to three Directors of the corporation chosen from the persons so nominated by each Local Board (described below); provided however that the number of such Directors shall not exceed the number of such Local Boards as of the date of the annual meeting. Each such member of the Board of Directors elected by the Development shall have the same tenure and other rights and responsibilities as the balance of the members of the Board of Directors.
- d. Each member of the Board of Directors shall have a term of five years, and may be re-elected for up to three (3) consecutive terms.
- e. Directors shall be elected at a duly held meeting of the Board of Directors.
- f. The Board shall include at least one member who is the parent of a child enrolled in a school operated by the corporation and at least one member who is or has been a professional educator and/or school administrator, having experience in education. The Board should endeavor to be comprised of a diverse group of accomplished professional, academic, business, and/or civic minded individuals who are committed to the mission of the corporation.
- g. Persons who are employed by, or are principals of, either a sponsor or a management company for the corporation are not eligible and shall not be elected to serve on the Board so as to avoid potential conflicts of interest. The Board will seek to avoid filling future vacancies on the Board with persons who are employed by schools which are managed by the same company that manages schools operated by the corporation. However, if the corporation does not have a professional educator or administrator on its Board and if the application process described in Section 4.5 does not produce such an applicant for the Board, then the Board may consider and select as a Director an educator or administrator employed by the same company that manages schools operated by the corporation. The Board shall invite every Director who has successfully completed their term as Director, to participate in a group of Emeritus Directors. Emeritus Directors are invited to attend Board meetings and other Somerset Academy Inc. functions, provide advice and counsel to the Board, but shall have no voting power.

Section 4.4 Resignation and Removal

Any Director may resign effective upon giving written notice to the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected (by the existing president) before such time, to take office

when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office.

Section 4.5 Vacancies

- a. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- b. The Board may declare vacant the office of any Director who has been convicted of a felony, or whose fingerprint check results reveal non-compliance with standards of good moral character.
- c. In order to elect a new Director, the Board shall announce the vacancy to the public, including Somerset Academy Inc. parents, teachers, and schools, and invite applications from qualified persons all as described by the Board. The Chairman or another Board member approved by the Board, shall conduct an initial review and evaluation of all applications and report to the Board by way of nomination of candidates. Board members are encouraged to solicit applications from qualified persons. Following review and discussion of the candidates, the Board will proceed to elect any new Director.
- d. New Directors shall be elected by a vote of the majority of the existing Directors although less than a quorum. Each Director so elected shall hold office until a successor has been appointed and qualified.
- e. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.
- f. The Board shall nominate and elect its Chairman at a duly noticed meeting of the Board. The Chairman shall serve for a term of one year and may seek re-election as Chairman at the end of any term. The Chairman shall also serve as the President of Somerset Academy Inc. for as long as he or she serves as Chairman.
- g. The Board shall nominate and elect a Vice-Chairman at a duly noticed meeting of the Board. The Vice-Chairman shall serve for a term of one year and may seek re-election as Vice-Chairman at the end of any term.
- h. The Board shall develop an orientation and training program for new Directors and an annual continuing education program for existing Directors.

Section 4.6 Place/Notice of Meetings/Compliance with Applicable Laws

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting or by resolution of the Board. Appropriate notices of the meeting complying with both Florida law as well as the Texas Open Meetings Act for those meetings that relate to the operations of the Brooks Academy of Science and Engineering shall be timely posted or published as required by law, and all meetings shall be held and conducted in accordance with applicable open or public meetings laws. The public, any board member or officer of the corporation shall place any desired item on the agenda of any board meeting by notifying, in writing, no later than 5 (five) business days prior to the scheduled board meeting, a

description of the item to be placed in the agenda and said descriptions shall be delivered to the then acting secretary of the corporation. Any meetings that relate to the operations of the Brooks Academy of Science and Engineering will be held in the State of Texas. Such meetings of the Board called under Sections 4.7, 4.8, and 4.9 or pursuant to any other provision of these bylaws, shall comply with each and every provision of the Texas Open Meetings Act, which law is hereby incorporated by reference.

Section 4.7 Annual Meetings

The Board shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.

Section 4.8 Quarterly Meetings

Quarterly meetings of the Board, shall be held on such dates and at such times and places as may be from time to time fixed and notified by the Board.

Section 4.9 Special Meetings

- a. Special meetings of the Board for any purpose(s) may be called at any time by the Chairman of the Board, if there is such an officer, the President, or the Secretary.
- b. Special meetings of the Board may be held after each Director has received notice by mail, telecopy, e-mail or telephone.
- c. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 4.10 Quorum and Voting

For any meetings that shall relate to the operations of a Florida based entity of Somerset Academy Inc, quorum shall be defined as follows: one half (1/2) of the authorized Directors then in office being domiciled in Florida, shall constitute a quorum. For any meetings relating to the operations of the Brooks Academy of Science and Engineering, quorum shall be defined as follows: one half (1/2) of the authorized Directors then in office, shall constitute a quorum. In each instance, the Board shall attempt to reach a general consensus on all actions before the Board; provided, however, that every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board. Any meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 4.11 Waiver of Notices

Notice of meeting need not be given to any Director who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and

approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 4.12 Adjournment

A majority of the Directors present, whether or not a quorum is present, may adjourn any Director's meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment.

Section 4.13 Rights of Inspection

Every Director has the absolute right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 4.15 Fees and Compensation

Directors shall not receive compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the Director's and officers of the corporation as described on the Charter on the conduct of the corporation's business.

Section 4.16 Standard of Care

- a. A Director shall perform all duties of a Director in good faith, in a manner such Director believes to be in the best interests of the corporation and with such care, including the duty to make all reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.
- b. In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:
 1. One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
 2. Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or
 3. A committee of the Board upon which the Director does not serve as to matters within a designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

ARTICLE 5 OFFICERS

Section 5.1 Officers

The officers of the corporation shall be President, Secretary, and Treasurer. The corporation may also have, at the discretion of the Board, one or more Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be elected or appointed. Any number of offices may be held by the same person.

Section 5.2 Election

The officers of the corporation, shall be chosen at the annual meeting of the Board by and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

Section 5.3 Subordinate Officers

The Board may elect, and may empower the President to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 5.4 Removal

Any officer may be removed, either with or without cause, by the Board at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal. Any such removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.7 President

Subject to such powers, the President is the general manager and chief executive officer of the corporation and has, subject to the control of the Board, general supervision,

direction and control of the business and officers of the corporation. The President shall preside at all meetings of the Board. The President has the general management powers and duties usually vested in the office of the President and general manager of a corporation as well as such other powers and duties as the Board may prescribe from time to time.

Section 5.8 Vice Presidents

The Vice-President(s) shall not be a Director(s), and as such, shall be a non-voting position(s). The Vice-President(s) shall have such powers and perform such duties as the Board may prescribe from time to time.

Section 5.9 Secretary

- a. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings; the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Florida, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.
- b. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.
- c. The Secretary or President of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Director.
- d. The Secretary or President shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositaries as may be designated from time to time by the Board. The Secretary or President shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Directors, upon request, an account of all transactions as Secretary or President and of the financial condition of the corporation. The Secretary or President shall present an operating statement and report, since the last preceding regular Board

meeting, to the Board at all regular meetings. The Secretary or President shall have such powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE 6 COMMITTEES

Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Directors then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board.

Section 6.2 Local Governing Body Committees

The Board by resolution or by amendment to these bylaws may create and adopt bylaws for one or more committees comprised of one or more members of the Board and such other persons as are named or specified in the adopted bylaws for the operation of one or more public charter schools under the laws of one or more states (each, a "Local Board"), all of whom shall serve at the pleasure of the Board, and may be removed by the Board from such local board, having such powers and responsibilities as are set forth in such bylaws or resolution.

Section 6.3 Development Committee

The Board hereby creates a committee to be known as the "Development Committee," whose members shall be the Liaison Members (as identified in the bylaws of the respective Local Boards) of each of the Local Boards. The Development Committee members shall select one of their members as Chair, and such person shall serve for a term of one year, with re-election as the Committee members shall determine by their vote so long as such person remains a Liaison Member of a Local Board. Newly elected Liaison Members shall automatically succeed to membership (or become new members in the case of new Local Boards) on the Development Committee, without further act. The Development Committee shall meet on the call of the Chair (meetings shall be by teleconference unless the Board has authorized travel expense) for the purposes of discussing matters related to the Local Boards. In addition, each year the Development Committee shall elect up to three persons (but not more than the number of Local Boards), each of whom shall be a member of one of the Local Boards, to serve as Directors of corporation.

ARTICLE 7 OTHER PROVISIONS

Section 7.1 Validity of Instrument

Subject to the provision of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be

valid and binding on the corporation when signed by the President or any Vice President and the Secretary or Treasurer of the corporation, unless the other person has actual knowledge that the signing officer has no authority to execute the same. Any such instruments may also be signed by the Board or a designated member of the Board.

Section 7.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Nonprofit Corporation Law of the State of Florida shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” includes both the corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 7.3 Fiscal Year

The fiscal year of the corporation shall be set by the Board.

Section 7.4 Conflict of Interest

Any Director, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation’s interest. The following provisions of Texas law and rules and any amendments thereto: i) Education Code Chapter 12. Charters and, ii) Texas Administrative Code (TAC), Title 19, Part II Chapter 100 as they apply, relate and refer to conflicts of interest are hereby incorporated by reference and applicable to any board member, director, officer, key employee, or committee member having an interest in a contract or other transaction of a charter school sponsored by the Board in Texas.

Section 7.5 Interpretation of Articles of Incorporation

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Articles of Incorporation, the provisions of these Bylaws shall control.

ARTICLE 8
AMENDMENTS

Section 8.1 Bylaws

These bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board of Directors.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of Somerset Academy, Inc., a Florida nonprofit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation as adopted by the Board of Directors.


SECRETARY



*Somerset Academy, Inc. submit to
Broward County Public Schools:*

APPENDIX D
SAMPLE
MANAGEMENT
AGREEMENT

For:

**SOMERSET ACADEMY
PINES PREPARATORY
HIGH SCHOOL**

CHARTER SCHOOL MANAGEMENT AGREEMENT

BETWEEN

CHARTER SCHOOL, INC

AND

ACADEMICA

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CHARTER SCHOOL MANAGEMENT AGREEMENT

This is an Agreement for the Management and Administration of a Charter School by and between _____ CHARTER SCHOOL, INC. (“CharterSchoolCorp”) and ACADEMICA (“Manager”)

WHEREAS, _____ CHARTER SCHOOL, INC has a contract (“the Charter”) with _____ County Public Schools (the “Sponsor”) to operate a charter school, known _____ (the “School”);

WHEREAS, the School is governed by the Board of Directors of _____ CHARTER SCHOOL, INC (the “Board”);

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, CharterSchoolCorp desires to ensure that its School is professionally managed and operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, Manager is an educational service provider established to provide professional planning, accountability, compliance, management and support services to public charter schools;

WHEREAS, it is Manager’s mission to ensure that the vision of the School’s Board of Directors is faithfully and effectively implemented;

WHEREAS, Manager’s officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School or its facilities;

WHEREAS, Manager’s officials are familiar with the various local, state and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for charter school programs in Florida;

WHEREAS, Manager's officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Manager manages a network of charter schools and believes that there are benefits to be obtained from having a uniform system-wide reporting, record-keeping and accountability system and benefits to having a wide variety of employment opportunities and options available to the employees of public charter schools managed by Manager; and

WHEREAS, CharterSchoolCorp and Manager desire to enter into this agreement for the purpose of having Manager provide professional planning, accountability, compliance, management and support services;

NOW THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF MANAGER:

1. Recitals

The forgoing recitals are true, correct and incorporated herein.

2. Engagement

CharterSchoolCorp engages Manager to provide management and administrative services to the School as more fully set forth herein. Manager accepts such engagement pursuant to the terms of this Agreement.

3. Management and Administrative Duties

Manager will coordinate the management and administrative duties required to operate the School. In connection with this, Manager will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Manager will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. Manager's services will include, but not be limited to: identification, design and procurement of facilities; staffing recommendations; and, human resource coordination. In addition, Manager's services shall include services required for the day to day administration of the School such as regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the School as well as the bookkeeping, budgeting and financial forecasting that is required by the governing Board for its oversight. The Board will review the recommendations made by Manager and act upon them in the manner the Board decides.

4. Board of Directors Meetings

Manager will assist in the coordination of and attend the meetings of the Board of the School. Unless otherwise instructed by the Board, Manager shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of State law and the Charter regarding such meetings and record keeping.

5. Record Keeping

Manager will maintain the records of the School at the location designated by the Board. Manager will ensure compliance with the State and Charter requirements for record keeping. In addition, Manager will ensure that designated on site staff receives proper training by the Sponsor's appropriate departments for student school record keeping through its designated Management Information Services (MIS) programs.

6. Bookkeeping

Manager will coordinate with the accounting firms selected by the Board and serve as liaison with them to ensure the accuracy and timeliness of financial reporting, record keeping, and audits as may be required by the Charter and State law.

7. Staff Administration

Manager will identify and propose for employment by or on behalf of CharterSchoolCorp qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by Chapter 1002.33, Florida Statutes. CharterSchoolCorp may employ or contract with skilled selected non-certified personnel to assist instructional staff members as teachers' aides in the same manner as defined in Chapter 1002.33, Florida Statutes and Florida Charter School Legislation. Manager will coordinate with the Board or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be CharterSchoolCorp employees or employees leased to CharterSchoolCorp, and will not be employees of Manager. Manager will prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. Manager will propose a professional employee management company to the Board which can perform the human resource services for the School. Once the Board approves a human resource provider Manager will

coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. Manager agrees to act as the liaison for the School vis-à-vis the human resource services provider. All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections and Financial Statements

Manager will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, or shall utilize GAAP Accounting at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by a certified public accounting firm, will adopt accounting policies and procedures. Manager will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the Sponsor, which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principals. These statements will be provided in advance of the deadline for submission of such reports to the Sponsor. CharterSchoolCorp will provide the Sponsor with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Manager will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principals for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object.

9. Designated Contact Person

The designated contact person of Manager shall be the President of Academica (currently Fernando Zulueta). An alternate contact person shall be the Vice-President and Director of Operations (currently Maggie Fresen).

10. Grant Solicitation

In consultation with the Board, and with Board approval, Manager will solicit grants available for the funding of the School from the various government and private and institutional sources that may be

available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

Manager will coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

Manager will coordinate the solicitation of Capital Outlay Funds, if available, from the appropriate state or local agencies. Similarly, Manager will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting

Manager will coordinate the preparation of the Annual Report required by the Charter School Legislation for the School.

The Report will be submitted to the Board for approval, and Manager will coordinate the delivery and review process established by the Sponsor and Charter School legislation for the Annual Report.

14. Student Assessment

At the direction of the Board, Manager will coordinate a student assessment methodology, independent from State and/or Sponsor required assessments, and retain on behalf of CharterSchoolCorp professionals to administer and evaluate results. Manager will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. School Board Representation

Manager will serve as primary liaison with the Sponsor and its officials on behalf of the School. In connection therewith, Manager's representatives will attend required meetings and public hearings.

16. Governmental Compliance

Manager will ensure compliance with state regulations and reporting requirements of the Charter School. Manager will also ensure the School's compliance with its Charter with the Sponsor, a copy of which is incorporated herein by reference.

17. Charter Renewal Coordination

Manager will coordinate with the Sponsor for the renewal of the School's Charter on a timely basis. On behalf and with the direction of the Board, Manager will negotiate the terms of the renewal Charter with the Sponsor and provide the Board with notice and seek Board approval of any renewal provisions which modify or alter the terms of the original Charter between the School and the Sponsor.

18. Curriculum Development

Manager shall identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All curricula shall be approved by the Board prior to use.

19. Pre-School, After-Care, Early Drop-Off

Manager shall identify and or develop Pre-School, After-Care, Early Drop-Off programs to be offered as services ancillary but separate from the operations of the School. These are programs that are not encompassed by the Charter School Agreement between the School and the Sponsor. Accordingly, the School may elect not to offer these programs directly, but rather to authorize Manager to do so. In furtherance of that, Manager will retain the necessary operators to provide the underlying services to the parents and students desiring them. Manager will coordinate the provision of those services directly where applicable and establish agreements to reimburse the School for the use of the facilities, utilities, cleaning services and other costs consumed or incurred by those uses. Manager and/or the selected service providers shall be the direct primary supplier to the parents and students of those ancillary services and will indemnify and hold harmless the School for any liability resulting from them. The terms and conditions for these programs including financial terms, operating procedures, and ownership, shall be subject to Board review and approval.

20. Facilities Identification Expansion, Design and Development

Manager shall coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Manager shall assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Manager may identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Manager or its principles, that relationship will be disclosed to the Board. Further, Manager shall recommend and retain on behalf of the School qualified professionals in the fields of school

design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

21. Systems Development

Manager will identify and develop a school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

TERM OF AGREEMENT

22. Initial Term

The term of the Agreement shall commence on the start of the 2014-2015 school year. The commencement date shall be deemed to be July 1, 2014, although the parties recognize that Manager has provided services to the Board in connection with the School and Charter before this date.

The initial term of this Agreement shall be five (5) years unless the Board for cause terminates this Agreement per section 24 of this Agreement. At the conclusion of the term of this Agreement, CharterSchoolCorp shall have the option to renew this contract with Manager.

23. Renewal

Unless terminated by the Board, the terms of this Agreement shall be renewed along with any renewals to the Charter Agreement. Manager agrees to renew this Agreement at CharterSchoolCorp's option on the then-current terms and conditions unless there has been an uncured material breach hereunder by CharterSchoolCorp, after 60 days written notice of such breach and demand for cure, or unless CharterSchoolCorp has given at least 90 days' notice that this Agreement will not be renewed.

24. Termination

In the event of a breach of this Agreement by either party, the non-breaching party shall give the other party written notice of such breach and sixty (60) days to cure such breach from the date of giving such notice to Manager. "Breach" shall be defined as a material breach of this Agreement by Manager or CharterSchoolCorp; the failure of Manager to provide educational support and management services sufficient to operate the School in a manner that complies with the standards of the Sponsor; any debarment of or similar action against Manager by any governmental entity; or any action or conduct by Manager or its principals that may bring disrepute to the School or Board (e.g., any arrest or conviction for a crime of

moral turpitude or any felony) or that may endanger or materially lessen the safety of students. If the Sponsor terminates or materially changes its Charter Agreement with the School or Board for the operation of the School, either the School or Board, or Manager may upon thirty (30) days written notice terminate this Agreement without penalty or liability of any kind to either party. Either party may terminate this Agreement at any time and for any reason, irrespective of cause, upon providing the other party 90 days' notice of termination. In the event of termination of this Agreement for any reason, the compensation to be paid by CharterSchoolCorp to Manager under this Agreement shall be pro-rated.

COMPENSATION

25. Base Compensation

CharterSchoolCorp shall pay Manager a management fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided CharterSchoolCorp receives such funds. The fee shall be payable in equal monthly installments, provided that CharterSchoolCorp shall have no obligation to pay such fee before receiving its FTE funding from the Sponsor or the State of Florida, in which event the monthly installments shall accrue until funding is received. The fee shall be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less, but in no event shall any adjustment reduce the management fee below the initial level of \$450 per student Full Time Equivalent (FTE) per annum as stated above.

26. Additional Services

Manager will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of CharterSchoolCorp, of other professionals or consultants who may be independent from Manager or part of Manager's network of consulting professionals.

27. Reimbursement of Costs

Manager shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

28. Incurred Expenses

Pursuant to the agreement of the Board and Manager, Manager may defer some or all of the management fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the schools financial records.

OTHER MATTERS

29. Conflicts of Interest

No officer, shareholder, employee or director of Manager may serve on the Board. Manager will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Manager, its officers, directors or principals and any other person or entity providing goods or services to the School, Manager agrees to disclose the relationship to the Board.

30. Insurance and Indemnification

Manager shall carry liability insurance and indemnify the School for acts or omissions of Manager. Manager agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Manager hereby agrees to indemnify, hold harmless and protect CharterSchoolCorp, the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Manager, its employees or agents.

31. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any

other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

(6) This Agreement is not intended to create any rights of a third party beneficiary.

(7) This Agreement is made and entered into in the State of Florida and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Miami-Dade County, Florida.

(8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.

(9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

Academica
6340 Sunset Drive
Miami, Florida 33143
Attn: President

ADDRESS LINE 1
ADDRESS LINE 2
Attn: Chairperson

Charter School Inc.

(10) The headings in the Agreement are for convenience and reference only and in no way

define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

(12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of _____ CHARTER SCHOOL, INC held on the _____ day of _____ 201____. At that meeting, the undersigned Director of _____ CHARTER SCHOOL, INC was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

CharterSchoolCorp

(For _____ CHARTER SCHOOL)

By: _____
_____, Chair / President

Date: _____

ACADEMICA

By: _____
Fernando Zulueta, President

Date: _____



*Somerset Academy, Inc. submit to
Broward County Public Schools:*

APPENDIX E SAMPLE JOB DESCRIPTIONS

**For:
SOMERSET ACADEMY
PINES PREPARATORY
HIGH SCHOOL**

JOB DESCRIPTION

POSITION TITLE: School Principal

CONTRACT YEAR: Twelve Months

QUALIFICATIONS

EDUCATION: An earned master's Degree (or higher) from an accredited college or university

EXPERIENCE

REQUIRED: A total of five (5) years of school experience is required; which includes a minimum of three (3) years of required experience as a Principal/Assistant School Principal. Valid Florida Certification in School Principal, or Professional School Principal.

REPORTS TO: School Governing Board

SUPERVISES: All Administrative, Instructional, and Non-Instructional staff at the school.

POSITION GOAL: To provide the leadership and management necessary to administer and implement all programs, activities and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing, and enriching environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

LEADERSHIP

The School Principal shall:

- Administer, control, and supervise the instructional program of the school operations and school personnel.
- Encourage teachers and pupils to perform to the best of their ability.
- Interpret the educational program of the school and school system to the community.
- Provide leadership and direction for all aspects of the school's operation.
- Facilitate frequent communication with parents of the school community.
- Coordinate and adapt school curricular programs and policies.

- Assume responsibility for the buildings, grounds, equipment and supplies of the school; supervise the work of the custodians and maintenance staff; report to the governing board the conditions and needs of the school.
- Develop, implement, and evaluate the School Improvement Plan.
- Keep accurate account of all money paid to the school and record the purpose for which it was paid.
- Supervise and coordinate the budgetary process.
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff.
- Develop and supervise New Teacher programs.
- Compile and prepare all student achievement outcomes.
- Report directly to the Governing Board for all purposes.
- Coordinate, supervise, and conduct the evaluations of all staff.
- Oversee the School Advisory Council.
- Maintain a positive and productive relationship with the Parent-Teacher Association.
- Supervise all students and staff.
- Coordinate and supervise the testing and assessment program.
- Enforce the discipline plan and assist teachers with all concerns and issues related to student behavior.
- Serve as final arbitrator for serious discipline problems in accordance with Sponsor and Board's policy and state statutes.
- Establish, actively pursue, and monitor a school mission, vision and goals in collaboration with staff, parents, students, and other stakeholders that are aligned with the Board's mission and goals.
- Supervise and coordinate school-wide programs, curricula and course options.
- Supervise and coordinate student registration, scheduling, and master scheduling construction.
- Oversee the grade reporting system.
- Monitor substitute teachers and the class coverage process.
- Supervise school activities and special events, and initiate fundraising activities.
- Establish business partnerships and positive relationships with community leaders.
- Maintain a master schedule of all school activities and events, including extracurricular trips.
- Coordinate and schedule the use of facilities for all events.
- Implement and enforce attendance and tardy policies and procedures for all students.
- Exercise proactive leadership in promoting the vision and mission of the school.
- Model and maintain high standards of professional conduct.
- Set high standards and expectations for self, others, and school.

- Demonstrate satisfactory or above performance on the Florida Principal Competencies while performing all duties required by the job description.
- Provide leadership in the implementation of the Sunshine State Standards, Florida Write, Florida Comprehensive Assessment Test (FCAT) and other tests designed and adapted to measure student achievement.
- Maintain active involvement in the school improvement planning process with the School Advisory Council by providing resources for decision-making and priority setting.
- Use quality improvement principles and process in daily administration of school.
- Implement procedures and policies that ensure a safe and orderly learning environment.
- Anticipate difficult situations and develop plans to handle them.
- Manage and administer the development, implementation and assessment of the instructional program at the assigned school so as to ensure student growth and achievement is continuous and appropriate.
- Use collaborative leadership style and quality processes to involve stakeholders in establishing and achieving the school's mission and goals.
- Provide leadership and direction for all aspects of the school's operation.
- Build teams to accomplish plans, goals and priorities.
- Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- Communicate effectively both orally and in writing with parents, students, teachers and the community.
- Communicate school information, goals, student learning and behavior expectations to stakeholders.
- Develop and maintain a school atmosphere conducive to learning and student achievement.
- Maintain visibility and accessibility on the school campus and at school related activities and events.
- Establish procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
- Provide leadership to involve the school in quality initiatives.
- Establish procedures for an accreditation program and monitor standards to ensure they are met.
- Provide for the articulation of the school's instructional program among school personnel.
- Use effective communication techniques with students, teachers, parents and stakeholders.
- Communicate, through proper channels, to keep Board of Directors informed of impending problems or events of an unusual nature.

INFORMATION & ANALYSIS

- Address the diverse needs of the school population consistent with the Board's policies and Strategic Plan.
- Use current research, performance data, and feedback from students, teachers, parents and community to make decisions related to improvement of instruction.
- Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the school.
- Analyze and use data for decision-making to improve actions, plans, and processes.
- Access, analyze, interpret and use data in decision-making.
- Use key information such as benchmarks and comparison data in the analysis of results to effectively measure performance.
- Make data accessible to all stakeholders

STRATEGIC PLANNING

- Develop long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the Board.
- Collaborate and provide resources to ensure the development of the School's Improvement Plan.
- Communicate overall School Improvement Plan requirements to all staff so each employee can understand how the goals and plans relate to his/her work.
- Allocate resources consistent with implementation of the School Improvement Plans.
- Utilize a systematic process for collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan.
- Establish procedures to monitor processes, activities and responsibilities and respond to feedback.
- Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.
- Direct the development of the master schedule and assign teachers according to identified needs.
- Facilitate the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.
- Oversee the selection and acquisition of instructional materials and equipment
- Collect input and analyze data to develop goals.
- Set high goals and standards for self, others and the organization..
- Provide recognition and celebration for student, staff, and school accomplishments.

COMMUNITY ENGAGEMENT

- Facilitate a program of family and community involvement.
- Develop positive relationships with students, parents, teachers, community.
- Work with parents to resolve complaints or concerns.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Promote/market the school and its priorities to the community
- Establish processes and methods to respond to valid customer requirements.
- Facilitate, coordinate, and monitor the implementation of Student Education programs and services.
- Implement procedures to ensure that rights of children with disabilities and parents of such children are protected.
- Interact with government and service agencies relative to student welfare.
- Establish processes to determine customer needs and level of satisfaction.
- Establish guidelines for desirable student conduct and follow suspension and expulsion policies and procedures.
- Supervise the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.
- Take appropriate reporting and/or referral action whenever abuse situations are recognized.
- Provide leadership support for community involvement programs and business partnerships at the school level.
- Direct and develop the recruitment of Business Partners to benefit the school and community.
- Develop activities with business partners that promote student achievement.

HUMAN RESOURCES

- Manage appropriately and professionally personnel issues, including hiring, evaluations, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.
- Interview and select qualified personnel
- Establish job assignments, supervise all assigned personnel, and conduct performance evaluations in accordance with current board policies and legislation.
- Delegate responsibilities to appropriate staff members.
- Make difficult personnel decisions according to policy when necessary including dealing with ineffective teacher or other staff performance.
- Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.
- Assign tasks and supervise personnel in task accomplishment including special projects.
- Analyze data and information to plan staff development to accomplish school goals.
- Complete annual Needs Assessment to determine staff development needs.

- Lead and manage development of personnel through staff development, in-service and other developmental activities that are linked to student achievement gains and the school improvement plan.
- Facilitate the development and implementation of an effective staff development program.
- Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment
- Build a school community and environment, which supports learning and growth for everyone toward realization of the school's mission.
- Participate in Governing Board management meetings and other activities to enhance professional development.
- Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification.
- Review current developments, literature and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and providing frequent feedback to those involved in improvement efforts.
- Consider data and results from action research when solving problems and improving processes.
- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.

OPERATIONS

- Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts.
- Establish and manage student accounting and attendance procedures at the school.
- Coordinate and manage the extra curricular student activities and funds at the school.
- Show positive trends in the achievement of improvement goal results in the areas of Operation, business practices (efficiency) and customer satisfaction.
- Demonstrate readiness and confidence in making and/or sharing decisions with those involved in a timely fashion.
- Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.
- Identify quality requirements of materials/services and communicate this information to parents, community and suppliers.
- Access Sponsor and community resources to meet school needs.
- Coordinate plant safety and facility inspections at the assigned school

- Monitor the maintenance at the school to ensure a safe, clean, and healthy, learning environment.
- Coordinate the school food service program at the school including the free and reduced food service requirements.
- Supervise transportation services at the school.
- Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Provide leadership in the effective use of technology in the classroom and in school administration.

JOB DESCRIPTION

POSITION TITLE: Assistant Principal

CONTRACT YEAR: Twelve Months

QUALIFICATIONS

EDUCATION: An earned Master's Degree or higher from an accredited institution.
Certifications: Valid Florida Certification in Educational Leadership, Administration, Administration & Supervision, School Principal or Professional School Principal at the appropriate grade level for the school.

EXPERIENCE

REQUIRED: Three (3) years teaching experience at a school site. Demonstrated ability to communicate effectively in both oral and written forms.

PREFERRED: 1-3 years of administrative experience at a school site.

REPORTS TO: School principal and school Board of Directors

SUPERVISES: Instructional and Service Personnel assigned by the principal.

POSITION GOAL: To assist the Principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources available for a successful and safe school program for students, staff and community.

SKILLS AND ABILITIES: The Assistant School Principal will effectively perform the performance responsibilities using the following skills and abilities:

- read, interpret and implement the appropriate state and federal statutes and policies, Sponsor's Policies and school board policies and procedures
- use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts
- demonstrate knowledge and practice of current educational trends, research and technology

- understand the unique needs, growth problems and characteristics of school students
- train, supervise and evaluate personnel
- demonstrate effective communication and interaction skills with all stakeholders

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Assistant School Principal shall:

LEADERSHIP

- Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.
- Assist the principal in providing leadership and direction for all aspects of the school's operation.
- Assist in establishing and monitoring a school mission and goals that are aligned with the Board's mission and goals.
- Exercise proactive leadership in promoting the vision and mission of the Board's Strategic Plan.
- Maintain an active involvement in the school improvement planning process.
- Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.
- Provide for the articulation of the school's instructional program among school personnel.
- Assist in the managing and developing the implementation and assessment of the instructional program at the school so as to ensure all students the opportunity to learn.
- Use quality improvement principles and processes in daily administration of school.
- Assist in developing and maintaining a safe school atmosphere conducive to learning and student achievement.
- Maintain visibility and accessibility on the school campus and at school related activities and events.
- Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
- Build teams to accomplish plans, goals and priorities.
- Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- Anticipate difficult situations and develop plans to handle them.
- Serve as arbitrator for serious discipline problems in accordance with School policies, board and Sponsor's policies and state statutes.
- Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.

- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- Model and maintain high standards of professional conduct while setting high standards and expectations for self, others, and school.

INFORMATION & ANALYSIS

- Address the diverse needs of the school population
- Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the school.
- Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.
- Analyze and use data for decision-making or to improve actions, plans and process.
- Access, analyze, interpret and use data in decision-making.
- Use benchmarks and comparison data in the analysis of results and make data accessible to all stakeholders.

OPERATIONS

- Assist with managing and supervising the school's financial resources including the school's internal accounts.
- Assist with establishing and managing student accounting and attendance procedures at the school.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.
- Assist with coordinating plant safety and facility inspections at the school.
- Assist in coordinating the school food service program at the school, including the free and reduced food service requirements.
- Assist with the supervision of all extracurricular programs at the school.
- Provide leadership in the effective use of technology in the classroom and in school administration.
- Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Perform other tasks consistent with the goals and objectives of this position as assigned by the Principal.

STRATEGIC PLANNING

- Assist with facilitating and coordinating the development of the School Improvement Plan.
- Assist in communicating overall School Improvement Plan requirements to all staff each employee can understand how the goals and plans relate to his/her own work.

- Assist in allocating resources consistent with the implementation of the School Improvement Plan.
- Collect input and analyze data to develop goals.
- Assist in the selection and acquisition of instructional materials and equipment.
- Assist with establishing and coordinating procedures for student, teacher, parent, and community evaluation of curriculum.
- Assist with facilitating the horizontal and vertical articulation of curriculum within the school.
- Develop the master schedule and assign teachers according to identified needs.
- Assist with providing recognition and celebration for student, staff, and school accomplishments.
- Set high goals and standards for self, others and the organization.

COMMUNITY ENGAGEMENT

- Develop positive relationships with all stakeholders (students, parents, teachers, community).
- Assist with facilitating a program of family and community involvement.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Assist in promoting/marketing the school and its priorities to the community.
- Assist in providing leadership to support community involvement programs and business partnerships at the school level.
- Assist in directing and developing the recruitment of Business Partners to benefit the school and community.
- Assist with the development of activities with business partners that promote student achievement.
- Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.
- Work with parents to resolve complaints or concerns.
- Interact with government and service agencies relative to student welfare.
- Take appropriate reporting and/or referral actions whenever abuse situations are recognized.
- Assist in supervising the implementation of the school's student services (including guidance, health services, and attendance) and other related areas.

HUMAN RESOURCES

- Manage issues, including hiring, evaluation, staff deficiencies and retention; appropriately and professionally personnel.
- Assist with interviewing and selection of qualified personnel to be recommended for appointment.

- Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.
- Delegate responsibilities to appropriate staff members.
- Assign tasks and supervise personnel in task accomplishment including special projects.
- Assist with the development and implementation of an effective staff development program.
- Assist in analyzing data and information to plan staff development to accomplish school goals.
- Assist with providing staff development opportunities and feedback to school personnel.
- Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.
- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- Provide feedback on professional performance and offer assistance to strengthen weaknesses in performance.

JOB DESCRIPTION

POSITION TITLE: Registrar

QUALIFICATIONS

EDUCATION: Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program.

SKILLS: A well-rounded knowledge of clerical methods, procedures, and business office practice; must be computer literate. Computer skills as required for the position. The hiring administrator may specify preferred, appropriate additional qualifications as may be related to the job.

EXPERIENCE: One (1) year of previous school work experience which demonstrated an expertise to perform various procedures and applications of a repetitive and routine nature following standard practices.

REPORTS TO: Administrator/Principal or designee

POSITION GOAL: To perform a wide variety of clerical duties with respect to registering students, processing and maintaining student records, and otherwise working with student schedules and data in a responsible and accurate manner.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The School Registrar shall:

- Process required forms and information to enroll new students and discuss the process with students and parents.
- Maintain cumulative folders and permanent record cards in a secure manner.
- Prepare various lists and reports in regard to student ranking, grade averages, graduation, reassignments, etc.
- Process withdrawal and transfer of students and verify that student obligations are settled.
- Assist in determining credits and corresponding grade levels.
- Receive and mail transcripts and other requested records, as authorized, and prepare related correspondence.
- Follow instructions and established policies and procedures to perform specialized registrar duties referring questionable matters to the Guidance Director.
- Review students' immunization forms to verify adherence to governmental requirements.

- Operate standard office equipment such as any generation of typewriter, calculator, microcomputer, word processor, etc., as well as equipment developed or advanced from future technology as required by the job.
- Interact effectively with the general public, staff members, students, teachers, parents, and administrators, using tact and good judgment.
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the Principal or designee.

TERMS OF EMPLOYMENT: 12 months - hourly

JOB DESCRIPTION

POSITION TITLE: Teacher

CONTRACT YEAR: Ten-Month Salaried - Annual Contract

QUALIFICATIONS

EDUCATION: Bachelor's degree from an accredited college or university;
Certifications: valid Florida certification in the subject area.

EXPERIENCE PREFERRED: Experience - Two (2) years of successful classroom experience in the appropriate subject area.

REPORTS TO: Principal

POSITION GOAL: To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students.

SKILLS AND ABILITIES

The teacher shall:

- Posses knowledge curriculum and sunshine state standards in the appropriate subject area.
- Be able to adapt, design and implement curriculum to meet the needs of the individual students.
- Be able to suggest educational and classroom management strategies, materials and techniques to parents and other support personnel working with students.
- Be able to use observation techniques for identification, ongoing re-evaluation and planning for students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The teacher shall:

DEMONSTRATE PROFICIENCY

- Demonstrate mastery of all state competencies
- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21st century at the professional and eventually the accomplished level

- Demonstrate knowledge and understanding of the subject matter
- Foster students' achievement gains from baseline assessment levels to be evident in pre/post test comparison results, standardized test scores, and portfolios
- Assist the administration and staff to develop and implement a school-wide behavior management system aligned to the Board's policies and procedures.
- Provide supportive classroom management and academic strategies to teachers, students, and parents.

DEMONSTRATE INITIATIVE

- Demonstrate efficiency
- Demonstrate punctuality
- Demonstrate consistent attendance
- Review current developments, literature and technical sources of information related to job responsibility.
- Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities, and clubs
- Initiate opportunities for professional development
- Provide supplemental instruction

PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT

- Demonstrate oral and written proficiency
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments.
- Pursue further education and supplemental credentials

UNDERSTAND AND EMPLOY A VARIETY OF EDUCATIONAL TECHNOLOGIES, STRATEGIES, AND TEACHING STYLES

- Employ differentiated instructional strategies to maximize learning
- Role model using the state competency checklist
- Consistently maintain portfolios (dating and ordering each piece)

SERVE AS ROLE MODELS FOR STUDENTS AND FUTURE TEACHERS

- Role model using the state competency checklist
- Administer student surveys twice yearly
- Promote problem-solving skills and character education
- Promote and enforce school rules

ADVISE PARENTS

- Keep parents updated through interim reports, report cards, phone calls, and notes home
- Encourage and facilitate parental and community involvement promoting student achievement
- Document parent phone calls, conversations, and conferences

- Work as partners to create behavior modification plans and create Progress Monitoring Plans (PMP) for students
- Maintain flexibility and frequent contact with parents about student progress and school events

DEMONSTRATE AWARENESS OF EACH STUDENT'S EDUCATIONAL NEEDS

- Continually assess students' development (psychological and academic) through clearly defined rubrics
- Establish, maintain, assess, and (if needed) modify individual student progression plans
- Identify those students who exhibit exceptional thinking styles and behaviors and implement and/or accommodate those exceptional needs
- Assist in data collection and preparation of reports including individualized educational plans of instruction for students.

WORK COOPERATIVELY AND PRODUCTIVELY WITH CO-WORKERS

- Interact with maturity and professionalism among administration, staff, and students at all times
- Take initiative to implement projects, programs, and/or compensate for shortcomings within your classroom and/or the school environment
- Exhibit congeniality among co-workers, students, and parents
- Show assertiveness - delegate when necessary to help others help you
- Be a team player while respecting others' differences
- Separate professional and personal spheres
- Be flexible - always have a back-up plan
- Be willing to help where help is needed

FOLLOW GUIDELINES REGARDING SAFETY AND EDUCATION

- Supervise student recreation (having at least one person in the classroom at all times)
- Complete and maintain accident reports (keeping one in a permanent file and sending one copy to parents)
- Keep emergency numbers at hand and a stocked first aid kit accessible in classroom
- Maintain up-to-date lesson plans within the guidelines of the Ben Gamla Charter High curriculum
- Complete, distribute, and maintain files of all behavior and homework referrals as required (one in permanent folder, one sent home)
- Complete and maintain files of all report cards, interim reports, and county test records
- Follow safety requirements regarding aisles, doorways, fire alarms, and fire extinguishers at all times
- Participate in monthly fire and other safety drills
- Keep dangerous objects (knives, rocks, etc.) and toxic substances (ammonias, medicines, etc.) out of the reach of children at all times

- Follow appropriate County medication guidelines for all students (remember never to give Tylenol, cough drops, or any prescription medications without the written consent of the parent and administrator and accompanied by the appropriate medical forms)

PARTICIPATE ACTIVELY IN SCHOOL FUNCTIONS

- Attend parent/teacher meetings and conferences
- Plan and participate in special events
- Perform other duties as assigned by the Principal.

PHYSICAL REQUIREMENTS: Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

JOB DESCRIPTION

POSITION TITLE: Exceptional Student Education (ESE) Teacher
CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned bachelor's or master's degree from an accredited institution. Master's Degree in Exceptional Student education is preferred; Appropriate State of Florida Teaching Certifications in Special Education.

EXPERIENCE

REQUIRED: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience in special education.

SUPERVISES: Special Education Teacher, teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor Special Education curriculum for students assigned to the Special Education program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Special Education Program Specialist shall:

- Assist in the management of Individual Education Plans (IEP) and ensure the implementation of all IEPs and Section 504 Plans
- Coordinate and attend IEP meetings and communicate with parents.
- Provide curriculum support for students and teachers
- Coordinate and facilitate Response to Intervention for struggling students
- Develop and monitor Behavior Intervention Plans
- Coordinate the identification, assessment and placement of students in the School's ESE Program.
- Coordinate the ordering of materials and equipment needed to implement ESE Program services.
- Coordinates with school-site, district, and contracted personnel in the provision of ESE services to students
- Develop and assist to implement the school's ESE program in alignment with District and federal guidelines.
- Coordinate testing for Students with Disabilities and monitor student IEPs.
- Coordinate the internal and external evaluation to maintain an effective feedback monitoring system in coordination with Program Evaluation.

- Coordinate activities with early intervention programs to provide services for ESE students.
- Serve as a consultant on the matters pertinent to the ESE program.
- Assist with interviews of potential ESE teachers.
- Participate successfully, in the training programs offered to increase the skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the Principal.

JOB DESCRIPTION

POSITION TITLE: English for Speakers of Other Languages (ESOL)
Coordinator/Teacher

CONTRACT YEAR: Ten (10) Months - Annual Contract

QUALIFICATIONS

EDUCATION: An earned bachelor's degree or higher from an accredited institution and Appropriate State of Florida Teaching Certification Endorsement in ESOL

EXPERIENCE

REQUIRED: A minimum of four (4) years of combined successful work experience, which includes a minimum of two (2) years teaching experience in ESOL/bilingual education.

PREFERRED: Preferred degree major in Education or related field. Bilingual in English, Spanish and/or Creole preferred. Computer skills as required for the position.

SUPERVISES: ESOL Teachers, teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor ESOL curriculum for students assigned to the ESOL program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The ESOL Coordinator/teacher shall:

- Coordinate the development of bilingual/ESOL curriculum guides and performance objectives for grades all grades at the school.
- Coordinate the identification, assessment and placement of students in the bilingual/ESOL program.
- Coordinate the ordering of materials and equipment needed to implement the bilingual/ESOL program.
- Develop and assist to implement the school's bilingual/ESOL program.
- Coordinate and attend LEP meetings and communicate with parents.
- Coordinate testing for ESOL and monitor student LEPS
- Work with principals, teachers and personnel in the bilingual/ESOL program.
- Coordinate the internal and external evaluation to maintain an effective feedback monitoring system in coordination with Program Evaluation.
- Coordinate activities with early intervention programs to provide services for English Language Learners (ELLs).
- Serve as a consultant on the matters pertinent to the bilingual/ESOL program.

- Assist with interviews of potential bilingual/ESOL teachers.
- Participate successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the Principal.

JOB DESCRIPTION

POSITION TITLE: Guidance Counselor

CONTRACT YEAR: 10-12 Months

QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution; Florida certification in Guidance and Counseling. Bilingual skills preferred. Computer skills as required for the position.

REPORTS TO: Principal or designee

POSITION GOAL: To implement a process to help students discover and develop their best talents for personal happiness and social usefulness.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Guidance Counselor shall:

- meet with parents/students prior to and during the registration process, inform the students of classes relative to course selection and assist the administration in the registration and scheduling process.
- Assist in development of the school's master schedule
- conduct follow-up meetings after the master schedule is developed to make any necessary changes in students' schedules.
- conduct orientation meetings to provide information regarding class offerings and registration procedures.
- provide individual counseling for students regarding scheduling upon request of the student or his/her parent/guardian.
- counsel students on personal and academic concerns and notify parents as deemed necessary.
- evaluate credits from outside sources
- provide training to teachers, parents and students on pupil progression plan
- provide materials and suggestions for classroom oriented guidance activities.
- arrange student, parent and teacher conferences.
- acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment.
- assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs.
- work with parent groups in the area of child growth, development and discipline.

- meet with teachers to present and explaining the results of various testing programs.
- assist teachers in effective utilization of test results.
- identify community and school system resources and when advisable, refer student situations to the proper agencies.
- keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested.
- gather information from all faculty members having contact with a student being considered for referral.
- review current developments, literature and technical sources of information related to job responsibility.
- ensure adherence to good safety procedures.
- participate in professional growth activities and complete a professional development plan.
- attend professional conferences and workshops related to the overall guidance program.
- perform other duties as assigned by the Principal.
- follow School, Board, and Sponsor policies as well as federal and state laws



*Somerset Academy, Inc. submit to
Broward County Public Schools:*

APPENDIX F SAMPLE PARENT CONTRACT

For:

**SOMERSET ACADEMY
PINES PREPARATORY
HIGH SCHOOL**

Somerset Academy, Inc.

Sample Parent/Guardian Contract

I, the undersigned parent/guardian of _____, hereby agree to abide by the following policies and procedures of _____.

- **Absences:** In accordance with School and M-DCPS Daily Attendance Policies, students must be physically present in school for a minimum of 2 hours in order to be counted as present for attendance purposes each day. For each day a student is absent, Parents/guardians must submit supporting documentation explaining the reason for the absence. Documentation submitted more than 3 days (72 hours) after the student's return to school will not be accepted, and the absence(s) will be deemed unexcused. Students with excessive absences will be referred to the administration/Attendance Review Committee. Referrals will be issued after reaching the school's maximum allowance, and may result in the student's report card reflecting insufficient attendance for receiving a grade. Please be advised: for students in grades 9-12, five (5) or more unexcused absences in a semester course or ten (10) or more in an annual course, may result in the withholding of a student's grade.
- **Arrival:** Arrival time is from _____ am to _____ am. Students must be in their seats at the commencement of homeroom in the morning. Any student arriving after the commencement of homeroom will receive a tardy pass. Students arriving or departing outside of the School's designated times may be enrolled in a before-care program, where available, including all applicable fees. Please be advised: The School is not responsible for students who arrive more than thirty (30) minutes prior to the start of school, except for those who are enrolled in and pay fees to the before-care program.
- **Tardies:** All tardies are unexcused. If students arrive after the commencement of school, please do not send the student to class. Students arriving after the commencement of school must report directly to the School's designated office/area. Students with excessive tardies will be referred to the administration/Attendance Review Committee.
- **Dismissal:** Dismissal time is _____ pm. Students departing outside of the School's designated times may be enrolled in an after-care program, where available, including all applicable fees. Please be aware that all charges must be resolved in full by the last day of school. Please be advised that The School is not responsible for students remaining on campus after the school's dismissal times, except for those who are enrolled in and pay fees to the after-care program.
- **Early Dismissal:** For a student to be dismissed early, parents must report to the designated office/area. Students who wish to be dismissed early (on a regular school day) are required to provide documentation. Documentation submitted more than 72 hours after an early dismissal will not be accepted, and the early dismissal will be deemed unexcused. Students with excessive unexcused early dismissals, will be referred to the administration/Attendance Review Committee. Students will not be dismissed 30 minutes prior to dismissal time without previous written notice. There are NO EXCEPTIONS!
- **Unauthorized Items Policy:** Please note that students are not allowed to bring any toys, electronic devices, pets, or animals to school. Cell phones may not be turned on inside of the School building at any time. Cell phones may not be visible at any time during the School day, may not be displayed during School, and must be left in the Students bag. The School will confiscate any unauthorized items a student may bring to school. Confiscated items will only be returned to parents at which time a parent/student conference may be required. The school may keep any such unauthorized items until the end of the school year. Continued violations of this policy may result in further penalties, and may subject the student to disciplinary action and/or referral to the School's administration/discipline review committee. While the School will take every measure to protect such items, the School shall not be responsible for loss or damage to any unauthorized items which have been confiscated. Any items not claimed by the last day of school shall be disposed of without further liability to the School.
- **Uniform Policy:** Official School uniforms must be worn every day. Students who arrive to school without proper uniform may be referred to the administration and may not return to class until in proper uniform. Students with repeated violations of this policy will be referred to the administration/Discipline Review Committee.

- **Volunteer Hours:** Parental/Guardian involvement is a critical component of your child’s educational success. The school prides itself on the success of our students and therefore requires that parents/guardians become active stakeholders in their child’s future. All parents/guardians are asked to complete thirty (30) volunteer hours, per academic year. All parent/guardian volunteer hours must be completed prior to the last day of school.
- **Academic Recovery:** If the School identifies your student as requiring additional instruction and/or remediation including but not limited to: mandatory tutoring, summer school, etc., attendance at and successful completion of same shall be required. Alternative and/or make-up sessions may be scheduled at the discretion of the administration.
- **Outstanding Fees:** Failure to pay all outstanding fees may result in the loss and/or suspension of extra-curricular activity privileges. Fees may include but shall not be limited to: lost books, late library fees, lunch accounts, before/after care fees, and any and all fees which may accrue in the normal course of the school year.
- **Internet and Media Use Policy:** No recording, either photographic or audio/visual in nature may be made on school property without the express authorization of the administration. No document or media existing now or in the future and which impacts the School and/or disrupts the learning environment, relating to the School, its staff or students, including but not limited to photographs, letters, yearbooks, and other material may be published in any public forum or media without the express authorization of the administration. Furthermore, the unauthorized use of the school’s name and/or any of its logos is expressly prohibited. For purposes of this section, the term “public forum or media includes but shall not be limited to publicly accessible websites and web forums, newspapers, print and other media sources.
- **Miami-Dade County Public Schools:** Please note: all students enrolled in the charter school are students of Miami-Dade County Public Schools, subject to applicable policies.

We understand the policies set forth in this Parent/Guardian Contract and will abide by them. Failure to adhere to the policies as stated in the Parent/Guardian Contract will result in a violation of the contract.

Student’s Name: _____
Grade: _____ **Date:** _____
Parent Name: _____

X

 Parent Signature



*Somerset Academy, Inc. submit to
Broward County Public Schools:*

***APPENDIX G
LENDER
COMMITMENT
LETTER***

**For:
SOMERSET BEACH
ACADEMY
CHARTER SCHOOL**



QUALITY/RESULTS/GROWTH FOR PUBLIC CHARTER SCHOOLS

June 19, 2013

RE: Somerset Academy Pines Preparatory High School

To whom it may concern:

Building Hope is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects. Our services may also include grants to pay for professional fees associated with a project (i.e., architect, engineering), or other project-specific needs and sponsoring school fundraising events to support the academic program.

Building Hope is committed to support the **Somerset Academy, Inc.** in securing a long-range plan for the opening of the above-referenced charter school. In order to ensure that the charter school is able to secure working capital for opening, Building Hope can offer a number of different services including facility and working capital financing. Building Hope may provide such financial assistance to the charter school by:

- Lending funds to for facilities acquisitions and/or improvements at below-market rates.
- Guaranteeing, insuring, and reinsuring debt used to assist charter schools to acquire, renovate, or construct school facilities.
- Guaranteeing or insuring leases of personal or real property that are needed to begin or continue the operation of the charter schools.
- Facilitating financing by potential lenders.
- Facilitating the issuance of bonds by charter schools or other public entities for the benefit of charter schools.
- Credit Enhancement Program

In addition, if the charter school is unable to secure a start-up grant, Building Hope can secure a line of credit for the school to help with the startup costs. Building Hope provides loan guarantees to make facilities financing more affordable for public charter schools throughout the United States. Guarantees range in size from \$250,000 to \$1 million. They have a five-year term with a 1% commitment fee and a 1% annual guaranty fee.

Sincerely,

S. Joseph Bruno
President