



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

SOMERSET KEY ACADEMY CHARTER SCHOOL

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

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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: SOMERSET KEY ACADEMY CHARTER 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: LISA ARNEAUD

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	K-8	Up to 650	Up to 900
Second Year	K-8	Up to 800	Up to 900
Third Year	K-8	Up to 900	Up to 900
Fourth Year	K-8	Up to 900	Up to 900
Fifth Year	K-8	Up to 900	Up to 900

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.



Board Chair

Signature

Title

Andreina D. Figueroa

7/26/2013

Printed Name

Date

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

A. Provide the mission statement for the proposed charter school.

Somerset Academy Inc. promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed life-long learners in a safe and enriching environment.

The mission for Somerset Key Academy Charter School is to nurture the intricate balance between academics and arts, curriculum and culture, achieving Common Core State Standards/NGSSS when applicable and student success. This mission will lay the foundation and promote the development of responsible, passionate, lifelong learners in a safe and inviting environment. Constantly innovative administrators and educators, combined with involved parents, will be charged with the duty to aid the ascent of the students and reach their maximum potential.

B. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

Somerset Key Academy Charter School, hereinafter referred to as “the School”, will impart a thorough academic curriculum in an environment that is both nurturing and creatively stimulating. In accordance with the law, the School will 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 School will “meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state’s public school system”. The School will provide a highly-rigorous academic curriculum and environment that sets high expectations for all students, teachers, parents, and staff members. Through implementation of the strategies fully addressed in this application, the School will exceed high standards of student achievement by:

1. Provide a vigorous educational program vital for every child’s scholastic success.
2. Deliver a dynamic school curriculum, including emphasis given to student-centered instruction towards student mastery of the Common Core State Standards/NGSSS when applicable.
3. Complement and enhance classroom studies through premium curricular and arts infused extra-curricular programs.
4. Provide opportunities for involvement of students, families and develop deep roots with the community partners in the educational process through a school advisory committee.
5. Employ mechanisms to continuously monitor, evaluate, and improve curriculum to achieve continuous student improvement year to year.
6. Utilize strong technologically rich academic programs and tools to assist and increase a multi-sensory learning experience.

The establishment of the School will provide parents flexibility to choose among diverse educational opportunities within the public school system. Through an assertive, non-discriminatory marketing plan, as detailed in this application, the School will make certain to inform parents in the community of the educational opportunities available for their children. Working alongside neighborhood partners and

community members the School will offer them with additional choices within the state's public school system.

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, must determine and meet each child's individualized educational needs. To meet these needs, the School will continuously monitor student progress in order to ensure all students are receiving the services they require in order to progress, as detailed more specifically herein Section I part D of this application. 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 English Language Learner 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. Consistent with the Just Read Florida! Initiative, the School will provide parents with Standards Based Assessment Results on a yearly basis. This means of communication 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.

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; and communicate this to parents;

- ❖ Identify those students not making learning gains toward the Common Core State Standards and institute applicable measures for improvement (and communicate the baseline, the intervention strategies, and the progress of those interventions, in the manner identified herein this charter school petition); and
- ❖ Report student progress throughout the academic school year via a standards-based means of grade assignment for report cards (grades will be assigned in consideration of Common Core State Standards/NGSSS when applicable mastery).

In addition, ongoing communication regarding the child's progress will occur between the School and the parents through interim progress reports (sent home every 4 ½ weeks) and quarterly report cards (sent home every 9 weeks).

The School will strive to maintain an open channel of communication with parents and other stakeholders at all times and will continuously update and track student progress into TERMS. Various forms of other communication include:

- ❖ Virtual Counselor- A online program which, gives parents/guardians access to students cumulative history including current grades, standardized test scores, and attendance.
- ❖ Somerset's Parent Academy (SPA)- informs parents of standardized tests requirements and objectives. SPA helps to take the fear out of test taking and is always well attended.
- ❖ ME Day- Teachers meet individually with students to discuss test scores and individual progress being made throughout the year. The student and teacher collectively create manageable goals for the student, as well as an execution plan, to help them excel.
- ❖ Parent/Teacher Conferences- Teachers are responsible for meeting with each student's parents/guardians at least twice during the school year. Math and Reading Coaches also meet with parents/guardians separately on an as-needed basis.

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 educational program that holds the School and its students accountable for meeting self-imposed goals and standards, as well as those required by the State of Florida and Broward County Public Schools. The educational philosophy of the School is geared at 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 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); and
- ❖ Seek out, establish, and maintain sound, mutually beneficial partnerships with local 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's educational program is aligned to specific innovative learning methods and strategies - with emphasis on individual student learning gains - that have proven successful in raising student learning and achievement. These include but are not limited to:

- ❖ Teachers following the 4 domains of Marzano's Framework
- ❖ A standards-based curriculum infusing a thematic approach to integrate core areas of study such as mathematics, reading, language arts, writing, science, and social studies.
- ❖ Appropriate assessments for learning (screening, progress monitoring, and diagnostic)
- ❖ Data-driven high quality differentiated instruction

- ❖ Supplemental programs for student advancement and remediation
- ❖ Support for teachers and ongoing professional development

The School will be part of the Somerset Academy, Inc. system, which has yielded over 40 high performing charter school programs in grades K-12 throughout the state of Florida. Somerset Academy has developed a multi-tier system (management, assessment, instruction and professional development) that integrates technology within the core curriculum and achieves increased performance across all student populations and subgroups. 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 students with special needs (ESE) and English Language Learners (ELL). The results on standardized exams and learning gains, especially in mathematics, have proven its success. Furthermore, Somerset Academy, Inc. has the combination of experience and a demonstrated track record of success with its programs that will promote increased student achievement across the county.

Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. Reading proficiency is of the highest importance to the School, and thus, is the main focus of the curriculum. As such, implementation of Broward County Public Schools' K-12 Comprehensive Core Reading Program (CCRP) will be implemented with integrity. In addition 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 Common Core State Standards/NGSSS when applicable. 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).

Further, the School's curriculum will serve students of all ability levels in accordance with the Florida Department of Education Common Core State Standards/NGSSS when applicable. 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. Push in and Pull out methods of direct instruction will also be used to assist students as needed. If the student is ESOL, the school will ensure that that student will have a certified ESOL instructor. 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. Innovative programs will be incorporated into the curriculum framework. The school accepts the curriculum of Broward County Public Schools as its basic curriculum; however will not be restricted to the content of the curriculum, and whenever appropriate will introduce new elements to the courses offered.

The innovation of the School will not be in delivery of Common Core State Standards/NGSSS when applicable nor in mastery of these standards by the students; however, will be in the variety of instructional methods used by the teachers to deliver the coursework. Also, while setting high academic expectations for all students, the School will provide students the means to reach their academic goals, through differentiated instruction methodology, and hands-on inquiry-based investigations in their coursework. Furthermore, the School is designed to offer a disciplined, balanced and enriched education of the highest quality, and to prepare them for a successful high school education.

Require the measurement of learning outcomes. The School's educational philosophy, its core values and beliefs, are focused on student's intellectual and social development using innovative learning

methods. These values and beliefs have been aligned to innovative instructional strategies that have proven to raise student learning and achievement at all levels. Additionally, educators will be expected to “break the mold” in terms of teaching techniques. All students learn differently and teachers will be required to adapt their teaching styles to fit the learning needs of their students. 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.

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

- ❖ a spiraling 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
- ❖ strong emphasis on civic responsibility and leadership with structured opportunities on campus and through School Community Projects

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, in conjunction with the measurement tools utilized by our sponsoring school district, will incorporate additional innovative procedures to measure student mastery. These may include online assessments such as Carnegie Cognitive Tutor, Pearson Success Net amongst others. Frequent mini-benchmark assessments will be used to monitor mastery of NGSSS and/or Common Core State Standards/NGSSS when applicable, as applicable. 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. One of the guiding principles of the Somerset Academy 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 students and teachers. Given a ten-year plus track record of exemplary academic achievement (*Refer to Table in Section 3*), the existing Somerset educational programs have proven successful. By adopting the educational design of the existing kindergarten through eight grade schools --as evidenced by performance data in Section 3-- the School is expected to have the same academic success in serving similar student populations. Based on the principle that success will breed success, the replication of this model will produce a successful and rigorous program to stimulate continual improvement and success for all public schools within Broward County.

Expand the capacity of the public school system.

Over the past 16 years the Somerset Academy brand has proven to be a reputable school option for parents who want to remain in the public school system. Currently 47 Somerset Academy public charter schools flourish in the state of Florida, 21 of which, are a part of the Broward County Public school system. The School understands its responsibility in expanding the public school system by providing parents with a high quality school option within the state’s public education system. The School will offer to provide parents a viable option to those who are seeking a rigorous, individualized educational experience for their children.

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 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. Furthermore, 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 and hone their respective 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 and best practices utilized in the classroom. Additionally, 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 will be open to children in Kindergarten through 8th grade (approximately 5 to 14 years of age) who would qualify to attend a traditional public school in Broward County. An open admissions policy will be implemented wherein the School will be open to any student residing in the County. The School is expected to have a racial/ethnic population as well as an English Language Learner (ELL) and Exceptional Student population (ESE) reflective of the surrounding the Hollywood area schools and community.

An open admissions policy will be implemented wherein the School will be open to any student residing in the County. 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. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

Florida's charter school legislation, Fla. Stat. §1002.33(10)(d), 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.
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).

In accordance with federal and state anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a) the School will not discriminate on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student in its school admission process.

Most recently Somerset Academy, Inc. has served a very diverse population, as noted in the charts below:

Somerset Schools - Subgroup Comparison 2012-2013

District		Location	Ethnicity									F&R Lunch			%FLR
			American Indian	Asian	Black	Hispanic	Multiracial	White	Subtotal			LEP All	ESE All	Free	
1	Broward	5002	0	1	99	32	4	13	149	21	35	110	19	129	87%
2	Broward	5003	0	12	348	50	16	16	442	43	41	358	40	398	90%
3	Broward	5004	0	0	71	13	4	9	97	21	10	76	8	84	87%
4	Broward	5006	0	1	62	12	1	4	80	5	5	50	9	59	74%
5	Broward	5007	0	3	125	38	3	6	175	10	19	90	30	120	69%
6	Broward	5021	0	1	100	19	4	2	126	13	10	70	15	85	67%
7	Broward	5030	0	1	57	41	9	113	221	34	19	114	17	131	59%
8	Broward	5141	1	26	60	191	11	33	322	41	44	76	46	122	38%
9	Broward	5151	3	36	123	558	23	98	841	38	105	220	108	328	39%
10	Broward	5211	0	0	6	20	2	15	43	4	10	13	3	16	37%
11	Broward	5221	0	17	108	264	11	59	459	23	36	154	51	205	45%
12	Broward	5388	0	0	14	4	1	0	19	7	1	17	0	17	89%
13	Broward	5391	0	2	38	29	4	1	74	19	10	49	12	61	82%
14	Broward	5396	0	5	28	53	3	24	113	3	15	37	12	49	43%
15	Broward	5405	0	17	98	145	10	12	282	19	17	144	40	184	65%
16	Broward	5406	1	14	137	191	7	22	372	15	47	183	59	242	65%
17	Broward	5441	3	1	251	46	4	9	314	14	27	176	51	227	72%
Totals			8	137	1725	1706	117	436	4129	330	451	1937	520	2457	
% Subgroup			0.19%	3.32%	41.78%	41.32%	2.83%	10.56%		7.99%	10.92%	46.91%	12.59%	59.51%	
			American Indian	Asian	Black	Hispanic	Multiracial	White	Subtotal	LEP All	ESE All	Free	Reduced	Subtotal	
			Ethnicity									F&R Lunch			

- 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.**

Years of Charter	Grades Served	Total # Enrolled	Enrollment Capacity	# Students per grade	Approx. # students in each class
Year 1:	K-8	Approx. 650 students	Up to 900	Approx. 81*	K-8 th Grade-up to 19 students**
Year 2:	K-8	Approx. 800 students	Up to 900	Approx. 89*	K-8 th Grade-up to 20 students**
Years 3-5:	K-8	Approx. 875 students	Up to 900	Approx. 97*	K-8 th Grade-up to 20 students**

* 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.

** The projected number of students per class 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 county¹. As noted in the charts below and throughout the memo dated October 12, 2012, over the next five years the district will experience a decline in 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.

¹

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

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.

K-5 Daily Schedule:

The School will follow the annual calendar set forth by the sponsor, requiring at least a minimum of 180 days of instruction per calendar year. The hours of instructional time are aligned with state and district requirements for elementary school grades, including the Common Core State Standards/NGSSS when applicable, as adopted.

Students in grades K-5 receive instruction in the areas of Language Arts, Mathematics, Science, Social Studies, and Physical Education. In addition, students will have coursework in Foreign Language, Art, and Music, on a weekly basis.

Daily Schedule:

The instructional day at the School is expected to commence at 8:30 am and end at 3:00 pm each day. The instructional day at the school for Kindergarten through Fifth Grade will begin at 8:30 am (time) each day.

The instructional day at the school for Kindergarten and First Grade will end at 2:00pm (time) each day. Minutes of instruction each day for Kindergarten through First Grade will be approximately 300*.

The instructional day at the school for Second through Fifth Grade will end at 3:00pm (time) each day. Minutes of instruction each day for Second through Fifth Grade will be approximately 360*.

Number of instructional days per year will be at least 180 as per Florida Statute.

The school will follow the BCPS school calendar

*to be adjusted according to State and BCPS guidelines upon development of the School's master schedule

Grades K-5:

The following schedule will be implemented at the school based on state statute and the school district Student Progression Plan:

Language Arts: Grades K-5 daily schedule will consist of the required 90 minutes of consecutive and uninterrupted instructional time in language arts/reading. Students in need of immediate intensive intervention in reading will be scheduled for a minimum of an additional 30 minutes daily.

Writing (Language Arts: TERMS): Grades K – 5, will receive 150 minutes of weekly writing instruction with a minimum of 30 minute instructional blocks.

Mathematics: Grades K-5 will receive mathematics instruction for the required 60 consecutive uninterrupted minutes daily.

Science: Grades K-5 will receive science instruction for the required 60 minutes weekly.

Social Studies: Grades K-5 will receive social science instruction for the required 30 minutes weekly.

Art: Grades K-5 will receive 30 minutes a week of art instruction provided by a teacher or integrated through core subject areas.

Music: Grades K-5 will receive 30 minutes a week of music instruction provided by a teacher or integrated through core subject areas.

Physical Education/Recess: All students in grades K-5 will receive the required 150 minutes, on a weekly basis, of physical education instruction, as well as an additional 30 minutes of recess.

Foreign Language: All students in grades K-5 will receive the required 30 minutes, on a weekly basis, of foreign language instruction.

Sample Elementary Class Schedule	
Students arrive to school	8:15 am-8:30 am
Attendance/ Morning announcements	8:30 am-8:45 am
Morning Work	8:45 am-9:10 am
Writing	9:10 am-9:55 am
Specials	9:55 am-10:30 am
Math	10:30 am-12:00 pm
Lunch	12:00 pm-12:30 pm
Reading	12:30 am-2:00 pm
Science or Social Studies/Dismissal	2:30 pm -3:00 pm

Interventions for RtI/MTSS: In grades K-5, a minimum of 30 minutes of uninterrupted, daily immediate intensive intervention (iii) will be provided for Tier 2 students in addition to the 90minute reading block. Individual intervention beyond the initial block and iii will be provided for students which have been identified though the RtI/MTSS process as Tier 3. Based on RtI/MTSS, time requirements for these students, including students with disabilities, may be modified in art, music and social science. A minimum of 30 minutes of instruction each of art and music and 60 minutes for social science per week must be provided. For physical education, per statutory language, time requirements may be modified for students receiving intervention in Tiers 2 and 3 with a minimum of 60 minutes of instruction required per week.

*The schedule may vary, for selected students, if further intervention is provided in reading based on student's individual needs.

Grades 6-8

Middle School Daily Schedule: The instructional school day shall consist of at least 360 minutes and hours of instruction will be aligned with State of Florida requirements regarding the number of minutes and credits required for instruction. It is anticipated the middle school will operate a 7-period day from 7:30 am – 2:30 pm as follows:

Sample Middle School Bell Schedule			
Description	Start Time	End Time	Length
Students Arrive	7:00 AM	7:25 AM	25 min
Period 1 or Attendance	7:30 AM	8:25 AM	55 min
Period 2 or 3	8:30 AM	10:20 AM	110 min
Morning Announcements	8:30 AM	8:40 AM	10 min
Period 4 or 5	10:25 AM	12:35 PM	130 min
Period 6 or 7	12:40 AM	2:30 PM	110 min

The following state requirements will be implemented in the middle school's instructional master schedule:

Grade	English/Language Arts	Math	Social Studies	Science	Electives	Total
6	1	1	1	1	2	6
7	1	1	1	1	1.5	6
8	1	1	1	1	2	6

Annual Calendar: The School will follow the annual public school calendar established by the Sponsor, 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.

Excellence and performance drives the teacher's pedagogical efforts, and their commitment to the students manifests itself in all aspects of the school. Teacher's will deliver instruction to address the Common Core State Standards/NGSSS 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, to name a few.

The School will also place a significant focus on technology. Teachers will be trained to use technology in unique methods to augment learning. The ultimate goal is to maintain traditional and proven effective teaching techniques with modern, innovative contemporary resources.

The applicant believes:

- ❖ Student learning is the primary focus of the school.
- ❖ Students learn in a variety of ways and should be given the opportunity to learn with different strategies and techniques.
- ❖ Administrators, teachers, staff, parents and community members agree to hold high goals and standards in order for students to achieve success.
- ❖ Parents and teachers are partners in the education process.
- ❖ The school community is committed to continuous improvement to enable students to become life long learners.

Additionally, the following instructional techniques will be incorporated throughout the curriculum in order to maximize learning and successful attainment of learning objectives:

Personalized Instruction: Student may be grouped by ability rather than grade level in mixed-age classrooms. In a mixed-age classroom: (1) Students are grouped according to needs, abilities and interests; (2) the goal-setting mind frame is taught and established from a young age; (3) the older students develop leadership and mentoring qualities plus improve responsibility as the younger students obtain intellectual stimulation through the interactions; (4) social experiences for the students are broadened with increased opportunities to lead, collaborate, develop stable peer relationships, and establish ownership of the learning environment; (5) if needed, older students are provided the opportunity to reinforce subjects that need to be improved (6) action-consequence relationships are built and understood by the students; and (7) learning is enhanced through the use of inquiry based centers, small group interactive sessions, and individual pacing instruction.

Target Tutoring: The School believes that each student has a distinctive learning style thus said School will use data driven instruction and remediation strategies to target each student's academic need through tailored instruction. Additionally, the School will utilize data to enrich instruction and accelerate learning for students showing potential in specific areas. The School will provide opportunities and tutoring sessions to teach either one individual student or a small "targeted" number with the same instructional needs or potential.

Differentiated and Standards-Based Instruction: Teachers will use differentiated instructional strategies that connect with individual students' learning needs. Teachers can target varied learners by providing enriching activities to high performing students and remediation to lower performing students to better meet their specific 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. These instructional practices will include:

Direct Instruction (lecturing/modeling): This technique will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the NGSSS. This instruction is structured and based on mastery learning. Frequent curriculum-based assessments help group students by ability, leading to further differentiated strategies, which identify students who require additional intervention.

Scaffolding: Based on the previously mentioned assessments, teachers will ascertain the current developmental skills of individual students and provide support structures to help students move to the next level. As the year goes on, students will become more adept at targeted skills and at directing their own learning, thus achieving a certain level of autonomy in the process.

Cooperative Learning: Teachers will guide small group learning sessions to increase communication and team-building skills. These teams of students will be divergently grouped 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. There will also be emphasis on developing 21st century learners through technology-based instruction via eBooks.

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.

Academic Excellence and Leadership Development are 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 Code of Excellence and Code of Student Conduct.

"Pull and Push" Method of Instruction: The School will monitor student's academic and emotional progress using a "pull and push" method. Students in need of remediation will be identified and "pulled" and students at grade level will be "pushed" to take challenging curriculum to maximize their potential. Instructors will either work one-on-one or in a group setting to assist students in reaching proficiency in a given subject area.

Home learning policy: The School expects that all teachers will grade, discuss, and comment on homework regularly. Attention will be given to both quality and quantity of home learning projects.

Horizontally and Vertically Aligned Instructional Teams: The School will use 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 best practices, discuss new research findings, review educational journals, and examine student's body of work. A leadership team will be in place to ensure that horizontal and vertical planning is effective. Such a culture makes it safe for teachers to share universal goals, confront what is and is not working, and transform their own thinking and practice.

Vertical Alignment (by department): Courses will be correctly aligned and teachers will be permitted common planning time by department. This will permit teachers to quickly assess what students mastered in the preceding grade and focus on building skills and knowledge. This will help teachers avoid unnecessary reviewing and re-teaching, which often consumes valuable teaching time.

Horizontal Alignment (by grade level): The School will align lessons to the Common Core Standards for each subject and grade level to address specific subject matter. Teachers will follow the same time lines and have common planning schedules. Such alignment is crucial in school systems dealing with state-mandated, standards-based assessments.

Teachers Developing Curriculum: Teachers will play an integral role in the development of core curriculum, maintaining - and exceeding - the highest expectations- in alignment with the Common Core State Standards/NGSSS. Curriculum development will reflect how best to present a core body of knowledge. Teacher participation in curriculum development will also serve to increase their "buy-in" to the pedagogical process

Changing Teacher Practices: The School will encourage teachers to be facilitators and providers of opportunities for learning, NOT merely providers of information. Using the differentiated instructional strategies described above, teachers will tailor their instruction and adjust the curriculum to students' needs rather than expecting students to modify themselves to fit the curriculum.

Community Partnerships: Teachers, students, parents and the administration will work together with

the Board to identify potential community partners for service learning and other community based initiatives at the School. Additionally the School will provide enrichment activities and community-based initiatives allowing students to interact in social settings with diverse individuals.

Parental Involvement enhances learning 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 and at home. Parental involvement will also be encouraged through (Parent Teacher Student Association) PTSA and other such school commitments. Home-based volunteer projects will be available to parents who are unable to volunteer on-site due to work or family constraints.

Service Learning: 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. Service-learning activities will be embedded in academic courses (English, Math, Science, Social Studies) to achieve the existing course objectives and to help students meet grade level standards.

C. Describe the research base for the educational program.

A tremendous amount of research has been conducted on effective practices for improving student learning. These practices will provide the basis for pedagogy at the School. Selected generic practices will be used in all of the academic courses, which are expressed below. 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.
- ❖ Increase positive self-image by providing students with successful learning experiences.
- ❖ Extinguish inappropriate behavior patterns by utilizing a behavior management program that focuses on positive behaviors through a highly structured reward system.

There are two elements that will be pursued by the instructional staff of the School: Academic Excellence and Character Development. To achieve this, the educational model will draw on Dr. TheodoreSizer’s Coalition of Essential Schools and its nine principles. A sampling of ways in which Dr. TheodoreSizer’s nine principles will be implemented include:

Principle 1: Less is more

(Guided research, integrating curriculum, "uncovering" curriculum)

Integrating Curriculum: Separate subject areas will be blended into broad themes and concepts rather than isolated subjects and skills. Science and Math will be coupled as well as Language Arts and Social Studies, for example, as a means for reinforcing and integrating subject matters.

Principle 2: Intellectual Focus

(Creative thinking, engaging minds, essential questions, alternative teaching strategies)

Alternative Teaching Strategies: It will be a requirement of teachers at the School to “break the mold” and come up with alternative teaching strategies, such as differentiated instruction, to target student’s learning needs and ensure academic success.

Principle 3: Universal goals

(Themes, learning and mind styles, interdisciplinary approaches, inclusion)

Learning and Mind Styles: It is the very foundation of the School that each student must be viewed as an individual with unique learning and “mind styles”. Teachers will be required to take a constructivist approach, i.e., they will look at how each student learns and thinks and then use this information to expand on the student’s learning. Teachers at the School will not be providers of information, but providers of opportunities for students to gather their own information.

Principle 4: Creative Administration Plan

(Changing status of present structures and schedules, differentiated roles for all, staff development)

School staff will be recognized for his or her individual teaching style. Teachers will be required to recognize and teach to the strengths of each student, as such, students will experience success in the learning process. Success breeds positive self-esteem. The master schedule will concomitantly balance the needs of the students to complete a program to meet and/or exceed expectations. Teachers’ professional development needs will be addressed individually.

Principle 5: Personalization

(Learning styles, student self-esteem, common planning time, teams and houses, cross-grading)

Each student’s learning environment will be personalized to meet his/her potential and to address his/her learning style. Small learning communities will exist, wherein each group may pursue a specific class or unit of study differently. In that manner, each student will be an integral part of a learning team.

Principle 6: Staff

(Participatory management, teachers developing curriculum, changing teacher practices)

Teachers Developing Curriculum: Teachers will play an integral role in the development of core curriculum instruction methods, maintaining - and exceeding - the highest standards to ensure student mastery of the Common Core State Standards. Curriculum development will reflect what and how best to present a core body of knowledge, and through teacher participation in curriculum development, it is anticipated that their buy-in to the pedagogical process will be dramatically increased.

Principle 7: Student as Worker

(Cooperative learning, student involvement, commitment, and responsibility empowered student/teacher as coach)

- Student Involvement: Students will be highly engaged and involved in their learning through a strong commitment to the principle of teacher as facilitator.
- Commitment and Responsibility: By signing the School’s Code of Conduct, students acknowledge that they are making a commitment to and remain responsible for their role as an active participant in the learning process.

Principle 8: Demonstration of Mastery

(Performance assessments, planning backwards, exhibitions and portfolios)

Performance Assessments: An integral part of the methods used to identify educational strengths of students at the School will involve performance assessments. Namely, facilitator observation, peer and self-evaluations, projects, presentations, and portfolios will be used as performance assessments, in addition to state and district required assessments.

Principle 9: Attitude

(Parent involvement, collegueship, comradeship, trust and decency, and cooperation)

Parent Involvement: It is expected that parents will play an integral role in the School, not only via completion of their parental contribution hours, but also in their involvement in the PTSA and other such school commitments. The educational philosophy of the school centers on building a love of learning through strong family relationships and a supportive educational environment. Learning best occurs for the student population served by the constant interaction between the home and school. Students understand that their parents/guardians are well informed of the educational process and are full participants in their education.

Learning is enhanced when schools encourage parents to stimulate their children's intellectual development (Graue, Weinstein, Walberg, Iverson). The School enables parents to be active participants in the educational process through volunteerism opportunities. Also, parents will be informed of school events and school wide learning topics thorough the school website, parent newsletter and home school telephone messaging system as a means to encourage continued dialogue and to express interest in their son's or daughter's personal and academic progress.

Other research based strategies:

Other research based strategies the School will utilize include: hands on learning; inquiry-based research projects, science experimentation, hands-on technology that is integrated & problem driven, CRISS (Creating Independence through Student-owned Strategies, Reciprocal Teaching, Small learning communities, etc. 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 (CRRP)** implemented by Broward County Public Schools

❖ **Carnegie Cognitive Tutor**

Carnegie Learning's Cognitive Tutors are the most extensively researched mathematics curricula on the market today. 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 that assess students' mathematical knowledge on a step-by-step basis and presents activities tailored to their individual skill levels.

Research shows that students using Carnegie Learning's Algebra I program:

1. Demonstrate an 85% better performance on assessments of complex mathematical problem solving and thinking
2. Perform 30% better on questions from the TIMSS assessment
3. Experience equivalent results for both minority and non-minority students

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.

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

The mission of the School is to foster the development of responsible, self-directed, life-long learners by maximizing student achievement in a safe and enriching environment.

The educational philosophy is built on a set of core beliefs and values, discussed in the previous section, for the direct purpose of achieving the School's mission. For example, we believe that a common goal of high academic standards and behavioral expectations will foster responsible and self-directed learners; Accordingly, the School's programs emphasize high academic and behavioral expectations for all students using "pull and push" philosophy - students in need of remediation will be identified and "pulled" and students at grade level will be "pushed" to take challenging curriculum to maximize their potential. Students will understand and appreciate their learning styles, accommodate, plan, and monitor their learning, inspiring 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.

We believe in providing opportunities for students to take ownership of their learning and to reflect on their work and its meaning and we also believe that learning should take place beyond the classroom. We have designed strategies to instill a love of learning through real world immersion practices and programs. 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. These programs may include:

- ❖ School-based and community beautification projects
- ❖ Volunteerism and Community Service requirements
- ❖ Involvements in school organizations - Student council, student government, environmental club, Best Buddies, PTSA

The School expects to have a student population reflective of the community it will serve. The School's educational process relies on the partnership among the school, family, and community. The stakeholders of Somerset Academy, Inc. are committed to meet the needs of the target student population by hiring 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. Their skills, ranging from business ownership to educational leadership, and then some, will serve to monitor and guide the school and surrounding community's reciprocal needs.

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, regarding of level, learning style(s), and/or special needs. Teachers will utilize differentiated instruction, as well as other modes of instruction including, but not limited to peer tutoring, individual instruction, and group work. 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.

All students will be monitored to ensure they are making adequate progress toward Common Core State Standards/NGSSS. In this way, students who are struggling and/or below-level students 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 potential.

As deemed necessary according to student need, the School will employ Reading and/or Math coaches and ELL and ESE personnel to service students. Classroom teachers will utilize research-based, state adopted texts, enhanced by supplementary materials and programs, to ensure students make progress toward the Common Core State Standards/NGSSS as required.

If the school intends to replicate an existing school design:

The school will be a replication of the existing Somerset Academy, Inc. high-performing system and therefore likely to result in improved educational performance for the target population. The existing programs have proven to be highly effective in improving the educational performance while serving high minority student populations.

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

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, Broward, Palm Beach, and Duval counties. Somerset Academy was founded in 1997, and has since established high-quality educational programs that have and continue to achieve academic success. The educational program is likely 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. Founded in 1997, Somerset Academy was one of the first charter schools to open in Broward County, and has achieved among the State's highest Mathematics scores in the Stanford Achievement Test and in the FCAT. Somerset Academy was also one of the first charter schools in Florida to be accredited by the Southern Association of Colleges and Schools (SACS - CASI). 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.

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 and continuous improvement and educational excellence. It was the first charter school system in the nation to pursue and achieve "district" accreditation. 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

Based on the organization's accreditation, the School under the operation of Somerset Academy Inc. will open as a SACS - CASI accredited school from inception and will be held to the same standards of accountability as 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.

The term “academic success” best describes Somerset’s learning community both collectively as an organization as well as at each individual school. As of the 2007-2008 academic school year, all Somerset elementary and middle schools achieved an “A “ grade collectively while the high school achieved a high “B” on the State of Florida’s A+ Accountability Reports.

Each of the Somerset schools has been locally recognized and has won multiple awards for high academic achievement annually while serving a high percentage of minority students (85% average). The Mathematics program at Somerset Academy was derived, modeled and implemented from the original multi-age learning environment with an inventive Mathematics component titled “Project MIND” (Math Is Not Difficult) developed by one of Somerset Academy’s Board Members. In 1999, only the second year of the Mathematics program, Somerset Neighborhood achieved the highest Stanford Achievement Test (SAT) Mathematics scores in the State of Florida. Student percentile rankings increased by 32% from below the county average to well above the average.

In only the second year of Somerset middle school program in an underserved area of Homestead, FL, Somerset Academy Middle School was recognized as the #1 middle school in the state making academic progress. The school was also the winner of the Florida Literacy Challenge, having the highest learning gains in Reading in the State of Florida in 2006. The school’s program increased its percentage of students reading at or above grade level to 79 percent up from 28 percent during the opening year. As a pioneer of many of its programs, Somerset Academy possesses the experience, the experts, and the proven track record of success that make its schools worthy of replication.

Somerset Academy’s successful operation of high performing schools with consistent results in student achievement is validated by student academic performance as evidenced by the Florida Department of Education Accountability Reports.

Somerset’s Academy’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, there are nearly 40 Somerset Academy programs in Dade, Broward and Duval counties offering complete Pre-K through high school systems across 23 campuses. These programs have proven to be highly effective in improving the educational performance of their student populations as evidenced by their academic performance track record below:

Somerset Academy Inc. Accountability Reports - 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	43	89
		2011-12	B	502	66	61	77	56	73	85
		2010-11	A	645	74	82	87	50	67	85
		2009-10	D	422	61	54	83	34	61	82
2007	SOMERSET ACADEMY ELEMENTARY SCHOOL SOUTH MIAMI CAMPUS	2011-12	A	668	89	89	92	74	14	85
		2010-11	A	693	91	93	88	80	14	79
		2009-10	n/a	594	91	91	93	79	12	81
2012	SOMERSET ARTS ACADEMY	2011-12	B	509	67	56	89	57	52	65
		2010-11	A	558	78	79	81	50	33	65
		2009-10	n/a	495	82	84	89	50	48	67
1251	SOMERSET ACADEMY-ELEMENTARY, EAGLE CAMPUS	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
5211	SOMERSET ACADEMY DAVIE CHARTER	2011-12	A	588	80	80	83	63	40	61
		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

Somerset Academy Inc. Accountability Reports - 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								
6013	SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (SOUTH HOMESTEAD)	2011-12	B	525	58	47	85	39	72	76
		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
6053	SOMERSET ACADEMY CHARTER MIDDLE SCHOOL SOUTH MIAMI	2011-12	A	656	85	70	100	63	15	82
		2010-11	A	645	93	89	84	47	8	82
		2009-10		647	91	100	89	39	8	67
6043	SOMERSET ACADEMY MIDDLE COUNTRY PALMS	2011-12	n/a	418	39	33	77	45	61	61
		2009-10	n/a	397	55	0	89	39	27	100
		2008-09	n/a	451	60	40	94	39	64	100
1261	SOMERSET ACADEMY-MIDDLE, EAGLE CAMPUS	2011-12	B	579	51	50	96	17	35	94
		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

Somerset Academy Inc. Accountability Reports - 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	83
		2010-11	A	532	59	86	80	41	36	81
		2009-10	A	556	57	85	91	34	36	85
		2008-09	A	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	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

G. Describe the applicant's capacity to replicate an existing school 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 thirty high-performing charter schools serving nearly 10,000 students in Pre-K through 12th grade in Miami Dade, Broward, Palm Beach, and Duval Counties as well as in San Antonio, Texas. The institution and its board of directors have over a decade of experience in charter school operations and management and oversight of public funds.

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 14 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, Broward, and Duval Counties, which have and continue to increase student performance in grades K-12.

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 sixteen 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 percent 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.

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*)
- ❖ Adopting the research-based educational concept for the existing programs (*Section 6*)
- ❖ 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 (*Section 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 objectives and goals in the Somerset Academy curriculum are built upon the Common Core Standards as adopted. The School's curriculum will focus on clear and measurable expectations for student learning and covers the main subject areas of English Language Arts (ELA), Mathematics, Social Studies, Science, Foreign Language, Music, Art, Life Skills, Character, Physical Education/Health and Computer Education. The curriculum will continuously reflect high quality instruction and implement research based strategies, innovations and activities that facilitate achievement for all students.

The school will have the following processes in place to support the delivery of the curriculum:

- ❖ continuous review of curriculum to ensure a year's worth of learning of all state/national – benchmarks
- ❖ research-based instructional practices (i.e., Marzano's High Yield Teaching Strategies, the Eight-Step Instructional Process, and Coalition of Essential School's Principles);
- ❖ principal evaluation through weekly classroom walkthroughs (principal is expected to have strong awareness that all teachers are utilizing the best practices and implementing the instructional initiatives with fidelity)
- ❖ The School Improvement Plan (SIP) will be used as a quality assurance tool to ensure that the curriculum goals are being accomplished.
- ❖ assessment data to make instructional decisions and plan interventions
- ❖ Staff development through the implementation of Professional Learning Communities (i.e., Common Planning, ongoing whole staff and small group professional development, Lesson Study and Action Research
- ❖ weekly grade level and monthly staff meetings

- ❖ ongoing professional development workshops
- ❖ before and afterschool tutoring for remediation and acceleration
- ❖ implementation of Response to Intervention, which targets students who struggle in literacy and/or mathematics and students performing below grade level.
- ❖ integration of long-term thematic projects across the curriculum as to promote students' abilities to gather, build, and present knowledge through research and the integration, comparison, and synthesis of ideas. (Grades 2-8)
- ❖ multiple ELL and ESE strategies across the curriculum
- ❖ focus on differentiated instruction for learning styles
- ❖ integration of technology across all major disciplines
- ❖ focus on the selection of resources that have text complexity/rigor
- ❖ Incorporation of Webb's Depth of Knowledge to springboard critical thinking
- ❖ Integration of speaking and listening performance activities that entail both real time engagement and advance preparation (K-8)

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 as detailed in Section 3. In accommodating individual learning styles and needs the School's curriculum incorporates the following instructional practices:

Interdisciplinary Connections - Curricular decisions will be guided by the aim 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. These instructional practices will include:

► **Gradual Release of Responsibility Model (teacher-directed instruction/modeling/guided practice/independent practice):** this methodology will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the Common Core Standards. 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 goes on, the student becomes more adept at skills and at directing his or her learning, and becomes more autonomous

► **Cooperative Learning:** Teachers will guide small-group learning, to increase communication and team-building skills. It is based on grouping small teams of students heterogeneously according to ability, interest, background, etc. Some Cooperative learning activities will include Jigsaw II, STAD-Student Teams, or 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, thinking maps, scaffolding, or webbing

► **Rubrics:** Explicitly teaching students a set of criteria for assessing a particular type of work or performance.

► **Positive Behavior Support:** We believe that both teachers and students need to be provided with a consistent behavior management system so that maximum time can be spent teaching and learning. Inappropriate behaviors that interfere with the learning process and the expectations set for character development can be reduced and ultimately extinguished through consistent, best practice behavior management techniques. (i.e., Conscious Discipline and Love and Logic)

Behavior management based on a positive reward/point system will be in place in all classrooms from the beginning of the first year of operation. Pre-service and in-service training will be required of all teachers. Each teacher, then, will be given the opportunity to implement her/his own behavior management techniques in their respective classrooms. The ultimate goal will be to remove these systems from the classrooms, based on the theory that appropriate behaviors will be internalized and external reward systems will no longer be necessary.

Accountability - Teachers at the school are required to document instruction of the Common Core Standards (including ELL and ESE 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 administrative team (principal, assistant principal, and curriculum coaches) will check lesson plans weekly and conduct daily Classroom Walk-Throughs to ensure that curricular objectives are being documented in each teacher's lesson plan book and taught accordingly.

English Language Arts

The School's Language Arts program will include strategies for students reading at grade level or higher, as well as for students who are reading below grade level. It is expected that students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas. The program emphasizes critical and creative thinking skills through instruction aligned to the CCSS. Lessons will be based on broad topics covering the reading process, literary analysis, the writing process, communication, information while integrating with the content areas.

The CCCSS set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Students will learn to read, write, speak, listen, and use language effectively in a variety of content areas. Moreover, students will acquire literacy skills and understanding required for college and career readiness in multiple disciplines.

The implementation of the CCSS will offer a focus for instruction and help ensure that students gain adequate exposure to a wide-range of texts. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students will also demonstrate an increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. Students advancing grade to grade are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in the previous year. The list below provides the anchor standards that will be addressed in grades K-5 for English Language Arts:

English Language Arts College and Career Readiness Anchor Standards for Reading

- ❖ Key Ideas and Details
- ❖ Craft and Structure
- ❖ Integration of Knowledge and Ideas
- ❖ Range of Reading and Level of Text Complexity
- ❖ Note on range and content of student reading

English Language Arts College and Career Readiness Anchor Standards for Writing

- ❖ Types and Purposes
- ❖ Production and Distribution of Writing
- ❖ Research to Build and Present Knowledge
- ❖ Range of Writing

English Language Arts College and Career Readiness Anchor Standards for Listening

- ❖ Comprehension and Collaboration
- ❖ Presentation of Knowledge and Ideas

English Language Arts College and Career Readiness Anchor Standards for Language

- ❖ Conventions of Standard English
- ❖ Knowledge of Language
- ❖ Vocabulary Acquisition and Use

The School will use the state-approved Houghton Mifflin Harcourt Florida Journeys or other state-adopted text in the instruction of English Language Arts for the elementary level. The School's text selection will be modified as per the Sponsor's text adoption and modification to the CRRP throughout the duration of the charter. The Daily Five and CAFÉ literacy programs will be implemented to promote students development of daily habits of reading, writing, and working independently that will lead to a lifetime of literacy independence. In grades 6-8th, the School will choose to use books from the state approved list such as: Holt McDougal's FL Elements of Language, Great Source's Write Source, and/or Glencoe's Writer's Choice.

The School's English/Language Arts program includes strategies for students reading at grade level or higher, as well as for students who are reading below grade level. It is expected that students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas. The program emphasizes critical and creative thinking skills through instruction aligned to the Common Core Standards. Lessons will be based on broad topics covering the reading process for literature and informational texts, foundational skills, the writing process, speaking and listening (K-8), language, and reading and research (2-8). The school will also align its curriculum to follow the Common Core State Standards for English Language Arts:

- ❖ Reading for Literature (RL)/ Informational Text (RI)/ Foundational Skills (RF)
- ❖ Writing (W)
- ❖ Speaking and Listening (SL)
- ❖ Language (L)

The Writing Process: All students will be required to write on a daily basis across the curriculum (i.e. Argumentative, Informative/Explanatory, and Narrative Writing). Each class will be responsible for an ongoing writing project that is appropriate to each grade level beginning in Kindergarten. The ongoing writing strategies such as Text Types (W.CCR.1-3), Production and Distribution of Writing (W.CCR.4-6);

which includes development of organization, and style as appropriate to task, purpose and audience, planning, revising, editing, rewriting, or trying a new approach, and using technology to produce and publish writing and interact and collaborate with others, and Conduct Research to Build and Present Knowledge (W.CCR.7-9) will help students to become effective writers and enhance student performance on District and State writing assessments. Writing will also be stressed throughout the curriculum through projects such as daily journal entries and a school newspaper. The use of technology in the writing process further enhances the program, as students publish their work. Writing skills that enhance the students' ability to perform well on the PARCC Writing will be incorporated into the curriculum. Writing before, during, and after the main story selection from the state adopted text will provide systematic, explicit writing instruction and ample practice in spelling, grammar, usage, and mechanics daily. Teachers will use various methods to assist students in mastering the writing process. Methods such as Four Square Writing Method and computer-based programs such as MyAccess will be utilized in the classroom to implement writing lessons.

Grades K-5 - At the completion of the course, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Common Core Standards for English Language Arts. The school will also include a strong language arts component with teachers using oral book lectures, poetry readings, roundtable discussions of novels, literature circles, Socratic seminars, and creative and individualized writing instruction. Components of Dance, Art and Theater, and Music will be incorporated into Language Arts activities promoting culturally responsive instruction to meet the diverse needs of all learners.

Book of the Month: The English Language Arts Department will promote a new book every month that we will celebrate as Book of the Month. The title of the Book of the Month will be posted in the school office and serve as a vehicle for cross-curricular educational projects.

Novels: In addition to the ELA curriculum, during class time students will read up to 4 novel per school year directed and led by the teacher. The novels are aligned to Common Core State Standards and include fiction, non-fiction, and poetry. Novels are chosen by department heads.

Grades 6-8 - The School will follow the state course descriptions for the following courses to be offered in grades 6-8. These courses cover concepts and materials that are aligned to the Common Core Standards:

Regular Courses

- 6 M/J Language Arts 1
- 7 M/J Language Arts 2
- 8 M/J Language Arts 3

Advanced

- 7 M/J Language Arts 2, Advanced
- 7 M/J Language Arts 2, Advanced ("Honors")
- 8 M/J Language Arts 3, Advanced
- 8 M/J Language Arts 3, Advanced ("Honors")

Gifted

- 7 M/J Language Arts 2, Advanced ("Honors")
- 8 M/J Language Arts 3, Advanced ("Honors")

Electives

- 7 M/J Drama 2
- 7 M/J Journalism 1

- 7 M/J Speech - Debate 2
- 8 M/J Drama 3
- 8 M/J Journalism 2
- 8 M/J Speech - Debate 3

Remedial

- 6-8 M/J Intensive Language Arts

ESOL

- 6-8 M/J ESOL Developmental Language (L1)
- 6-8 M/J ESOL Developmental Language (L2)
- 6-8 M/J ESOL Developmental Language (L3)
- 6-8 M/J ESOL Developmental Language (L4)

Advanced and Advanced Gifted Courses will be offered depending on the need of the student population.

* Developmental instruction in reading may be required during grade 6 when student performance in grade 5 indicates a need for strengthening. These courses will be in addition to the regular language arts courses and may be offered as electives. Students scoring below proficiency on the PARCC or other Standards-Based assessment to be approved by the FLDOE in the case of ELA are to be enrolled in M/J Intensive Reading in addition to their required M/J Language Arts course in grades 6, 7, and 8. A double literacy block for all students scoring below proficiency on the PARCC or other Standards-Based assessment to be approved by the FLDOE in the case of ELA, who have reading deficiencies in decoding and fluency (Intensive Reading Plus), will be instituted on a daily basis. All students scoring below proficiency on the PARCC or other Standards-Based assessment to be approved by the FLDOE in the case of ELA will be required to enroll in an Intensive Reading or Intensive Reading Plus course, with the exception of ELL students who are required to enroll in an M/J Developmental Language Arts through ESOL course.

Mathematics

The School will use the state-approved Houghton Mifflin Harcourt Go Math! Common Core series, Curriculum Associates Florida Ready or other state-adopted text in the instruction of Mathematics. The School's text selection will be modified as per the Sponsor's text adoption and modifications throughout the duration of the charter. The Mathematics curriculum will be aligned with Common Core Standards for Mathematics by grade level for grades K-5 (Big Ideas and Supporting Ideas).

The Mathematics curriculum for grades K-5 at the School will focus instruction based on the Content Emphases by Clusters (Major Clusters, Supporting Clusters, and Additional Clusters) that are important to understanding, fluency, and application of mathematics ideas to problem solving. The supporting ideas are key components that allow students to make the necessary connections with the Content Emphases by Clusters.

Content Emphases by Clusters:

1. Counting and Cardinality (K)
2. Operations and Algebraic Thinking (K-5)
3. Number and Operations in Base Ten (K-5)
4. Number and Operations - Fractions
5. Measurement and Data (K-5)
6. Geometry (K-5)

Furthermore, teachers at the School will focus on how the following five (5) standards that describe how content is taught:

Problem Solving: Engage in tasks for which the solution method is not known in advance.

Reasoning and Proof: Think analytically.

Communication: Share ideas and clarify understanding.

Representation: Understand ways in which mathematical ideas are represented.

Connections: Understand how mathematical ideas interconnect and build on one another.

Additional resources, such as thinkcentral.com, Study Island, State web-based online practice test and resources will help supplement lessons. Mathematics activities will also include mental math, math stories, math games, and competitions.

Somerset Academy (Broward County) Mathematics Performance 2002-2012:

School Name	School Year	Grade	% Meeting High Standards in Math	% Making Learning Gains in Math
SOMERSET ACADEMY	2012-2013		n/a	n/a
	2011-12	A	72	67
	2010-11	A	86	83
	2009-10	B	84	86
	2008-09	A	86	85
	2007-08	A	80	81
	2006-07	A	78	82
	2005-06	A	76	82
	2004-05	A	76	81
	2003-04	A	71	75
	2002-03	B	68	73

At the completion of the course, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Common Core Standards for Mathematics and within the scope present in the Sponsor's curriculum pacing guides.

Grades 6-8 - The School will follow the state course descriptions for the following courses to be offered in grades 6-8. The purposes of these courses are to provide instruction and promote academic excellence in the content emphases by cluster which consists of ratios and proportional reasoning, the number system, expressions and equations, geometry, statistics and probability and functions. The content will include, but not be limited to, operations, numeration, whole numbers, fractions, decimals, percent's, ratio and proportion, equations, inequalities, functions, expressions, properties, constructions, area, volume, proofs, limits derivatives, integrals and the development of logical reasoning skills. These skills and in preparation for the PARCC, are essential for a student to succeed within the real world work environment. These courses cover concepts and materials that are aligned to the Common Core Standards:

Regular Courses

- 6 M/J Mathematics 1
- 7 M/J Mathematics 2

- 8 M/J Mathematics 3

Advanced or Honors Courses

- 6 M/J Mathematics 1, Advanced
- 7 M/J Mathematics 2, Advanced
- 8 M/J Mathematics 3, Advanced
- 8 Algebra I
- 8 Algebra I Honors

Gifted Courses

- 6 M/J Mathematics 1, Advanced (Gifted)
- 7 M/J Mathematics 2, Advanced (Gifted)
- 8 Algebra I Honors (Gifted)

Gifted/Talented Courses

- 6 M/J Mathematics 1, Advanced (Gifted/Talented)
- 7 M/J Mathematics 2, Advanced (Gifted/Talented)
- 8 Algebra I Honors (Gifted/Talented)

Remedial

- 6-8 M/J Intensive Mathematics

Advanced and Advanced Gifted Courses will be offered depending on the need of the student population.

*Students requiring further strengthening in mathematics will be enrolled in M/J Intensive Mathematics.

**Senior High School Credit(s) for Students in Grades 6, 7, and 8 - Students may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study.

The School will use state approved text book including: Glencoe, Pearson, and McDougal Littell for grades 6-8.

Science

The School will use the state-approved Houghton Mifflin Harcourt Florida Science Fusion, alongside their digital software and multimedia, or other state-adopted text in the instruction of Science. The Science curriculum will prepare students to achieve the Next Generation Sunshine State Standards (NGSSS) infused with the Common Core Standards by incorporating an inquiry based approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method. In addition, supplemental materials such as *Scholastics*, *Science Weekly*, *National Geographic* and/or other comparable scientific magazines may be used. Teachers will utilize both the Next Generation Sunshine State Standards and the Common Core Standards in their daily lesson plans. Moreover, students will participate in weekly hands-on science investigations, exposing students to the scientific process and scientific thinking. In grades 4-5, students will be encouraged to participate in Science Clubs where they will be able to explore and investigate the steps to the scientific method.

Additionally, the School will take an active approach regarding Science instruction. Teachers will be encouraged to engage students through the following ways:

- ❖ Quantitative and qualitative observations
- ❖ Investigation of thoughtful questions
- ❖ Design and conduct experiments and other types of investigations
- ❖ Collect and organize data
- ❖ Make logical predictions and offer reasonable explanations
- ❖ Explore possible conclusions
- ❖ Communicate their understanding

Additional Science instructional materials will be gathered for lesson plans using the following resources:

- ❖ Scholastic Magazine
- ❖ Florida Association of Science Teachers
- ❖ Science FCAT/PARCC Resources
- ❖ National Institute for Science Education
- ❖ National Science Teachers Association
- ❖ Technology: Including but not limited to, Safari Montage, GIZMOS, and Brainpop - computer-based programs will assist students visually in understanding science concepts.

Grades K-5 - At the completion of the course, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards for Science.

Grades 6-8 - The purpose of the courses offered is to provide students with a broad knowledge of scientific concepts. All of the science courses are designed to promote a sense of inquiry through laboratory experiences and to develop critical thinking skills. The courses offer conceptual development in the earth, life, and physical sciences and will cover a gambit of topics therein. Earth and Space sciences focus on the relationships between the environment, our solar system, and the universe, along with the structure of our own planet and how these factors influence life on Earth.

The life science courses deal with the living world, cells, relationships between plant and animal life, and the biotic and a-biotic factors that influence these relationships. Physical sciences approach the concepts of energy. The School will develop Professional Learning Communities of science teachers to help students:

1. Examine and explore student misconceptions and provide opportunities for students to apply concepts in the real world
2. Explore their surroundings for evidence of cause and effect relationships that exist in Earth/Space science.
3. Work on hands on interactive activities and write to compare and contrast biological and environmental concepts
4. Conduct laboratory investigations during and after school hours to increase scientific thinking.

Regular Courses

- 6 M/J Comprehensive Science 1 or M/J Earth Science
- 7 M/J Comprehensive Science 2 or M/J Life Science
- 8 M/J Comprehensive Science 3 Or M/J Physical Science

Advanced/College Bound

- 6 M/J Comprehensive Science 1 or M/J Earth Science, Advanced
- 7 M/J Comprehensive Science 2, Advanced
- 8 M/J Comprehensive Science 3, Advanced, **or**
- 8 Physical Science Honors
- 8 Biology 1 Honors

Gifted

- 6 M/J Comprehensive Science 1, Advanced (Gifted)
- 8 Biology 1 Honors

Gifted/Talented

- 6 M/J Comprehensive Science 1, Advanced (Gifted/Talented)
- 7 M/J Comprehensive Science 2, Advanced, (Gifted/Talented)
- 8 Physical Science Honors (Gifted/Talented)
- 8 Biology 1 Honors

Advanced and Advanced Gifted Courses will be offered depending on the need of the student population.

*Senior High School Credit(s) for Students in Grades 6, 7, and 8 - Students may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study.

Social Studies

The School will use the state-approved MacMillan/McGraw Hill Social Studies series or other state-adopted text in the instruction of Social Studies. The Social Studies curriculum includes the study of related knowledge and modes of inquiry selected from history, the humanities, and the social sciences, including anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology.

Thematic units have been designed that integrate the various subjects and address key areas of social studies in alignment with Next Generation Sunshine State Standards and the Common Core Standards. Character Education components (The nine core values are cooperation, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance). will be emphasized individually through thematic lessons and group projects.

Social Studies education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in public affairs. Its component disciplines foster in students the knowledge and skills needed to understand current political and social issues. Social studies education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. The comprehensive social studies program will:

- ❖ Emphasize content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences;
- ❖ Reflect a clear commitment to democratic beliefs and values;
- ❖ Encourage civic responsibility and active participation;
- ❖ Promote high expectations for all students;
- ❖ Incorporate a multicultural perspective;
- ❖ Reinforce the development of a global perspective;
- ❖ Promote understanding of social, political, and economic institutions;
- ❖ Encourage student involvement in community service;
- ❖ Focus on the identification of the potential solutions to local, national, and world problems;
- ❖ Involve students in their learning by using a variety of teaching strategies and instructional materials; and
- ❖ Promote an interdisciplinary approach to learning.

Grades K-5 - At the completion of the course, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards and infused with the Common Core Standards to promote an overarching depth that encompasses speaking and listening, writing, reading, and language.

Grades 6-8 - The School will follow the state course descriptions for the following courses to be offered in grades 6-8. These courses cover concepts and materials that are aligned to the Next Generation Sunshine State Standards and blended with Common Core Standards. Students will be required to successfully complete three credits of Social Studies at the Middle School level in World History, Civics, and U.S. History.

Courses

- M/J World History
- M/J World History Advanced
- M/J World History Advanced /Honors
- M/J Civics
- M/J Civics Advanced
- M/J Civics Advanced /Honors
- M/J US History & Career Planning
- M/J US History Advanced & Career Planning
- M/J US History Advanced/Honors & Career Planning

***Advanced Courses will be offered depending on the need of the student population.**

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: Time, Continuity, and Change (History); People, Places, and Environments (Geography); and Government and the Citizen (Civics and Government). Additionally, the School will include the following Social Studies 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.

Character Education - Instruction in the nine core character education values (The nine core values are citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility). On a monthly basis, the school will hold an assembly to recognize one student per class who exemplifies the character trait of the month.

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 sponsors 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.

The School will employ various research-based approaches, including the nine (9) principles set forth by Dr. TheodoreSizer's Coalition of Essential Schools detailed in *Section 3* of this application, in support of the educational mission. 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.

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. To assist in efficiently using the time dedicated to making reading the primary focus of the curriculum, the following objectives from Florida's *Reading Program Specifications* will be practices implemented at the school:

- ❖ 3.2.1. Significant instructional time is dedicated to reading instruction.
- ❖ 3.2.2. Explicit systemic approach to instruction through skill scaffolding and monitoring of student learning gains
- ❖ 3.2.3. Students actively engage in learning during instructional time
- ❖ 3.3.3 Progress monitoring of skill acquisition will be periodically administered throughout the school year to detect and steer reading progress

The school will support the *Just Read, Florida!* initiative in assisting all students in becoming successful, independent, and comprehensive readers by adopting the Broward County Public Schools Comprehensive Research-Based Reading Plan to provide teachers with a systematic framework for literacy instruction. Since certain text and assessments are currently being modified, the School will adopt the plan in effect during the 2014-2015 school year. The School's text selection will be modified as per the Sponsor's selection of state-adopted texts and modifications for 2014 and throughout the duration of the charter.

The reading program will cover the Florida's Formula for Reading Success: 6 + 4 + ii = iii

6 Areas of Reading - Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension

4 Assessments – Screening, Progress Monitoring, Diagnosis, Outcome measures

ii: Initial Instruction –

- ❖ Minimum 90-minute uninterrupted reading block
- ❖ Provides background knowledge, motivation, print-rich, explicit, systematic, scaffolded, differentiated, and reading/writing connections.
- ❖ Incorporates 6 instructional components of effective reading instruction into a comprehensive and cohesive instructional design.
- ❖ use assessment data to plan for and provide instruction including
- ❖ Explicit instructional strategies
- ❖ Coordinated instructional sequences
- ❖ Print-rich instruction
- ❖ Whole group/small group/whole group
- ❖ All students, using differentiated instruction

iii: Immediate Intensive Intervention of the 90-minute reading block

- ❖ Small group or one-on-one (flexible grouping)
- ❖ Provide students with reading deficiencies tailored services (accommodations)
- ❖ Minimum of 20 minutes/day until deficiency is remedied (extended time)
- ❖ Ongoing-progress monitoring

Student Placement:

The decision to participate in Intensive Reading Class will be made in accordance with the District's CRRP by student's performance on the prior year's PARCC or other Standards-Based assessment to be approved by the FLDOE in the case of ELA and data from diagnostic assessments such as the District's Interim Assessments and State assessments like the FAIR, progress monitoring, and teacher recommendations. To further elaborate, the K-12 CRRP requires each school to conduct a screening and diagnostic process to identify appropriate placement of students scoring below proficiency on the PARCC or other Standards-Based assessment to be approved by the FLDOE in the case of ELA in reading classes to be completed prior to the end of the school year. The K-12 CRRP also requires a daily double block for all students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). Some high achieving students slightly below proficiency on the PARCC or other Standards-Based assessment to be approved by the FLDOE in the case of ELA as per the CRRP may attend either an Intensive Reading or a homogeneously grouped language arts course, in which the language arts teacher instructs the reading course, while infusing the language arts benchmarks into the course. The criteria are based on FAIR.

To that end, the School intends to implement, as necessary, based on student data, the following programs as detailed below, and within District guidelines for placement, will deliver research based-programs and quality Common Core Standards-driven instruction. Students at the school who score below proficiency on the PARCC or other Standards-Based assessment to be approved by the FLDOE in the case of ELA will complete an intensive reading course. Passing scores on PARCC and concordant scores on other assessments will not be used to exempt students from required intensive reading courses.

Students scoring below proficiency on the PARCC or other Standards-Based assessment to be approved by the FLDOE in the case of ELA and who have intervention needs in the areas of decoding and/or fluency will have an extended block of reading intervention, either through a double block of intensive reading or by blocking together a class of “Intensive Reading” with another subject area class. This block of time will be taught by the same teacher, and said teacher will be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or K-12 reading certification. Classroom infrastructure will be at a ratio of no more than 25:1, and have appropriate and adequate CIRP and SIRP materials (detailed below) to address learner needs. Furthermore, the reading intervention course will include daily:

- ❖ whole group explicit instruction;
- ❖ small group differentiated instruction;
- ❖ independent reading practice monitored by the teacher;
- ❖ infusion of benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.); and
- ❖ a focus on informational text at a ratio matching Common Core State Standards. Or a balanced approach to complex text in both literature and informational formats at a ratio matching the Common Core Standards.

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.

Based on the research, teachers will use explicit, systematic, direct and differentiated instruction in their curriculum delivery to promote student collaboration and meaningful academic discussions and inquiry 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 with the Gradual Release of Responsibility Model which appropriately paces lessons to move from teacher-directed instruction to student-centered learning.

Gradual Release of Responsibility Model: 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 properly paced to allow for students to move from modeling/demonstration, shared practice, guided practice and eventually independent practice where 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 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.

Word Walls: Teachers will create effective word walls that consist of high frequency words, word patterns or morphological elements, and interesting, exciting words. Students will use word wall during lessons and activities to practice recognizing words quickly and accurately.

Reading Stations: Reading stations will be set up throughout the room in various areas that allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy skills. During this time students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulative such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches.

Sustained Silent Reading: Increments of independent, sustained silent reading will be included in the reading classroom to help students build stamina for increasingly longer and more challenging text. Teachers must monitor for engagement. Reading logs, reaction journals, text talk, book passes or story summaries help students make connections to text. The School will use the Houghton Mifflin Harcourt Florida Journeys Common Core Reading Program for instruction in grades K-5 to instruct students on grade level and provide initial and differentiated reading instruction based on the Common Core State Standards.

ELL students will follow the comprehensive literacy program using the Houghton Mifflin Harcourt Florida Journeys Common Core Reading Program with the grade level text and the support of the *English Language Learners Kit* and the *Language Support Leveled Readers Kit*.

The Comprehensive Core Reading Program (CCRP)

Grades K-5: The School's text selection for the Core Reading program will be modified as per the Sponsor's selection of state-adopted texts throughout the duration of the charter. Activities will meet the needs of on-level learners, advanced learners, below-level learners, and English-language learners. Aligned instructional materials, such as decodable books and leveled books, will be used for individual and group practice opportunities. As per Common Core State Standards, the school will tailor all instruction to ensure that students are prepared to independently read the range and complexity of texts, balancing information and literacy. To achieve mastery of/and align instruction to the Common Core State Standards, literacy instruction will focus across all content areas using the CCRP and all supplemental resources available in the School. The focus of the school will be to build foundational skills prior to the 3rd grade.

Grades 6-8: the Developmental Reading Program for students on or above grade level may include:

- ❖ Junior Great Books- 6-8
- ❖ Soar to Success

- ❖ Novel Studies- 6-8
- ❖ Reading in the Content Area- 6-8
- ❖ Rewards
- ❖ Daybooks for Critical Reading and Writing

Supplemental Intervention Reading Programs (SIRP) will provide instruction that primarily focuses on one single essential component of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, OR comprehension) intended to extend beyond the initial instruction of a Comprehensive Core Reading Program (CCRP). The School may use the following approved research-based programs:

- ❖ Elements of Reading, Vocabulary (k-5)
- ❖ QuickReads-1-8
- ❖ Rigby Newcomer Kits (3-5 for ELL- Levels I, II, III)
- ❖ Soar to Success (3-8)
- ❖ Guided Leveled Readers K-5
- ❖ Word Wisdom by Zaner-Bloser (3-8)
- ❖ Accelerated Reader - to encourage independent reading
- ❖ Reading Plus
- ❖ DAR
- ❖ Wilson Foundations
- ❖ 6 Minute Solutions
- ❖ Super QAR

CIRP's are intended for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. This Intervention will provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components. Reading Strategies include:

- ❖ Reciprocal Teaching strategies to increase reading comprehension including predicting, clarifying, questioning, visualizing, and summarizing;
- ❖ QAR: four types of questions that include: right there, think and search, author and you, and on my own, to foster students' understanding of text, develop vocabulary, and build critical thinking.
- ❖ Differentiated Instruction and Grouping to accommodate varying reading levels and learning styles: 1) Whole-group instruction 2) Small-group instruction 3) Individual instruction 4) Independent reading

The school may use the following programs in providing targeted differentiated intervention support to meet the specific needs of struggling readers:

- ❖ Voyager Passport- K-5
- ❖ Wilson Foundations (ESE)
- ❖ Measuring Up- 3-6
- ❖ FCAT Coach- 3-5
- ❖ Wilson Reading (3-5)
- ❖ Super QAR (3-5)
- ❖ Words Their Way (K-5)
- ❖ Triumphs
- ❖ REWARDS
- ❖ Jamestown Reading Series (6-8)

- ❖ *Read XL* for grades (6-8)

Technology Resources: Safari Montage (K-8), FCAT Explorer (3-8), Voyager (K-5) and SuccessMaker (K-8), SpringBoard, Accelerated Reader (1-5), IXL Math (K-5), and Voyager Journeys (6-8)

Middle School Reading: The skills and strategies taught align with Common Core Standards for Reading at the appropriate grade level, specifically those benchmarks that are assessed by the Partnership for Assessment or Readiness for College and Careers (PARCC). Reading strategies in the content areas are to be provided to students in all grades in the middle schools. These strategies should be in addition to those taught during language arts classes.

Middle school students scoring below proficiency on the PARCC or other Standards-Based assessment to be approved by the FLDOE in the case of ELA and have intervention needs in the areas of decoding and/or fluency will have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of “Intensive Reading” with another subject area class. The intensive reading courses include:

- ❖ M/J Intensive Reading
- ❖ M/J Intensive Reading Plus
- ❖ Developmental Language Arts through ESOL (for ELL)

Middle Grades Rigorous Reading Requirement: If the school has fewer than 75% of the student body scoring proficient on the PARCC or other Standards-Based assessment to be approved by the FLDOE in the case of ELA, the school will follow the Middle Grades Rigorous Reading Requirement. Until students enroll, the school is unable to determine if it will be required to implement this intervention. If, upon student enrollment, the school determines that it is subject to this guideline, then it shall implement its stipulations which are beyond that of the reading instruction strategies noted earlier.

The Literacy Leadership Team: The school will establish a Literacy Leadership Team to collaboratively oversee the implementation of the CRRP, and monitor the use of instructional materials related to reading instruction, data analysis, professional development, and technology.

The Literacy Leadership Team may be comprised of the Principal, Assistant Principal of Curriculum, Reading Coordinator, Media Specialist, ESE Teacher, ESOL Coordinator, Testing Chair, Department Chairs, and Reading Teachers. The administrative team will conduct classroom visitations, monitor lesson plans and ensure that reading strategies are implemented across the curriculum. Teachers needing assistance will be supported by reading coordinators through the implementation of the coaching model of instruction (pre-conference, modeling, co-teaching, post conferencing, observation, and reflection). In addition, all faculty members must address strategies for reading instruction in their annual Professional Growth Plans (PGP), which are aligned with The Florida Consortium’s evaluation tool implemented by the Sponsor. These strategies must be constantly updated based on the results and analysis of progress monitoring in reading.

The Literacy Leadership Team will meet on a regular basis to:

- ❖ Review the school’s implementation of the reading plan;
- ❖ Assess the professional development needs of staff related to reading instruction based on student performance data; and
- ❖ Develop an action plan that addresses curricular and professional development needs as they relate to the implementation of the reading plan.

Reading Coordinators 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 laser-focused professional development (including site-based modeling and coaching).

Screening and Progress Monitoring: Assessments will be used to (1) monitor students' progress in English/Language Arts as well as mathematics, according to the Common Core Standards; (2) Provide teachers with classroom assessment tools that will provide student-level benchmarks; and (3) Provide students with information on their progress on specific benchmarks. The assessments include but are not limited to:

Screening: Students will be screened using the Florida Assessments for Instruction in Reading (FAIR) (K-8), Developmental Reading Assessment (DRA) (1-2), Informal Reading Inventory (IRI) (3-5), or any assessment mandated by the Sponsor's CRRP.

Progress Monitoring: Students will be progress monitored three times per year using the Florida Assessments for Instruction in Reading (FAIR). Students scoring below proficiency on the PARCC or other Standards-Based assessment to be approved by the FLDOE in the case of ELA in grades six through 8th are monitored using FAIR three times per year. The school will use the progress monitoring tools designated by the Sponsor's CRRP for 2014 which may include the FAIR (grades K-8) or Houghton Mifflins' Harcourt Florida Journeys Common Core Oral Reading Fluency Probes (grades 1-5).

ELL students in grades K-8 will be administered the Comprehensive English Language Learning Assessment (CELLA) each spring to measure proficiency and gains in reading, writing, listening, and speaking. ELL students will also be assessed using the IDEA Oral Language Proficiency Test (IPT) every four months to measure growth in speaking and listening. 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.

Diagnostic Assessment: Wilson Foundations (6-8), Florida Assessments for Instruction in Reading (FAIR)(K) and Diagnostic Assessments of Reading (DAR) (1-5).

Outcome Measures: Florida Assessments for Instruction in Reading (FAIR) and Rigby PM Benchmark (K-2) and FCAT 2.0 (3-5)

Data Collection and Analysis: The school 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- assessment) will be used to measure effectiveness of such.

The Home Connection: The School believes learning continues beyond the classroom. For that reason, in addition to the efficient use of classroom time, the following objective from Florida's *Reading Program Specifications* will be a practice implemented at the school:

3.3.5. Collaborative and coordinated efforts within the school and between the school and home
--

Homework assigned will reinforce reading skills taught in the classroom. In addition, the School will promote parental and family involvement in teaching and encouraging reading, encourage family literacy

practices, and communicate information regarding students' reading progress to parents. The idea encouraged will be that reading should take place in the home as well as in the classroom, and parents will be encouraged to read with their children whenever possible.

Professional Development: The Reading Coordinator, in conjunction with the Literacy Leadership Team, will design workshops to address the needs of classroom instruction. The Reading Coordinator will meet with the literacy committee and grade levels/departments to review these results and share best practices. For further intensification, demonstration lessons, in-class coaching, peer observation and additional professional development opportunities will be made available to the faculty.

The literacy team will also provide classroom support and on-site teacher professional development in utilizing reading intervention programs. In addition to providing classroom support seminars, the school will participate in a series of instructional workshops to actively engage students:

- ❖ Differentiated Instruction (3 suggested sessions)
- ❖ Content-Area Classroom Libraries (1 suggested session)
- ❖ Vocabulary Strategies/ Word Walls (1 suggested session)
- ❖ Reciprocal Teaching (3 suggested sessions)
- ❖ Culturally Responsive Instruction (1 suggested session)
- ❖ Close Reading Practices (1 suggested session)
- ❖ Providing Effective Feedback and Checks for Understanding (1 suggested session)
- ❖ Text Complexity (1 suggested session)
- ❖ Goal Setting for the classroom, small groups, and individual students, Formative Assessments, and Rubrics (2 suggested session)

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

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.

All students will be engaged in and benefit from the curriculum including ESE, ELL, and/or students who enter the school below grade level. The results of the most recent PARCC or other Standards-Based assessment to be approved by the FLDOE in the case of ELA, 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 plan as applicable, the School's faculty will differentiate instruction as necessary and will offer tutoring services or other such assistance to ensure all students remain successful. Student performance will be continuously assessed as described in the *Section 5* below. Students not making adequate progress towards the Common Core Standards in the area of ELA will be identified and the following measures will be instituted:

- ❖ Each class will attend group sessions in the media center at least once a week wherein technology resources and supplements obtained at professional development workshops will be utilized.

- ❖ Early bird, Super Saturday, and daily pull-out tutoring may be required for those students consistently demonstrating non-mastery.
- ❖ All students not meeting standards will be placed on a Progress Monitoring Plan and specific strategies to remediate any learning deficiencies will be implemented.
- ❖ Reading strategies in the content areas will be provided to students in addition to those taught during English language arts classes.
- ❖ 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

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 understanding 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, ELL services) to be implemented in order for the student to achieve the specified goals.

Grades 6-8 - Developmental Instruction in reading and mathematics may be required for students who enter the school below grade level in the middle grades. These courses will be in addition to the regular language arts/mathematics courses and may be offered as electives. Students scoring below proficiency on the PARCC or other Standards-Based assessment to be approved by the FLDOE in the case of ELA are to be enrolled in M/J Intensive Reading in addition to their required M/J Language Arts course in grades 6, 7, and 8. A daily double literacy block for all students scoring below proficiency and who have reading deficiencies in decoding and fluency (Intensive Reading Plus) will be instituted. All students scoring below grade-level will be required to be enrolled in an Intensive Reading or Intensive Reading Plus course with the exception of ELL students who are required to enroll in an M/J Developmental Language Arts through ESOL course.

E. Describe proposed curriculum areas to be included other than the core academic areas.

Special Areas and Electives

Health, Physical Education, and Safety - as per F.S. 1003.455, The Physical Education courses impart knowledge, offer group experiences, teach the joy of effort and achievement, and build lasting recreational interests. The Physical Education program seeks to develop an appreciation for sports from the standpoint of a spectator, a reader of sports, as well as a participant. The health and safety competencies will focus on educating students to develop habits of health that contribute to the continued good functioning of the body.

P.E./Recess Grades K-5 - The Physical Education program will consist of the required 180 minutes of PE/Recess per week for grades K-5, will incorporate these components and will communicate knowledge, offer group experiences, teach the joy of effort and achievement, and build lasting recreational interests. The program will strive to be in step with the current practices and procedures in education and to contribute to the all-around development and education of students.

P.E. Grades 6-8 - In accordance with the “*Don Davis Physical Education Act*,” the equivalent of one class period per day of physical education for one semester of each year is required. This requirement shall be waived for a student who meets one of the following criteria:

- the student is enrolled or required to enroll in a remedial course
- the student's parent indicates in writing to the school that:
 1. The parent requests that the student enroll in another course from among those courses offered as options by the school district; i.e. art, music, language, etc. OR
 2. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement; i.e. afterschool sports, dance classes, physical activity as part of an after school program, etc.

Grades 6-8 Courses for Physical Education

- M/J Comp PE I (0.5) Sem. 1 and 2
- M/J Comp PE II (0.5) Sem. 1 and 2
- M/J Comp PE III (0.5) Sem. 1 and 2
- M/J Dance I
- M/J Dance II
- M/J Dance III

Foreign Language - The School recognizes that there is a growing international interdependence among nations, which demands that the United States develop citizens with a sound understanding of international and cross-cultural issues and the ability to communicate in more than one language. The School intends to develop students' understanding of international and cross-cultural issues as well as their ability to communicate in more than one language. Thus, the school will implement Spanish as a foreign language program for both non-speaking and Spanish-speaking students. Moreover, the school will offer French, as a foreign language, based on the needs of the school's learning community.

Foreign Language K - 5 – The School will focus on developing students' understanding of international and cross-cultural issues as well as their ability to communicate in more than one language. Thus, the school will implement Spanish as a foreign language program for both non- speaking and Spanish-speaking students in grades K-5.

Grades 6-8 – *Middle School Spanish for Spanish Speakers* - The school will implement the Spanish for Spanish Speakers course if it has a 10% or more Hispanic Population. Hispanic students will be tested for Spanish Language Level using a placement test as determined by the Sponsor. The essential content of this Spanish for Spanish Speakers course will be to reinforce and build grammar, vocabulary, comprehension and critical thinking skills that will be transferred to the English language and better PARCC scores. This course at the middle school level will significantly increase students' opportunities to enroll in Spanish Advanced Placement Language and Literature courses in high school.

Music – K-5 The music curriculum includes both vocal and instrumental music. Following the Common Core Standards, specialists will introduce students to both skills and knowledge of various genres. Skills and techniques will be developed throughout all grade levels and will focus on music instruction in skills and techniques involved in singing and playing instruments, practice in musical interpretation, and training in creative expression.

Art – K-5 The primary goal in art education is to provide all students an opportunity to develop and explore their creative potentials. The Art curriculum includes planning, developing, and implementing the fine arts as outlined in the Common Core State Standards. Visual Art will expose students to the many components of art including production, history, criticism and aesthetics. Moreover, the School will

emphasize the interdisciplinary connections between Art and the core subjects. Authentic assessment is one of the focal points of the curriculum and will be implemented through a series of community based art experiences, festivals and art exhibitions.

Grades 6-8 - There will be two annual elective courses at each grade level. For ELL students' only one elective course is allowed since the second elective is the required M/J Developmental Language Arts through ESOL. The School may establish appropriate requirements greater than prescribed district requirements, subject to the approval of the Governing Board.

Middle School Elective Courses

Grade/Course

6-8 M/J French Beginning

6-8 M/J French Intermediate

6-8 M/JM Spanish S, Beginning (Non-Speakers)

6-8 M/J Spanish for Spanish Speakers I*

6-8 M/J Spanish for Spanish Speakers II*

6-8 M/J Spanish for Spanish Speakers III* Honors

6-8 M/J Computer Application I

6-8 M/J Computer Application II

6-8 M/J Career Exploration and Decision Making

8 M/J Peer Counseling

6 M/J Comp PE

7 M/J Comp PE II

8 M/J Comp PE III

6-8 M/J Dance I

6-8 M/J Dance II

6-8 M/J Dance III

6-8 M/J Drama I

6-8 M/J Drama II

6-8 M/J Journalism

6-8 M/J Journalism- Yearbook

6-8 M/J Chorus I

6-8 M/J Chorus II

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

The effectiveness of the curriculum will be measured by the student achievement of the specific measurable objectives for the first year of operation (described in *Section 5* below). Expectations are that students will progress as well or better than they did before attending the charter school, and that the specific measurable objectives for the school are achieved from year to year. In years two and beyond, effectiveness of the curriculum will be evaluated based on achievement of the objectives in the School Improvement Plan, wherein students will be expected to make annual learning gains toward achieving the Common Core State Standards.

Ongoing monitoring and analysis of school-wide assessment data (as described in *Section 5* below) will assist the School in determining staff development needs, curriculum realignments, and the objectives submitted in the School Improvement Plan (SIP). Student outcomes on standardized and school-wide assessments, benchmark tests and quizzes, projects, presentations, exhibitions, and portfolios will help in assessing the effectiveness of the curriculum throughout the school year. Ongoing internal audits of student progress, such as progress reports, report cards, beginning year, mid-year, and end-year assessments will be utilized as tools to evaluate whether the curriculum is effective and meeting the needs of all students.

Additionally, the School's accreditation from the *Southern Association of Colleges and Schools Council on Accreditation and School Improvement* (SACS/CASI), also serves as a means to evaluate not only the effectiveness of the curriculum but also the entire school program. The School will continuously: validate compliance with numerous SACS/CASI learning standards; demonstrate engagement in Continuous Improvement, including the development and implementation of foundations for continuous improvement; provide for quality assurance; and participate in a peer review process.

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 remain competitive with district/state and local comparable public school's achievement targets.

The AMO's will be realigned annually through the School Improvement Plan as a vehicle for continuous improvement. Furthermore, although the FL-DOE has not yet fully established a state measure for assessing student mastery on adopted CCSS in 2015, the School, in order to demonstrate a commitment to continuous improvement, has included objectives herein that set student performance and achievement goals competitive with local district and state. Notwithstanding, since the school cannot set absolute thresholds at this time for certain objectives, the School commits to realign AMOs, 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 for 2014-2015:

1. Given school-wide emphasis on instruction for mastery of Common Core State Standards in Language Arts, at least 70% of the lowest 25% students will demonstrate grade level reading proficiency, as evidenced in FAIR and/or PARCC or other Standards-based assessment to be approved by the FLDOE

In Kinder – Responding to 4 or 5 out of 5 questions correctly on the Listening Comprehension or Reading Comprehension task; and/or

If Vocabulary was administered, scoring in the average range (40th-60th percentile).

In 1st Grade – Reading the target passage for district created end of the year test with fluency (60 wcpm) and accuracy (90% or above), and responded to most (4 or 5 out of 5) questions correctly; and/or

If Vocabulary was administered, scored in the average range (40th-60th percentile)

In 2nd Grade – Reading the target passage for district created end of the year test with fluency (90 wcpm) and accuracy (90% or above) and responded to most (4 or 5 out of 5) questions correctly; and/or If Vocabulary was administered, scored in the average range (40th-60th percentile)

Consider Spelling percentile – scored in the average range (40th-60th percentile).

2. Given school-wide emphasis on instruction of the Common Core State Standards at least 80% percent of students in grades K-2 will demonstrate at least grade level Mathematics proficiency, as evidenced by their performance on the Mathematics textbook examination.

3. Given school-wide emphasis on instruction for mastery of the Common Core State Standards in English Language Arts, the School will meet and/or exceed the District and/or State average (whichever is higher) of students in grades 3-5 who achieve proficiency on the PARCC or other state approved standards based test in Reading/Literacy.

4. Given school-wide emphasis on instruction for mastery of the Common Core State Standards in Mathematics, the School will meet and/or exceed the District and/or State average (whichever is higher) of students in grades 3-5 who achieve proficiency on the PARCC or other state approved standards based test in Mathematics.

5. Given school-wide emphasis on instruction for mastery of the Common Core State Standards* in English Language Arts, with an emphasis in writing, 4th and 8th grade students at the School will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve proficiency/satisfactory or higher on the on the PARCC or other state approved standards based test in Writing.

6. Given school-wide instruction for mastery of the Common Core State Standards/NGSSS in Science, at least 55 percent of 5th grade students will demonstrate grade level proficiency in Science, as evidenced by the PARCC or other state approved standards based test in Science.

7. 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 percent of the lowest quartile of students in grades 6th through 8th 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.*

8. Given a strong emphasis on Parental Involvement, parents will complete the volunteer hours defined in the parent contract, as evidenced by a minimum of 80% of parents completing these hours prior to March 2016 as documented in school volunteer logs.

9. 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 6-8 grade students who score proficient or above (as established by FL-DOE) on the 2015 administration of the PARCC or other state-approved assessment of Mathematics.

10. Given school-wide instruction for mastery of the CCSS in English Language Arts, the School average will meet and/or exceed the District and/or State average (whichever is higher) of 6-8 grade students who score proficient or above (as established by FL-DOE) on the 2015 administration of the PARCC or other state-approved assessment of ELA.

The school will adopt any district and/or state assessments adopted in 2014-2015.

The AMO % target for the School was set using the FLDOE'S guideline for establishing FCAT baseline for new schools as per the Annual Measurable Objectives (AMOs) for Florida's Schools, Districts, and the State, 2011-2012.

All students are expected to make annual learning gains toward achieving the CCSS and NGSSS. Due to changes in legislation and state-mandated testing, the School understands formulas have not yet been established and will adjust accordingly.

Evaluating Student Performance and Progress – The School will participate in the statewide assessment program created under s1008.22, Florida Statutes. 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 Common Core State Standards and applicable NGSSS across all grade levels.

The School will implement the Sponsor's testing calendar and performance measurements, with the same frequency of assessments, as amended from time to time in accordance with district and/or statewide assessments. School-based methods of assessing students' mastery of performance outcomes will consider interim progress reports and report cards, facilitator observations, teacher tests and quizzes, attendance rates, teacher-generated exams, midterm and final examinations, and portfolios.

Students are expected to make annual learning gains toward achieving the Common Core State Standards and applicable NGSSS appropriate for the student's grade level. The annual gains will be measured by the student's developmental scale score on the PARCC or other state approved standards based test and on internal pre and post tests to be administered at the beginning and end of each school year. In addition to PARCC or other state approved standards based test assessments, the School will use internal pre and post testing to measure annual gains.

The following instructional activities will be will be intergraded in the School program as a vehicle to achieve performance standards and to increase learning opportunities:

- ❖ Implement tutoring or Saturday tutoring for non-proficient students (as per state in order to maximize student achievement

- ❖ Implement parent workshops that will assist with the implementation of effective strategies at home
- ❖ Facilitate student participation in essay, poetry, and book writing contest in order to promote writing success
- ❖ Utilize assessment data, writing pretest, and other ongoing assessments to drive instruction and target remediation.
- ❖ Utilize assessment data to drive instruction and target remediation in order to maximize student achievement
- ❖ Implement PARCC tutoring program to increase reading levels, implement a variety of literature and maximize the use of standards-based reading components such as phonic and word recognition, reading complex text and writing to text
- ❖ Utilize state-adopted supplemental material in order to increase reading critical thinking skills.
- ❖ Implement flexible scheduling that designates two hours of English Language Arts/Reading instruction and one hour of daily collaborative grade level planning times

In addition to the PARCC and all applicable district/State assessments, the School will conduct its own internal pre and post testing and assessment to measure annual gain. The test will be comprehensive, and will include assessments in readiness, listening, reading, spelling, writing, research and study skills, and mathematics. The assessment instrument to be used will ultimately be determined by the testing professional retained to provide that service. Other internal testing and assessment, such as competency-based standardized tests, may also be used by the School to evaluate the effectiveness of its curriculum and teaching methods.

Other methods of assessing students' mastery of performance outcomes will include, but will not be limited to, facilitator observation, peer- and self-evaluations, teacher tests and quizzes, projects, rubrics, presentations, exhibitions, portfolios, and attendance rates. The student portfolios will show not only the student's "best" work, but also drafts of student work that will demonstrate progress. Ongoing internal audits (Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-year assessments, will be utilized as reflective and guidance tools.

English Language learners (ELL) will be assessed and served by ESOL-certified personnel. The School will adopt and abide in all respects by the requirements of the *LULAC et.al. Vs. State Board of Education Consent Decree (1990)*.

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

Promotion from grade to grade will be in accordance with the requirements set forth in the Sponsor's most current *Student Progression/Promotion Criteria Maxtrix* as noted below. Each student must meet specific levels of performance in reading & mathematics in order to be promoted. For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the School will implement a school-wide Pupil Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. In consultation with the parent/guardian, student performance will be evaluated and reported based on mastery of standards to determine a student's eligibility for promotion.

Instructional staff members will utilize such evaluative devices and techniques as may be needed to report individual achievement in relation to school goals, acceptance norms, and student potential. The academic grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject. The determination of the specific grade a student receives will be based on careful consideration of all aspects of each student's performance during a grading

period: Class work, observations, tests, portfolios, district and state assessments, and written progress reports and report cards (at the end of every nine weeks of school) should serve as the primary means of communicating student progress and achievement of the standards for promotion. The student's mastery of the content of the course, in which the student is enrolled, as determined by the teacher, is a further condition for passing the course. In addition, students in grades 6-8, must meet a minimum PARCC Promotion Criteria (or other state mandated standards based test), and pass a minimum of four subjects to be eligible for promotion.

3RD Grade- Third grade students who according to the matrix is schedule to fail the grade, will be given the opportunity to attend Broward County's Third Grade Summer Reading Camp. Upon completion of the camp, if the student meets the criteria on the Broward County Assessment for Promotion (BCAP) or the Benchmark Assessment Test (BAT-1), they may be promoted to the fourth grade.

Accelerated Achievement- As per SB Policy 6000.1, in the case of accelerated student achievement, a student mid- or full year promotion may take place at any time during the school year.

English Language Learners - Promotion for an ELL student and an ELL student 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 an ELL student requires the review and recommendation of the ELL committee. Retention of a student with disabilities who is also ELL requires the review and recommendation of the IEP team.

ESE Students - A student who is enrolled in ESE must meet the School District's performance standards, unless the IEP specifies that the student is unable to meet the grade-level performance standards, because:

- ❖ The student's demonstrated cognitive ability and/or behavior prevent the student from completing required classwork and achieving the Common Core State Standards, even with appropriate and allowable classwork modifications.
- ❖ The student is unable to apply or use academic skills at a minimal competency level in the home or community.

When an ESE-eligible student is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP Team may be convened to review the IEP. The student's IEP must address all of the student's educational needs, including the student's below-grade-level performance. The IEP Team may recommend a PMP to address the student's educational need in reading, writing, mathematics, and/or science.

Students enrolled in an ESE program(s) may be considered to have met promotion requirements when he/she has achieved the goals that are specified on the student's IEP. The primary responsibility for determining each student's level of performance is that of the special program teacher and the general education teacher. The principal may (upon recommendation of the instructional staff and agreement of the IEP Team) determine that the promotion requirements have been satisfied.

Appendix B: SBBC Policy 6000.1 Elementary Procedural Guide
2012-2013 STUDENT PROGRESSION/PROMOTION CRITERIA MATRIX, GRADES K-5

		Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Promotion Criteria #1	Reading	Recognizes 48 of 52 Letter Names AND Distinguishes 20 of 26 Letter Sounds AND Understands 15 of 21 Concepts of Print	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the common core state standards in reading comprehension	Scores 65% or greater on the Primary End of Year Reading Test that aligns with the common core state standards in reading comprehension	Scores at or above Level 2 on the FCAT 2.0 – NGSSS Reading	Scores at or above Level 2 on the FCAT 2.0 – NGSSS Reading	Scores at or above Level 2 on the FCAT 2.0 – NGSSS Reading
	Math	N/A	N/A	N/A	N/A	Scores at or above Level 2 on the FCAT 2.0 – NGSSS Mathematics	Scores at or above Level 2 on the FCAT 2.0 – NGSSS Mathematics
Promotion Criteria #2	Reading (Math - N/A)	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 2 OR Scores 90% or greater in accuracy AND at or above the Adequate Level (DRA-Classic) / Developing Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), at or above Level 3	Scores at or above the 35 th percentile on the Stanford Diagnostic Test in reading comprehension	Scores at or above the 35 th percentile on the Stanford Diagnostic Test in reading comprehension	N/A	N/A	N/A

Good Cause Alternative Assessment Criteria	Reading	N/A	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 16	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 22	Scores at or above the 45 th percentile on the current version of the Stanford Achievement Test in reading comprehension	Scores at or above the 30 th percentile on the Stanford Diagnostic Test in reading comprehension	Scores at or above the 30 th percentile on the Stanford Diagnostic Test in reading comprehension
	Math	N/A	N/A	N/A	N/A	Scores at or above the 30 th percentile on the Stanford Diagnostic Test in Total Math (including "Concepts and Applications" and "Computation")	Scores at or above the 30 th percentile on the Stanford Diagnostic Test in Total Math (including "Concepts and Applications" and "Computation")
Good Cause Portfolio Criteria	Reading	N/A	Scores 90% or greater in accuracy AND at or above the Adequate Level (DRA-Classic) / Instructional Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), at or above Level 16	Scores 90% or greater in accuracy AND at or above the Adequate Level (DRA-Classic) / Instructional Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), at or above Level 28	Scores at or above 70% for each of the fourteen reading benchmarks on the Just Read, Florida! Third Grade Reading Assessment Portfolio	Scores at or above 70% on the Macmillan/ McGraw-Hill Benchmark Reading Test, Form D (multiple choice items only)	Scores at or above 70% on the Macmillan/ McGraw-Hill Benchmark Reading Test, Form D (multiple choice items only)
	Math	N/A	N/A	N/A	N/A	Scores at or above 60% on the Go Math End of Year Test	Scores at or above 60% on the Go Math End of Year Test

Good Cause Additional Criteria	Previously Retained	Previously retained in K	Previously retained in K-1 for a maximum total of two years, not to exceed one retention per grade level	Previously retained in K-2 for a maximum total of two years, not to exceed one retention per grade level	Previously retained in K-3 for a maximum total of two years	Previously retained in K-4 for a maximum total of two years, not to exceed one retention per grade level, other than mandated third grade	Previously retained in K-5 for a maximum total of two years, not to exceed one retention per grade level, other than mandated third grade
	ESE	Student with disabilities whose IEP indicates that participation in a statewide assessment is inappropriate	Student with disabilities whose IEP indicates that participation in a statewide assessment is inappropriate	Student with disabilities whose IEP indicates that participation in a statewide assessment is inappropriate	Student with disabilities whose IEP indicates that participation in a statewide assessment (e.g., FCAT) is inappropriate	Student with disabilities whose IEP indicates that participation in a statewide assessment (e.g., FCAT) is inappropriate	Student with disabilities whose IEP indicates that participation in a statewide assessment (e.g., FCAT) is inappropriate
	ESE	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention)	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention)	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention)	Student with a disability who was previously retained in K-3 (maximum of one retention in K-5 unless parent requests additional retention)	Student with a disability who was previously retained in K-4 (maximum of one retention in K-5 unless parent requests additional retention)	Student with a disability who was previously retained in K-5 (maximum of one retention in K-5 unless parent requests additional retention)
	ELL	ELL student with less than two years in the ESOL program	ELL student with less than two years in the ESOL program	ELL student with less than two years in the ESOL program	ELL student with less than two years in the ESOL program	ELL student with less than two years in the ESOL program	ELL student with less than two years in the ESOL program
	ELL	N/A	An ELL student with two or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	An ELL student with two or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	N/A	An ELL student with two or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	An ELL student with two or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
	Interventions in RtI Process	Student receives intensive Tier 2 or Tier 3 interventions through the RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level. *	Student receives intensive Tier 2 or Tier 3 interventions through the RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level. *	Student receives intensive Tier 2 or Tier 3 interventions through the RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level. *	N/A	Student receives intensive Tier 2 or Tier 3 interventions through the RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level. *	Student receives intensive Tier 2 or Tier 3 interventions through the RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level. *

* RtI: "demonstrates increased performance based on progress monitoring data" is defined as an increase in student achievement to the level set by the goal of the intervention.

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. N/A

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.

Pre- and post-testing in Year 1, as well as reports from previous school records will be collected as baseline to measure progress in Years 1, 2, 3, and beyond, and as an integral part of the planning and refinement of instructional strategies.

Baseline data will include standardized test scores, report card grades, attendance reports, behavioral records, and IEP /EP and or LEP Plans (as applicable). This data will be compared to current data at the end of each school year.

Based on the school's philosophy of providing "personalized instruction," the school will use data (state and district requirements, report cards, testing scores, past performance and comportment) as factors for placement in the appropriate classes which best suit each child. Ongoing internal audits (Interim Progress Reports and Report Cards, F.A.I.R. Ongoing Assessments) of student performance, including beginning year, mid-year, and end-year assessments, will be utilized as reflective and guidance tools for course placement.

Student records from previous schools will be secured and reviewed for baseline data on each student and assessment of their progress. That data will include, but not limited to, standardized test scores, 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 Plans will be secured and the Individual ELL/LEP Student Plans will be obtained for English Language Learner (ELL) students. This data will be made available to teachers and parents who will assess progress against the baseline data and provide appropriate services to successfully attain the Common core State Standards.

The baseline data will be compared to current data at the end of each school year. Expectations are that students will progress at least as well as they did before attending the charter school, and that the specific measurable objectives for the school are achieved. Other methods of assessing students' mastery of performance outcomes will include, but will not be limited to, facilitator observation, peer- and self-evaluations, teacher tests and quizzes, projects, presentations, exhibitions, portfolios, and attendance rates. The student portfolios will show not only the student's "best" work, but also drafts of student work that will demonstrate progress.

For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, will implement a school-wide Pupil Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency.

For each year in which a student scores at Level 1 on PARCC Reading, they must receive remediation the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive reading plan. For each year in which a student scores at Level 1 or Level 2 on PARCC Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

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

Students at the School will participate in all Statewide and District assessment programs and will use the state standardized assessment scores, district assessment scores and school-based assessments to measure

student progress toward mastery of the NGSSS/CCSS at all grade levels. The School will abide by the Sponsor's annual testing calendar. The assessments administered include *but are not limited to*:

- ❖ Florida Kindergarten Readiness Screener (FLKRS)
- ❖ Florida Assessment For Instruction In Reading (FAIR) AP1
- ❖ District Writing Prompt
- ❖ District Benchmark Assessment (BAT)* as needed
- ❖ Florida Assessment For Instruction In Reading (FAIR) AP2
- ❖ Primary Reading Mid-Year Assessment (grades 1 & 2)
- ❖ Florida Alternate Assessment Administration (ESE)
- ❖ NAEP (select schools), grade 4
- ❖ Portfolio Assessment Reading Comprehension, grade 3 (Alternative Assessment for Promotion)
- ❖ FCAT Writing Assessment grade 4* or other state mandated assessment test in writing
- ❖ Cognitive Abilities Test (CogAT) grades 2 & 3
- ❖ Florida Assessment For Instruction In Reading (FAIR)AP3
- ❖ Stanford Achievement Test – tenth edition (SAT-10) Reading Comprehension, grade 3 alternate for promotion
- ❖ Comprehensive English Language Learning Assessment (CELLA)
- ❖ Primary Reading and Mathematics End-Of-Year Assessment (grades 1 & 2)
- ❖ Oral Language Proficiency Test I (IPT-I) 2nd Edition – Grades K – 5
- ❖ PARCC or other Standards-based assessment to be approved by the FLDOE

FAIR assessments will be administered three times per year to provide an ongoing measure of reading fluency and comprehension, predict FCAT/PARCC performance, and serve as a progress monitoring device for teachers and students. English Language Learners will be assessed and served by ESOL-certified personnel and in accordance with the Sponsor's ELL Plan and the requirements of the *LULAC et.al. vs. State Board of Education Consent Decree (1990)*.

Additionally, the School will use a variety of other assessments, such as teacher-made tests, textbook exams, alternate assessments, pre-and post-assessments, benchmark tests, midterm and final exams, etc. as needed to monitor student progress. The School may also choose to purchase research-based assessments such as STAR Reader and SAT 10.

As stakeholders in the educational process, students and their parents will be an active part of the assessment program. The School will develop a testing calendar aligned to the School's Scope and Sequence plans which will be posted throughout the school, published on the School's website, and sent home. Additionally, the School will encourage and promote positive test prep strategies such as eating a balanced breakfast and getting at least eight full hours of sleep. Following the release of assessment results, school personnel will disseminate the information to parents and engage students in data chats. A data chat serves as an effective instructional tool because it allows the student to see where exactly he/she made progress and where improvement is still needed, resulting in increased motivation and understanding.

School-Based Assessments in all Courses:

- ❖ Weekly teacher-generated quizzes (K-5)
- ❖ Monthly teacher-generated chapter tests (K-5)
- ❖ Quarterly projects and/or investigations based on focus lessons (K-5)
- ❖ Midyear and End of Year Examinations (K-5)

- ❖ Portfolios and presentations (K-5)
- ❖ Class participation rubrics (K-5)

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

Administrators and faculty collaboratively will develop an instructional calendar with a timeline for addressing targeted strands as denoted in assessed benchmarks. The calendar will reflect item specification formats and the percentage of students who attained proficiency during prior year assessment. Through the use of the calendar, student assessment data will drive decisions for continuous improvement of the teaching and learning process. Data will be used to understand and improve school effectiveness by targeting benchmarks indicating which students need additional support to master specific grade level skills.

The School Instructional Leadership team –consisting of the principal, assistant principal, grade level chairs, ESE and ESOL teachers, Reading Coach and Media Specialist --- will monitor and analyze data to maintain a problem solving system that brings out the best in our school, teachers, and our students. The leadership team will meet weekly to:

- ❖ Evaluate data and correlate to instructional decisions;
- ❖ Review progress-monitoring data at the grade level and classroom level to identify students and their academic levels.
- ❖ Identify professional development to enhance students' achievement levels.
- ❖ Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills.
- ❖ Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Grade level chairs will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Each teacher will use data to determine the instructional focus of whole group lessons. An Item-Analysis of benchmarks and chapter tests will be used to re-teach questions that students missed most frequently. Lowest 30% of students and/or students referred by teachers will be targeted for morning tutoring, and pull-out or push-in intervention as needed.

Students at and above mastery level will be challenged through the use of additional hands-on investigations, projects and research assignments that will reinforce the mastery of benchmarks

The School will also develop and utilize a Response to Intervention (RtI) 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 disabilities and other disabilities.

The RtI model at the school will have four essential components: A school-wide, multi-level instructional and behavioral system for preventing school failure, screening, progress monitoring, data-based decision

making for instruction and movement within the multi-level system. Regardless of the number of interventions the school implements, each will be classified under one of the three levels of prevention: primary, secondary, or tertiary. This will allow for a common understanding across the entire process.

Student Assessment and Instructional Intervention

The RtI framework will be a comprehensive support to students. The school will practice RtI as a prevention oriented approach to linking assessment and instruction. This can then inform teachers on how to best teach their 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 that will impact their learning and outcomes.

Multi-level Prevention System

The model being employed by the school is a rigorous prevention system that provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. The school may use more than one intervention within a given level of prevention. These levels of intervention will be as follows:

- **Primary prevention:** high quality core instruction that meets the needs of most students
- **Secondary prevention:** evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students
- **Tertiary prevention:** individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention

Identification of Students at Risk for Poor Learning Outcomes of Behavior

Struggling students will be identified by implementing a 2-stage screening process. The first stage, universal screening, is a brief assessment for all students conducted at the beginning of the school year; for students who score below the cut-off point on the universal assessment (summative assessment), a second stage of screening is then conducted to more accurately predict which students are truly at risk for poor learning outcomes. This second stage involves additional, more in-depth testing or short-term progress monitoring to confirm a student's at risk status. The tools utilized for the screening will mirror those used at the school district.

Researched Based Interventions

Classroom instructors will use research-based curricula in all subjects. When a student is identified via screening as requiring additional intervention, evidence-based interventions of moderate intensity will be provided. These interventions are in addition to the core primary instruction and will typically involve small-group instruction to address specific identified problems. These evidenced-based interventions are well defined in terms of duration, frequency, and length of sessions. Students who show minimal response to secondary prevention move to tertiary prevention, where more intensive and individualized supports are provided. All instructional and behavioral interventions will be selected with attention to their evidence of effectiveness.

Adjustment to Interventions

Progress monitoring data will be used to determine when a student has or has not responded to instruction at any level of the prevention system. For a student who has not responded to the intervention, the increasing of the intervention will take place. This can be accomplished by lengthening instructional time, increasing the frequency of instructional sessions, reducing the size of the instructional group, or adjusting the level of instruction. The intervention may also be increased by providing

intervention support from a teacher with more experience and skill in teaching students with learning or behavioral difficulties. Some students may be provided a Secondary prevention by the school. That may typically involve small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration and frequency of instruction.

Tertiary Intervention

This will be the most intensive of the three levels and the school will individualize and target each student's area(s) of need. At this level, the teacher will begin with a more intensive version of the intervention program used in secondary prevention (e.g., longer sessions, smaller group size, more frequent sessions). The teacher will conduct frequent progress monitoring (i.e., at least weekly) with each student. When the progress monitoring data indicates the student's rate of progress is unlikely to achieve the established learning goal, the teacher will engage in a problem-solving process. The teacher modifies the components of the intervention program and continues to employ frequent progress monitoring to evaluate which components will enhance the rate of student learning. By continually monitoring and modifying (as needed) each student's program, the teacher is able to design an effective, individualized instructional program.

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

The School will participate in all applicable components of the PARCC or other Standards-based assessment to be approved by the FLDOE and other age-appropriate tests that may be required or recommended by the Sponsor. In accordance with our mission, students will have an active role in their education by learning to monitor and evaluate their work. Student and Parent Reports received from the FL-DOE will be sent to parents and shared with students in planning student's academic program and services for the following school year. Teachers will use assessment rubrics as teaching tools in the classroom by helping students to interpret their performance and comprehend their results.

If a child's performance is below target not making adequate progress towards the Common Core State Standards, the parent/guardian will be advised in a special conference and remedial strategies will be communicated.

If a child's performance is on target for his or her immediate stage of development, we will advise the parent. Assessment and performance information will be shared with parents and evidenced by parental contact logs for every teacher.

If a child's performance is above target for his immediate stage of development, the school may recommend to the parent advanced level placement/high achieving course work and screen for ESE (Gifted) and/or honor and advanced or high school level courses in the middle grades, as applicable by subject.

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, interims will be provided for all students. Ongoing communication will occur through progress reports, report cards, parent/student conferences, and other forms of written and oral communication. Additionally, progress reports shall be signed by the parent and expected to be returned

to the teacher. Conferencing will be a highly effective way to keep parents apprised of their child's progress in all grade levels.

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 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.

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 Broward County Public Schools' Special Policies and Procedures (SP&P) 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.

To 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 and 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 must 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 (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: If a student is denied for ESE services then they 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 his/her peers.

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 instruction, collaboration, consultation, or support facilitation in the student's area of need. Other services may include social skills development, speech/language therapy, occupational therapy, physical therapy 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 make necessary changes.

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 together 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.

504 Plan

The School's policies for 504 students will reflect the requirements of the Section 504 of the Americans with Disabilities Act of the Rehabilitation Act of 1973 that prohibits discrimination against persons with disabilities in any program receiving Federal financial assistance, including public schools. The purpose of Section 504 is to ensure that eligible students have educational opportunities equivalent to their non-disabled peers. It is often said that Section 504 "levels the playing field" for all students attending public school. Section 504 requires that accommodations, aids or special services be provided to students with disabilities so they have an opportunity, equal to non-disabled students, to participate in educational experiences.

Section 504 provides no funding and the eligible student's education must be provided in the regular education classroom, unless it is demonstrated that education in the regular environment, with the use of supplementary aids and services, cannot be achieved satisfactorily. Section 504 requires school districts to provide a Free Appropriate Public Education (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities.

After obtaining parental consent, the Section 504 Team collects data from a variety of sources, e.g., student records, standardized test scores, teacher reports, medical reports, behavioral rating scales, psycho-educational evaluations, grades, attendance. Unlike most IDEA evaluations, Section 504 evaluations do not necessarily involve formal testing.

Placement refers to regular and/or special education program in which a student receives educational and/or related services. For the vast majority of Section 504 students, “placement” refers to planned accommodations within the regular classroom. Students whose needs cannot be met in such a manner may require evaluation to determine eligibility for special education under IDEA. Once a plan is written, all staff in the school should view it as a “legal contract” to which they are parties.

Meetings will occur on an annual basis between the parents, classroom teacher, and the 504 team in order to assess student progress. 504/ADA plans will be revisited and reviewed annually. Reevaluation will take place every three years.

Federal and State Reports: Unless otherwise exempted by Chapter 1002, Florida Statutes, 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 (pull- out) 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. In addition, students will be offered specialized instruction, collaboration, consultation, or support facilitation depending on the student’s area of need. Other services may include social skills development, speech/language therapy, occupational therapy, physical therapy and/or counseling.

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. Furthermore, parents annually complete the Broward County ESE Parent Online Survey indicating how well schools are supporting parents' involvement in their child's education.

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

The School curriculum is designed to serve students of all ability levels, and the School will ensure that all students will be engaged in and benefit from the curriculum, including exceptional students who enter the school below grade level. Any student in need of remediation for not making adequate progress towards mastery of the Common Core State Standards/NGSSS when applicable, as adopted, will have access to supervised study time and tutoring services during school and non-school hours (e.g. after school, Saturday mornings, etc. and whenever possible, to accelerate and/or remediate student achievement).

Apart from providing the specific services listed in a student's IEP, as applicable, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students success. Student performance will be continuously assessed and students not making adequate progress towards mastery of the Common Core State Standard, as adopted, will be identified and the following measures will be instituted:

- ❖ 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. The team will meet to discuss pull-out tutoring options.
- ❖ 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.

All students with disabilities will be monitored as stated on their IEP and quarterly progress notes will be sent to the parents attached to their report cards every nine weeks.

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

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.

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 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 a 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
- ❖ 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 (ESY) services 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.

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).

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

- ❖ A need for a special program*
- ❖ A majority of the characteristics of gifted students according to a standard scale checklist
- ❖ Superior intellectual development measured by an intelligence quotient of two (2) 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.
- ❖ 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 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:

Gifted/High Achieving Full-time, Self-contained (for grades K-5 classes with < 20 gifted students per grade level or combination grade level): All gifted students in a grade must be grouped together in one class for their academic subjects (in order to ensure that gifted students have time with their intellectual peers) and taught by a gifted endorsed teacher (or a teacher working towards gifted endorsement and on an approved out-of-field waiver). Students are ability grouped within the gifted classroom and the curriculum is even further differentiated based on individual student needs. High achieving students are determined by the following criteria:

- **Kindergarten:** School-based decision
- **Grades 1-3:** Scored the highest of grade-level students on a district-approved, school determined reading test (i.e., DAR, Rigby, IRI, etc.) given in the spring of the previous year. After the highest, the next highest, etc., would be placed until all seats are filled. In the event there is a tie, the student with the higher math score on a school-determined assessment will be given the seat.
- **Grades 4-8:** Scores at Level 5 in reading **AND** math on the most recent FCAT/PARCC. If there are more level 5s than available seats, the scaled scores are added together and the students with the highest combined scores are given priority. If there are multiple students who have the same combined scaled scores, and not enough seats left to accommodate them, then their GPAs must be calculated. If there are still available seats after the students who scored a Level 5 in both reading and math have been placed, then the following combinations would be considered in order:
 - Level 5-Reading; Level 4-Math
 - Level 4-Reading, Level 5-Math
 - Level 4-Reading; Level 4-Math
 - Level 4-Reading; Level 3-Math

OR

Half-day Resource (for grades K-5 classes with under 20 gifted students per grade level or combination grade level):

- Gifted students will receive instruction in specific content area(s) for 2 1/2 hours per day. A minimum of 2 hours per day will be spent on content instruction.
- Students will be ability grouped within the gifted classroom and the curriculum is even further differentiated based on individual student needs.
- The gifted endorsed teacher will consult with the general education teacher on a weekly basis regarding gifted instruction and the individual needs of each gifted student.

If the school has enrolled less than 11 gifted students per grade level in grades k-3, then the School will use the Primary Elementary alternative Model.

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
- ❖ 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
- ❖ 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 Common Core State Standards/NGSSS when applicable 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
- ❖ 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 a 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.

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.

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 hereby agrees to adopt and implement the Sponsor's ELL plan, policies and procedures with respect to the ELL Plan, as amended from time to time. Additionally, the School will meet the requirements of the Consent Decree entered in *Lulac, et al. vs. State Board of Education* and all applicable provisions of Federal law relating to students who are limited English proficient. English Language Learners enrolled at the school will be served by ESOL-certified personnel who will follow the Sponsor's District Plan for English Language Learners as follows:

Identification and Assessment: Per FS 1003.56, the School will identify "English Language Learner" (ELL) 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 includes three questions and is given at the time of registration. The questions are as follows:

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 the IPT within 20 days of registration, using the following assessment instrument:

IDEA Oral Language Proficiency Test I (IPT-I)

IDEA Oral Language Proficiency Test II (IPT-II)

Kaufman Test of Educational Achievement II Brief Form (KTEA-II).

1. 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.
2. ELLs in grades 3-8 who score Fluent English Speaker on the IDEA Oral Language Proficiency Test are administered 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.
 3. In addition, ELLs are administered the *Comprehensive English Language Learning Assessment (CELLA)*, which contains a separate reading section.

Once the student is assessed with an aural/oral language assessment instrument, use the charts correlating the *IDEA Oral Language Proficiency Test Score Levels with Broward County Language Level*

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 in writing in home language to attend any meeting of the ELL Committee.

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
- ❖ 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.

Evaluation: Student plans will be updated at minimum 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).

Additionally, students who are in the program longer than 4 years may have a plan update twice a year, depending upon their date of entry into an ELL program.

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 can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book.

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

<p><u><i>Identifying Similarities and Differences</i></u> Mind mapping Venn diagrams T Charts Cause and Effect Organizers Word Sort <u><i>Cooperative Learning</i></u> Group Projects Language Experience Approach Shared Reading and Writing Book Pass Dramatization <u><i>Nonlinguistic Representations</i></u> Pictures Manipulatives Reflective journals Sharing goals and objectives with parents Praise efforts to use English</p>	<p>Concept Maps Student Drawings Mnemonic Clues Visualization 5 Senses Organizer <u><i>Questions-Cues-Advanced Organizers</i></u> Activate background knowledge Frontload key vocabulary Predicting, inferencing, concluding Reciprocal teaching and modeling Think alouds and guided questions KWL <u><i>Homework and Practice</i></u> Lesson opening with review and preview. Metacognition of strengths and weaknesses. Hold high expectations Honor individual learning styles Use authentic assessment</p>
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The school will also utilize strategies approved by BCPS as noted on the *ESOL Instructional Strategies Matrix* as seen below:

ESOL Instructional Strategies Matrix
(*How* We Teach is as Important as *What* We Teach)

A Accommodations	B Clear Communication	C Assessments	D Vocabulary	E Collaboration & Conversation	F Metacognitive & Metalinguistic
A1 Heritage Dictionary A2 Heritage Language (L1) Support A3 Flexible Scheduling A4 Flexible Setting A5 Flexible Timing	B1 Concise Language B2 Clear Directions B3 Enunciation B4 Pauses & Pacing B5 Pointing B6 Repeating/Paraphrasing B7 Gestures B8 Show Examples & Non-Examples B9 Demonstrations B10 Anecdote/Storytelling	C1 Rubrics C2 Presentation C3 Portfolio C4 Checklist C5 Labeling C6 Interview C7 Response Cards C8 Oral Assessment C9 Observation C10 Context-Embedded Text C11 Voting Devices C12 Cloze Test C13 Visual Representations C14 Self /Peer Assessment C15 Samples C16 Sentence Frames	D1 Etymology/Cognates D2 Semantic Feature Analysis D3 Context Clues D4 Tier II/Tier III Analysis D5 Interactive Word Walls D6 Vocabulary Games D7 Multiple Meanings D8 Phonology D9 Vocabulary Banks	Grouping Configurations: E1 Heterogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E2 Homogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E3 Jigsaw E4 Peer Pair E5 Reader's Theater E6 Think/Pair/Share E7 Academic Games E8 Group Presentations/Projects E9 Socratic Seminar E10 Panel Discussion E11 Debate/Defend with Evidence	F1 L1 Transfer F2 Mnemonic Devices F3 Dialogue Journals F4 Self-Correction F5 Self-Evaluation F6 Self-Monitor F7 Peer Editing F8 Associations
G Context Embedded Supports & Close Reading			H Multimodal & Multimedia	I Advance Organizers	J Additional Resources
G1 Activating and/or Building Prior Knowledge G2 Chunking Text G3 Annotations & Symbols G4 Ask Inferential & HOT Questions G5 Ask Clarifying Questions G6 Modeling G7 Read Aloud G8 Think Aloud G9 Multimodal Texts G10 Visualization/Illustrations G11 Summarizing G12 Dramatic Enactments/Role Play G13 Identify Key Concepts G14 Similarities & Differences G15 Language Experience Approach	G16 Note-Taking/Outline Notes G17 Question-Answer-Relationship (QAR) G18 Reading with Specific Purpose G19 Reread Text G20 Text Features & Structural Analysis G21 Survey, Question, Read, Recite, Review (SQ3R) G22 Text Connections G23 Total Physical Response (TPR) G24 Vary Complexity of Assignment G25 Realia/Manipulatives G26 Captioning		H1 Audio-Visual Applications H2 Digital Books H3 Computer Software H4 Document Camera H5 Interactive White Board H6 Tablet/Interactive Devices H7 Language Master H8 Video/Film/CD/MP3 H9 Digital Simulations H10 Translation Devices	I1 Charts (Flowcharts, T-Charts, etc.) I2 Anticipation Guide I3 Cornell Notes I4 Digital Tools/Software I5 Foldables I6 Graphs/Diagrams I7 K-W-L I8 Reading and Analyzing Non-Fiction (RAN) I9 Notes TM I10 Webbing/Mapping I11 Story Maps I12 Timelines I13 Venn Diagrams I14 Vocabulary Improvement Strategy (VIS)	J1 Art Integration J2 Community Resources J3 Cultural Sharing J4 Celebrations J5 Field Trips J6 Guest Speakers J7 Holiday Programs J8 Multicultural Resources J9 Music/Songs/Jazz Chants

ESOL Department, Broward County Public Schools
06/2013

ESOL Program Placement (Grades 6-8): A student identified as ELL will be placed in **two** ESOL courses as applicable to the student's 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 Reading)
1002181L2 - M/J Developmental Language Arts Through ESOL (Level 2 Reading)
1002181L3 - M/J Developmental Language Arts Through ESOL (Level 3 Reading)
1002181L4 - M/J Developmental Language Arts Through ESOL (Level 4 Reading)

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.

The Comprehensive English Language Learning Assessment (CELLA) The CELLA will be administered each spring to all current ELL students to measure proficiency and gains in reading, writing, listening, and speaking. For Grades K-2, CELLA will be used for classification updates in the spring.

Exit procedures:

Students in grades K-2 will be eligible to exit from the school's ESOL program once they score proficient on the Listening/Speaking, Reading and Writing sections of the CELLA.

The school will follow the Exit Criteria Flowchart in the District's ESOL Handbook.

Students in grades 3-8 will be eligible to exit from the school's ESOL program once they score proficient on the Listening/Speaking, Reading and Writing sections of the CELLA and score an achievement level of a 3 or equivalent developmental scale score on the Reading/ELA portion of the PARCC or other state standards based assessment approved by the FLDOE. After reviewing scores, the School will follow the Exit Criteria Flowchart for any students who meet the new exit criteria.

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

1. Identify students who are eligible to exit the ESOL program based on the exit criteria.
2. Update the exit information on the ELLSEP folder for exiting students.
3. 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 members of the committee will sign as appropriate.
4. Provide the school data processor with required exit data. The required information is entered in the State Database (TERMS).
5. Notify the parent(s) that the student is exiting the ESOL program.
6. Monitor the student for two years from the exit date in order to ensure success in the mainstreamed classroom.

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.

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 highly experienced and ESOL certified teachers 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, 60, 300 MPP) documentation. The Principal/Staffing Committee will identify each teacher's training status or requirement. The school will identify an ESOL coordinator who will have the responsibility of overseeing, training, and assisting staff in meeting the needs of the school's ELL population throughout

the school year. All instructional members will be expected to appropriately identify any ESOL students and levels in their grade books and use ESOL strategies when instructing ELL students.

Home Language Assistance Program: Per META Consent Decree, If the school has 15 or more ELL students speaking another language (per language group) other than English, the school will ensure that a linguistically qualified paraprofessional or teacher- proficient in the same language- will be staffed to assist ELL students in understanding ESOL basic subject area and other content instruction. (LULAC et al vs. School Board of Education Consent Decree). Teachers and paraprofessionals assigned to this program are expected to assist ELL students using their home language in the core subject areas of mathematics, science, and social sciences. Tutoring logs indicating services provided will be kept at the school by the administrator supervising the program. The paraprofessional assigned to ELL students will function as an assistant to the student throughout the day.

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
- ❖ helping students comprehend textbooks and other written materials.

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

The School curriculum is designed to serve students of all ability levels, and the School will ensure that all students will be engaged in and benefit from the curriculum, including English Language Learners who enter the school below grade level. Any student in need of remediation for not making adequate progress towards mastery of the Common Core State Standards/NGSSS when applicable, as adopted, will have access to supervised study time and tutoring services during school and non-school hours (e.g. after school, Saturday mornings, etc. and whenever possible, to accelerate and/or remediate student achievement).

Apart from providing the specific services listed in a student's English Language Learner Student Educational Plan (ELLSEP) folder IEP, as applicable, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students success. Student performance will be continuously assessed and students not making adequate progress towards mastery of the NGSSS/CC, as adopted, will be identified and the following measures will be instituted:

- ❖ 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. The team will meet to discuss pull-out tutoring options and all decisions will be documented on the student's English Language Learner Student Educational Plan (ELLSEP) folder, IEP and Matrix of Services.
- ❖ 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.

All ELL students will be monitored as stated on their English Language Learner Student Educational Plan (ELLSEP) folder, IEP and quarterly progress notes will be sent to the parents attached to their report cards every nine weeks.

Essentially, if a student is not able to learn after various ELL interventions are given, the school will begin an RTI- just as any other struggling student would require in attempts to engage the student, allowing them to benefit from the curriculum.

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 its commitment to the School's mission on a daily basis. Its founders are of the opinion that both teachers and students need to be provided with a consistent behavior management system so that maximum time can be spent teaching and learning. Inappropriate behaviors that interfere with the learning process and the expectations set for character development can be reduced and ultimately extinguished through consistent, best-practice behavior management techniques.

The School will function on the belief that a safe and orderly school is of primary importance in order to create an enjoyable environment for both students and teachers. When children behave in a respectful, responsible and safe manner, they learn more and develop into children whose character counts. With the children's best interests in mind, it is imperative that parents and staff work together to ensure a happy, safe and productive learning experience. The School expects parents to take an active role in supporting this plan in order for children to learn to be responsible citizens.

Thus, behavior management based on a positive reward/point system will be in place in all classrooms from the beginning of the first year of operation. Pre-service and in-service training will be required of all teachers. Each teacher, then, will be given the opportunity to implement her/his own behavior management techniques in their respective classrooms. The ultimate goal will be to remove these systems from the classrooms, based on the theory that appropriate behaviors will be internalized and external reward systems will no longer be necessary.

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

The School will adopt and follow the most recent version of the *Broward County Public Schools Handbook Code of Student Conduct Policy 5.8 and Discipline Matrix*, therein incorporating the district's policies and expectations for students related to consistent and timely attendance, respect for persons and property, appropriate dress, technology usage, student publications, student activities, student records, and the right to appeal, including grievance procedures. This information will be made available to parents and students upon registration. The principal and staff have the responsibility and authority for maintaining the orderly educational process. The principal is authorized to take administrative action whenever a student's misconduct away from school has a detrimental effect upon other students or on the orderly educational process. Teachers and administrators will strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action.

Following the county, the school will distribute the *Broward County Public Schools Handbook Code of Student Conduct Policy 5.8* electronically and ensure that all parents and students sign and return the Acknowledgement form provided on page 11 of the handbook. The school will retain the signed form in office with student records. Somerset parents will be encourage to take an active role in supporting this plan. In order for student to learn to be responsible citizens, parents and school staff must work together to ensure a safe, conducive and productive learning environment.

Furthermore, a collaborative problem solving process will be utilized to address learning and/or behavioral challenges identified by the classroom teacher and/or identified by the parent and corroborated by the teacher as an in-school behavior. The School will have a team (like a child study team) comprised of a School counselor, a member of the administrative team, and respective department heads e.g. members of the curriculum council (wherein every department is represented) and referring teacher and parent, when appropriate, will meet to discuss the pattern of behavior, targeted potential strategies to aim at assisting the child curtail the undesired behavior or learning outcome. The group will really consider the actual repetitive harmful behavior, and assign targeted strategies and or interventions (including timeframes for implementation and an informal plan of action) will be planned, implemented and subsequently evaluated at a subsequent meeting. The student's response and the results of intervention will be discussed and further action will be determined based on specific data and results gathered. Through this process, the student's needs can be addressed across the curriculum and the strategies can be individualized as well as the student's needs can be discussed and results compared, with allocation of necessary resources being implemented throughout the school day and in every discipline. The goal of this approach is to assist and support the child, avoiding, whenever possible, the necessity for punitive measures that will interrupt the integrity of the everyday academic or social setting of the child.

In accordance with the BCPS Students Conduct Code Book and the respective Discipline Matrix, the most appropriate disciplinary action taken by the School's officials, will be the least extreme measure that can resolve the discipline problem. Teachers and administrators strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action. The following will be the manner for issuing consequences for violations of classroom and/or school rules:

Classroom Consequences:

- 1st Consequence – VERBAL WARNING
- 2nd Consequence – TIME OUT FROM ACTIVITY AND/OR LOSS OF PRIVILEGES
- 3rd Consequence – DETENTION
- 4th Consequence – PARENT CONTACTED/REFERRAL NOTE SENT HOME
- 5th 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

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 Learners (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 that 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 at all possible.

Some of the disciplinary actions that may be utilized (in accordance with the district's Code of Student Conduct) include:

- ❖ Removal from Class
- ❖ Student Work Assignment
- ❖ Peer Mediation
- ❖ Other Alternatives (e.g. after-school detention)

Suspension:

The Principal of the School may suspend a student from school for up to ten days for persistent disobedience and/or gross misconduct (and will assign suspension in accordance with provisions of the discipline matrix of BCPS). Principals 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 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 the student's 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, the student should submit the work to the teacher. The teacher must 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 SB Policy 5006, the School's Principal may request that the Superintendent recommend to the School Board that a student be expelled. The Principal of the School may take this action when he/she has exhausted less severe administrative disciplinary action, or when he/she has considered those alternatives and rejected them as inappropriate in the given situation.

Glossary of terms:

1. After School Detention: being detained in a designated room after school as determined by the classroom teacher and Principal. Time spent is determined by the severity of the infraction. Any after-school activities (sports, clubs, etc.) may be attended but the student will not be eligible to participate. Parents must be notified ahead of time to make appropriate arrangements.
2. Severe Clause: extremely disruptive behavior resulting in immediate removal from class to the principal's office and/or from school.

3. Disrespect: to be rude or discourteous to another person, talking back, or arguing with another.
4. Outdoor Suspension: takes away the privilege of attending school for a certain number of days. A student receiving OSS may not be allowed to participate during the OSS period in after-school activities or set foot on campus (i.e., sports, clubs, etc.). Work missed during OSS may be made up for credit.
5. In-School Suspension (SCSI): takes away the privilege of attending classes; student remains in school and may get credit for work completed during ISS. A student receiving ISS may not be allowed to participate or attend during the ISS period in after school activities (i.e., sports, clubs, etc.).
6. Possession: Ownership; to carry on as if you owned it; to have in your control.
7. “NO TOLERANCE” Policy: the School maintains a “NO TOLERANCE” policy for weapons in school. Any child bringing weapons to school, including toy weapons, will be considered for expulsion.
8. Code of Conduct: a set of rules that develop self-control and orderliness in students by providing logical consequences for both appropriate and inappropriate behavior; the goal being a safe and orderly education for ALL STUDENTS.
9. Respect: to be courteous to those around you; to show consideration.
10. Detention: students who do not comply with the Code of Conduct, uniform code, etc., may be given a detention. Students will assist with cleaning chores in the cafeteria, media center, classrooms and around the school grounds, and thereafter will write a positive essay about their experience. Students receiving a detention must attend on the date scheduled. Three detentions will result in a mandatory meeting with the parents and the administration to discuss the next step.

II. ORGANIZATIONAL PLAN

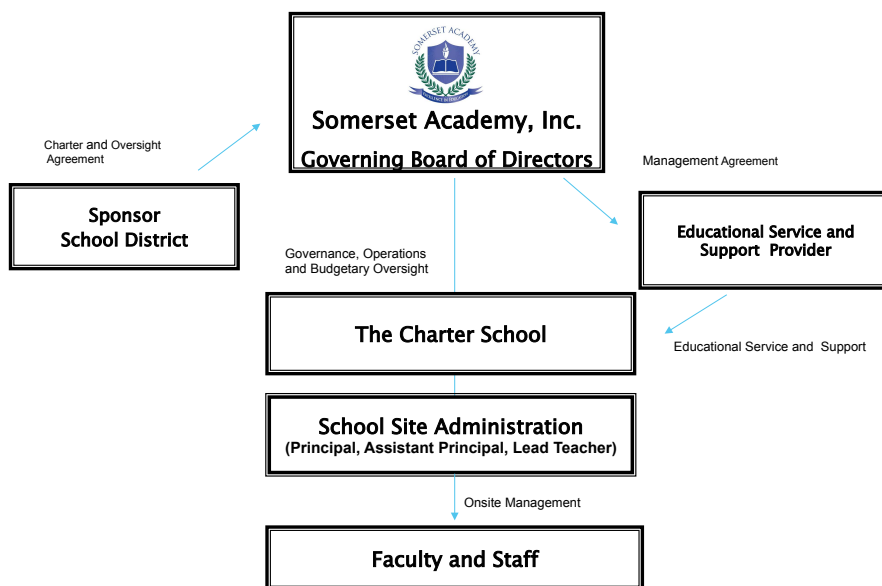
Section 9: Governance

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.



1

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 and staff will 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 and 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.

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. Explain how the founding group for the school intends to transition to a governing board. (This question is not applicable if the applicant is an established governing board.)

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

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. 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.

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's 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:

- ❖ Make an appointment to clarify issue with student's teacher
- ❖ Make appointment to clarify issue with school administrator
- ❖ Contact the identified person at the Service and Support Organization
- ❖ Contact the Governing Board Chair
- ❖ 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 student growth and instructional practices.

- ❖ Performance of Students - fifty percent of the school administrator(s)'s evaluation will be based upon the performance of the students. While the other fifty percent 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 includes 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.

Staffing Plan

Somerset Academy Regional Charter School

Fringe Benefit Rate
 FICA
 Medicare
 FUTA
 SUTA
 Workers Comp
 401K Contribution
 Health Insurance per Employee

22.00%
 6.20%
 1.45%
 \$ 189.00
 \$ 189.00
 0.88%
 2.00%
 \$ 4,140.00

\$345 Per month per Employee

Average Pay \$ 39,042.11 11,219 81,029 31,233 91,598 106,351 98,503 83,926

		High	Yr1 75%	Low	Yr2	Yr3	Yr4	Yr5
Instruction Staff								
Teachers (ESE or ESOL certified teacher)	39,500	32	24	16	32	32	32	32
Substitute Teachers	1,100	32	24	16	32	32	32	32
Other Teachers (ESE, ESOL, see Budget Narrative)	39,500	3	2	1.0	3	3	3	3
Paraprofessionals	18,000	1	1		1	1	1	1
Supplements	3,500	16	9	4	16	16	16	16
	101,600	36	27	17	36	36	36	36
Pupil Personnel Services								
ESE Teacher	40,000	1.00	1.00	1.00	1	1	1	1
	40,000	1	1	1	1	1	1	1
Media Services								
Media Specialist	40,000	1.00	1.00	1.00	1	1	1	1
	40,000	1		1	1	1	1	1
School Administration								
Principal	85,000	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal	65,000	1	1		1	1	1	1
Administrative Assistant	24,961	1.00	1.00	1.00	1	1	1	1
Registrar	22,000	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Other Clerical	18,000				1	1	1	1
	214,961	4.00	4.00	3	5	5	5	5
Fiscal Services								
Business Manager	40,000	1.00	1.00	1.00	1	1	1	1
	40,000	1.00	1.00	1.00	1	1	1	1
Food Services								
Food Service Workers	14,000	3	1	1	3	3	3	3
	14,000	3	1	1	3	3	3	3
	-	-		-	-	-	-	-
Operation of Plant								
Custodian	20,801	2	1.00	0.50	2	2	2	2
Security	20,801	1			1	1	1	1
	41,602	3	1	1	3	3	3	3
TOTAL EMPLOYEES		49	35	25	50	50	50	50
Salary Inflation	1.0%							
Instruction Staff								
Homeroom Teachers		1,264,000	948,000	632,000	1,276,640	1,289,406	1,302,300	1,315,323
Substitute Teachers		35,200	26,400	17,600	35,552	35,908	36,267	36,629
Other Teachers (ESE, ESOL, Reading/Math Coaches)		118,500	79,000	39,500	119,685	120,882	122,091	123,312
Paraprofessionals		18,000	18,000	-	18,180	18,362	18,545	18,731
Supplements		56,000	31,500	14,000	56,560	57,126	57,697	58,274
		1,491,700	1,102,900	703,100	1,506,617	1,521,683	1,536,900	1,552,269
Benefits:		328,174	242,638	154,682	331,456	334,770	338,118	341,499
Pupil Personnel Services								
Counselor		40,000	40,000	40,000	40,400	40,804	41,212	41,624
		40,000	40,000	40,000	40,400	40,804	41,212	41,624
Benefits:		8,800	8,800	8,800	8,888	8,977	9,067	9,157
Media Services								
Media Specialist		40,000	40,000	40,000	40,400	40,804	41,212	41,624
		40,000	40,000	40,000	40,400	40,804	41,212	41,624
Benefits:		8,800	8,800	8,800	8,888	8,977	9,067	9,157
School Administration								
Principal		85,000	85,000	85,000	85,850	86,709	87,576	88,451
Assistant Principal		65,000	65,000	-	65,650	66,307	66,970	67,639
Administrative Assistant		24,961	24,961	24,961	25,211	25,463	25,717	25,974
Registrar		22,000	22,000	22,000	22,220	22,442	22,667	22,893
Other		-	-	-	18,180	18,362	18,545	18,731
		196,961	196,961	131,961	217,111	219,282	221,474	223,689
Benefits:		43,331	43,331	29,031	47,764	48,242	48,724	49,212
Fiscal Services								
Business Manager		40,000	40,000	40,000	40,400	40,804	41,212	41,624
		40,000	40,000	40,000	40,400	40,804	41,212	41,624
Benefits:		8,800	8,800	8,800	8,888	8,977	9,067	9,157
Food Services								
Food Service Workers		42,000	14,000	14,000	42,420	42,844	43,273	43,705
		42,000	14,000	14,000	42,420	42,844	43,273	43,705
Benefits:		9,240	3,080	3,080	9,332	9,426	9,520	9,615
Operation of Plant								
Custodian		41,602	20,801	10,400	42,018	42,438	42,862	43,291
Security		20,801	-	-	21,009	21,219	21,431	21,645
		62,402	20,801	10,400	63,026	63,657	64,293	64,936
Benefits:		13,729	4,576	2,288	13,866	14,004	14,145	14,286
Total Payroll & Benefits		2,388,943	1,947,487	1,294,943	2,379,456	2,403,251	2,427,283	2,451,556

Somerset Academy Regional Charter School - GSA

Submitted August 1, 2013

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.

- ❖ Teacher Salaries were derived at by using an average salary of \$ 39,500.00 teacher for Year 1, with a CPI of approximately 1% for every year thereafter.
- ❖ 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 \$110.00/day.
- ❖ Administrative Salaries include a Principal and Assistant Principal.
- ❖ Clerical and Administrative assistant salaries include those for Registrar, and Administrative Assistants/Clerical personnel
- ❖ 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 \$450.00 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 ESE². 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, 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,

² <http://www.fldoe.org/e/e/pdf/2013lea/broward.pdf>

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 six 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

1. Performance of Students - fifty percent of the school administrator(s)'s evaluation will be based upon the student learning growth. While the other fifty percent will be based on instructional practice, professionalism, and job responsibilities.
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 includes 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: 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.
- ❖ 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)³:

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.

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:

- ❖ 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

³ 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.

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. 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.

General accounting services including bookkeeping, purchasing support, payables, asset management, budget preparation, cash flow analysis, and preparation of interim financial statements and assistance with the work of the School's independent certified auditor. All financials are provided to the Governing Board for its oversight and approval.

E. 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.

F. 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.

G. 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 ruiroz@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				

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. The definition of a highly qualified teacher includes meeting at least the following three criteria:

- ❖ Having a bachelor's degree
- ❖ Having State credentials or certificate
- ❖ 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 set forth below are not exhaustive and are intended to provide employees with illustrations and fair notice of what is expected from them. Obviously, however, such listing cannot identify every situation of unacceptable conduct and performance. Employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to 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 develop 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.

Current publications and websites that Somerset Academy, Inc advertises/or is featured in, includes:

- ❖ Broward Family Life
- ❖ South Florida Parenting
- ❖ South Florida Sports and Activities
- ❖ New Times Broward
- ❖ Sun Sentinel Educational Edition
- ❖ Greatschools.org

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.

Pupils 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 the 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.

Somerset Academy's currently operating in Broward County serve a very diverse population of students and families reflective of their respective communities as noted in the chart below, which is based on the 2011-2012 school year:

<i>School Name</i>	<i>Free or Reduced Lunch Rate</i>	<i>Minority Rate</i>	<i>Title I</i>
SOMERSET PREPARATORY ACADEMY CHARTER SCHOOL AT NORTH LAUDERDALE	85	96	YES
SOMERSET VILLAGE ACADEMY	83	85	YES
SOMERSET PREPARATORY ACADEMY CHARTER HIGH AT NORTH LAUDERDALE	73	95	NO
SOMERSET NEIGHBORHOOD SCHOOL	60	95	YES
SOMERSET PINES ACADEMY	64	61	YES
SOMERSET ACADEMY	35	90	NO
SOMERSET ACADEMY MIDDLE SCHOOL	38	86	NO
SOMERSET ACADEMY EAST PREPARATORY	82	97	YES
SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS)	62	93	YES
SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS)	67	94	YES
SOMERSET PREPARATORY CHARTER MIDDLE SCHOOL	67	96	YES

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 charter school legislation, Fla. Stat. §1002.33(10)(d), 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.
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 campus 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).

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 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- Second registration period begins.

June 1st- 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 (DOE Opinion 03-05). 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 and assist in maintaining and carrying out the vision of the school.
- ❖ 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 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*. 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, . 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 Section 1013.37, Florida Statutes, or with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, and state minimum fire protection codes pursuant to Section 633.025,

Florida Statutes, 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 to do inspections of 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.⁴

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.

⁴ 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)

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 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 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 Fla. Stat. 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. Food temperatures will be maintained in accordance with USDA guidelines and state standards. 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 (NSLP) and therefore the School will participate in the free/reduced priced meal program. The School will be an approved site under Somerset Academy Inc.'s NSLP Sponsorship and will provide free and reduced priced meals for eligible children. Eligible children are children from households with gross incomes within the free and reduced limits on the Federal Income Guidelines.

^[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.

Schools have a Verification Plan that is implemented each school year. During the verification period, the confirmations of eligibility for free and reduced priced 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 TERMS
- ❖ Provide students with notice of eligibility;
- ❖ Serve/Charge student lunches in accordance with determined eligibility;
- ❖ Submit claims for reimbursement within 30 days of the following month for each approved month of the school year once approved by the NSLP).

Contracting Services - The School may contract with an independent provider to prepare and provide 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. 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 lunchroom or, at minimum, a seating area 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 – Operating Budget

- 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.**

Somerset Academy Key Charter 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.

****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*). If the school opens at 50% enrollment, debt repayment of this line of credit will be interest only for at least 3 years and the school will have the option to pay when funds are available.

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.

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 the first year we budget enrollment at; expected, 75%, and 50% of expected enrollment. For the future years we budget our expected number, since the school has demonstrated viability with low enrollment early on.

- ❖ The revenues are calculated based on the number of students using the Revenue Worksheet provided by the state for each of the years budgeted. For each additional year, a revenue increase amount (1%) has been utilized.
- ❖ 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 Supplies & Equipment have a cost of \$45.00 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 Plan 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 Plan: 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.

Start up 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

can either use resources from its network or 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*). If the school opens at less than expected enrollment, debt repayment of this line of credit will be interest only for at least 3 years and the school will have the option to pay when funds are available.

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 revenues were kept flat for year 1. The average reflects a 1% increase but also reflects a 1% increase in expenses. If the revenue does not increase, the school will decrease expenses (salaries, etc. 1% all) to maintain a balanced budget regardless of fluctuations in FTE revenues.

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.

Capital Outlay: 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. The revenues were kept flat for year 1. The average reflects a 1% increase but also reflects a 1% increase in expenses. If the revenue does not increase, the school will decrease expenses (salaries, etc. 1% all) to maintain a balanced budget regardless of fluctuations in FTE revenues.

Operating Budget Expenditures

Expenses have been forecast using the statistical expense data compiled from over 80 successfully charter schools operating in Florida. The data is highly reliable and every one of more than 80 charter schools that developed budgets using this system this past 2011-2012 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 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 assumes 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 3.

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 22% (see "Staffing Matrix" section of the budget for exact calculation) of all salaries (excluding contracted services). This includes health insurance costs, 401k contributions, 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.

SB 736 Merit Pay amount was derived from the FFEP Teacher Salary Allocation (WFTE share) to be used for merit raises.

Instructional Technology includes the leasing of computer equipment/Promethean boards and repairs of such, and educational software and electronic textbooks budgeted per classroom. In addition, the budget includes EduSoft Software and scanner and hardware maintenance. 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. It is anticipated that equipment to administer state tests such as the FAIR, FCAT 2.0, CELLA will be funded by the planning and implementation grant. In the event that the grant is not awarded, the school has allocated a per student amount for equipment leasing, as reflected in the budget.

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 and 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 per day with a 15% utilization rate identified in the budget.

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 \$700 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

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*). If the school opens at 50% enrollment, debt repayment of this line of credit will be interest only for at least 3 years and the school will have the option to pay when funds are available.

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. Additionally, to ensure that the board has a sound and viable plan to address revenue shortfalls due to lower than expected enrollment, school's budget, attached herein as *Appendix A*, reflects enrollment projections at 50%, 75% and 100% enrollment.

To that end, the school's spending priorities are focused on providing the best educational environment for all students. Expenditures are directed first and foremost to ensure a safe learning environment and to provide a certified teaching staff and qualified administrative team.

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*– Monthly Cash Flow by Year

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, 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. The school has no fundraising efforts to be reported at this time.

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:

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, ESP representative, 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 meets or exceeds 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:

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor)

August 1, 2013:	Submission of charter school application proposal
November - Dec	Notification by Sponsor 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./Student Enrollment begins
June 1st	If number of applicants exceeds capacity, lottery will be conducted.

May- July	Staff Recruitment and Hiring Planning and Purchasing of Materials Preparation of facilities Governing Board training
July- Aug	Parent Students 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 (accessible online to all staff) 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 Key Academy Charter 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, Board Chair to sign as the legal correspondent for the school.


Signature

7/26/13
Date

Andreina D. Figueroa
Printed Name



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

APPENDIX A BUDGET

**For:
SOMERSET KEY
ACADEMY
CHARTER SCHOOL**

Start-up Budget

Somerset Key Academy Charter 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 Key Academy Charter School

	Year 1	Year 1 75%	Year 1 Low	Year 2	Year 3	Year 4	Year 5
Grades	K-8			K-8	K-8	K-8	K-8
Students per grade (average)	81	61	41	89	97	97	100
Total # Students	650	487	325	800	875	875	900
Per Student Revenue *	6,472	6,472	6,472	6,438	6,453	6,518	6,571
				1.0%	1.0%	1.0%	1.0%

REVENUE

Maximum Gross Revenue (\$)	4,323,376	3,151,922	2,103,439	5,150,087	5,730,353	5,787,656	5,979,833
Enrollment Contingency (\$)	116,498	-	-	-	83,890	84,729	65,712
Budgeted State Sources of Revenue (\$)	4,206,878	3,151,922	2,103,439	5,150,087	5,646,463	5,702,927	5,914,121

EXPENDITURES

Facility Budget							
Maximum Facility Expense	717,007	533,658	360,903	904,307	1,020,315	1,030,518	1,067,354
Minimum Building Size (Sqft)	33,800	25,324	16,900	41,600	45,500	45,500	46,800
Cost per Student	\$ 900.00	\$ 900.00	\$ 900.00	\$ 909.00	\$ 918.09	\$ 927.27	\$ 936.54
Operating and Fixed Costs	132,007	95,358	68,403	177,107	216,986	219,156	224,464
Mortgage Payments/Rent	585,000	438,300	292,500	727,200	803,329	811,362	842,889

Teacher Staffing Budget							
Average Class Size	19	19	19	20	20	20	20
# of Teachers	38	29	19	47	52	52	53
Salary Benefits per Teacher	8,962	9,062	8,901	9,011	9,128	9,219	9,280

MAXIMUM FOR OTHER EXPENDITURES

2,417,799	1,709,651	1,148,807	2,900,303	3,208,661	3,251,957	3,377,973
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* See All Charter School Calculator for Assumptions for the calculation of per pupil FTE

Somerset Key Academy Charter School			YEAR 1			YEAR 2	YEAR 3	YEAR 4	YEAR 5
			Expected	75% Enrollment	50 % Enrollment				
ENROLLMENT	Cost	Basis							
Classrooms			34	26	17	40	44	44	45
K - 5			500	375	250	558	571	571	574
6 - 8			150	112	75	242	303	303	326
Total Enrollment			650	487	325	800	875	875	900
REVENUES									
State Sources with expected enrollment			\$ 4,206,878.00	\$ 3,151,922.44	\$ 2,103,439.00	\$ 5,150,086.96	\$ 5,730,352.92	\$ 5,787,656.45	\$ 5,979,833.42
Federal Sources - NSLP funds 60% of students	\$ 2.88	60%	\$ 202,176.00	\$ 151,476.48	\$ 101,088.00	\$ 251,320.32	\$ 277,630.42	\$ 280,406.72	\$ 291,302.52
Local Sources - Lunch program paid students	\$ 3.00	10%	\$ 35,100.00	\$ 26,298.00	\$ 17,550.00	\$ 43,632.00	\$ 48,199.73	\$ 48,681.72	\$ 50,573.35
Capital Outlay (SACS Accredited - Capital Outlay available year 1)	\$ 495.00	Per Student	\$ 321,750.00	\$ 241,065.00	\$ 160,875.00	\$ 396,000.00	\$ 433,125.00	\$ 433,125.00	\$ 445,500.00
Other Sources - Services									
			\$ 4,765,904.00	\$ 3,570,761.92	\$ 2,382,952.00	\$ 5,841,039.28	\$ 6,489,308.06	\$ 6,549,869.89	\$ 6,767,209.30
EXPENDITURES									
Instruction									
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan		\$ 1,547,900.00	\$ 1,194,600.00	\$ 768,700.00	\$ 1,925,060.00	\$ 2,157,409.49	\$ 2,178,983.58	\$ 2,235,737.72
Fringe Benefits			\$ 340,538.00	\$ 262,812.00	\$ 169,114.00	\$ 423,513.20	\$ 474,630.09	\$ 479,376.39	\$ 491,862.30
Contracted Professional Services (includes Therapists & other contracted instructional services)	\$ 450.00	ESE Student	\$ 35,100.00	\$ 26,298.00	\$ 17,550.00	\$ 43,632.00	\$ 48,199.73	\$ 48,681.72	\$ 50,573.35
Classroom Supplies & Equipment	\$ 45.00	Student	\$ 29,250.00	\$ 21,915.00	\$ 14,625.00	\$ 36,360.00	\$ 40,166.44	\$ 40,568.10	\$ 42,144.46
Teacher Supplies	\$ 35.00	Student	\$ 22,750.00	\$ 17,045.00	\$ 11,375.00	\$ 28,280.00	\$ 31,240.56	\$ 31,552.97	\$ 32,779.03
Textbooks and/or ebooks/Student Activities	\$ 350.00	Student	\$ 227,500.00	\$ 170,450.00	\$ 113,750.00	\$ 282,800.00	\$ 312,405.63	\$ 315,529.68	\$ 327,790.26
Supplemental instructional materials (CIRP/SIRP and Technology)	\$ 75.00	Student	\$ 48,750.00	\$ 36,525.00	\$ 24,375.00	\$ 60,600.00	\$ 66,944.06	\$ 67,613.50	\$ 70,240.77
SB 736 Merit Pay			\$ 118,017.00	\$ 88,421.97	\$ 59,008.50	\$ 144,045.00	\$ 156,918.00	\$ 156,918.00	\$ 161,240.00
Computer - Equipment for Instruction (* lease to include ebooks)	\$ 1,800.00	Classroom	\$ 61,200.00	\$ 46,800.00	\$ 30,600.00	\$ 72,720.00	\$ 80,791.92	\$ 81,599.84	\$ 84,288.92
Computer Lab - Including Software	\$ 15,000.00	Lab	\$ 15,000.00	\$ 15,000.00	\$ 7,500.00	\$ 15,150.00	\$ -	\$ 15,454.52	\$ 31,218.12
<i>Sub-Total Instruction</i>			\$ 2,446,005.00	\$ 1,879,866.97	\$ 1,216,597.50	\$ 3,032,160.20	\$ 3,368,705.91	\$ 3,416,278.30	\$ 3,527,874.94
Pupil Personnel Services									
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan		\$ 40,000.00	\$ 40,000.00	\$ 40,000.00	\$ 40,400.00	\$ 40,804.00	\$ 41,212.04	\$ 83,248.32
Fringe Benefits			\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,888.00	\$ 8,976.88	\$ 9,066.65	\$ 18,314.63
Contracted Professional Services (counseling and psychological)	\$ 500.00	ESE Student	\$ 39,000.00	\$ 29,220.00	\$ 19,500.00	\$ 48,480.00	\$ 53,555.25	\$ 54,090.80	\$ 56,192.62
<i>Sub-Total Pupil Personnel Services</i>			\$ 87,800.00	\$ 78,020.00	\$ 68,300.00	\$ 97,768.00	\$ 103,336.13	\$ 104,369.49	\$ 157,755.57
Media Services									
Salaries (includes Librarian)	See Staffing Plan		\$ 40,000.00	\$ -	\$ -	\$ 40,400.00	\$ 40,804.00	\$ 41,212.04	\$ 41,624.16
Fringe Benefits			\$ 8,800.00	\$ -	\$ -	\$ 8,888.00	\$ 8,976.88	\$ 9,066.65	\$ 9,157.32
Library Books	\$ 10,000.00	School	\$ 10,000.00	\$ 10,000.00	\$ 5,000.00	\$ 10,100.00	\$ 10,201.00	\$ 10,303.01	\$ 10,406.04
<i>Sub-Total Media Services</i>			\$ 58,800.00	\$ 10,000.00	\$ 5,000.00	\$ 59,388.00	\$ 59,981.88	\$ 60,581.70	\$ 61,187.52
Curriculum Development									
Salaries (includes Curriculum Specialist)			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Planning, Research, Development and Evaluation	\$ 115.00	Student	\$ 74,750.00	\$ 56,005.00	\$ 37,375.00	\$ 92,920.00	\$ 102,647.56	\$ 103,674.04	\$ 107,702.52
Student Activities	\$ 30.00	Student	\$ 19,500.00	\$ 14,610.00	\$ 9,750.00	\$ 24,240.00	\$ 26,777.63	\$ 27,045.40	\$ 28,096.31
<i>Sub-Total Curriculum Development</i>			\$ 94,250.00	\$ 70,615.00	\$ 47,125.00	\$ 117,160.00	\$ 129,425.19	\$ 130,719.44	\$ 135,798.82
Staff Development									
Workshops/Trainings (includes incentive pay for teachers)	\$ 1,000.00	Teacher	\$ 38,000.00	\$ 29,000.00	\$ 19,000.00	\$ 47,000.00	\$ 52,000.00	\$ 52,000.00	\$ 53,000.00
<i>Sub-Total Staff Development</i>			\$ 38,000.00	\$ 29,000.00	\$ 19,000.00	\$ 47,000.00	\$ 52,000.00	\$ 52,000.00	\$ 53,000.00

Somerset Key Academy Charter 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	\$ 13,600.00	\$ 10,400.00	\$ 6,800.00	\$ 16,160.00	\$ 17,953.76	\$ 18,133.30	\$ 18,730.87
Sub-Total Instruction Related Technology			\$ 14,800.00	\$ 11,600.00	\$ 8,000.00	\$ 17,372.00	\$ 19,177.88	\$ 19,369.66	\$ 19,979.60
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	\$ 22,440.00	\$ 17,160.00	\$ 11,220.00	\$ 26,664.00	\$ 29,623.70	\$ 29,919.94	\$ 30,905.94
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			\$ 26,940.00	\$ 21,660.00	\$ 15,720.00	\$ 31,209.00	\$ 34,214.15	\$ 34,556.30	\$ 35,588.66
General Administration									
Management Fees	\$ 225.00	Student	\$ 146,250.00	\$ 109,575.00	\$ 73,125.00	\$ 181,800.00	\$ 200,832.19	\$ 202,840.51	\$ 210,722.31
Administrative Fee									
Sub-Total General Administration			\$ 146,250.00	\$ 109,575.00	\$ 73,125.00	\$ 181,800.00	\$ 200,832.19	\$ 202,840.51	\$ 210,722.31
School Administration									
Salaries (includes Principal, Secretary & other Office Personnel)	See Staffing		\$ 196,960.96	\$ 196,960.96	\$ 131,960.96	\$ 217,110.57	\$ 219,281.68	\$ 221,474.49	\$ 223,689.24
Fringe Benefits			\$ 43,331.41	\$ 43,331.41	\$ 29,031.41	\$ 47,764.33	\$ 48,241.97	\$ 48,724.39	\$ 49,211.63
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	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,212.00	\$ 1,224.12	\$ 1,236.36	\$ 1,248.72
Advertising and Promotion	\$ 50.00	Student	\$ 32,500.00	\$ 24,350.00	\$ 16,250.00	\$ 40,400.00	\$ 44,629.38	\$ 45,075.67	\$ 46,827.18
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	\$ 1,700.00	\$ 1,300.00	\$ 850.00	\$ 2,020.00	\$ 2,244.22	\$ 2,266.66	\$ 2,341.36
Printing	\$ 350.00	Classroom	\$ 11,900.00	\$ 9,100.00	\$ 5,950.00	\$ 14,140.00	\$ 15,709.54	\$ 15,866.64	\$ 16,389.51
Office Supplies	\$ 30.00	Student	\$ 19,500.00	\$ 14,610.00	\$ 9,750.00	\$ 24,000.00	\$ 26,250.00	\$ 26,250.00	\$ 27,000.00
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	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,030.00	\$ 3,060.30	\$ 3,090.90	\$ 3,121.81
Sub-Total School Administration			\$ 318,192.37	\$ 301,952.37	\$ 206,092.37	\$ 357,857.89	\$ 368,904.01	\$ 372,330.55	\$ 378,258.35
Facilities Acquisition & Construction									
Building Lease / Rent (see budget summary for calculation)			\$ 585,000.00	\$ 438,300.00	\$ 292,500.00	\$ 727,200.00	\$ 803,328.75	\$ 811,362.04	\$ 842,889.25
Sub-Total Facilities Acquisition & Construction			\$ 585,000.00	\$ 438,300.00	\$ 292,500.00	\$ 727,200.00	\$ 803,328.75	\$ 811,362.04	\$ 842,889.25
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			\$ 80,901.50	\$ 80,901.50	\$ 80,901.50	\$ 80,470.11	\$ 80,663.75	\$ 81,470.39	\$ 82,140.57
Planning, Research, Development and Evaluation	\$ 110.00		\$ 71,500.00	\$ 53,570.00	\$ 35,750.00	\$ 88,880.00	\$ 98,184.63	\$ 99,166.47	\$ 103,019.80
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			\$ 208,701.50	\$ 190,771.50	\$ 148,551.50	\$ 226,213.11	\$ 236,280.01	\$ 238,642.81	\$ 243,746.37
Food Services									
Salaries (Food Service Workers)	See Staffing		\$ 14,000.00	\$ 14,000.00	\$ 14,000.00	\$ 28,280.00	\$ 42,844.20	\$ 43,272.64	\$ 43,705.37
Fringe Benefits			\$ 3,080.00	\$ 3,080.00	\$ 3,080.00	\$ 6,221.60	\$ 9,425.72	\$ 9,519.98	\$ 9,615.18
Food, Materials & Supplies - Vendor provided meals 70% Participation	\$ 2.46	Per Meal per day	\$ 201,474.00	\$ 150,950.52	\$ 100,737.00	\$ 250,447.68	\$ 276,666.42	\$ 279,433.09	\$ 290,291.06
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			\$ 218,704.00	\$ 168,180.52	\$ 117,967.00	\$ 285,100.78	\$ 329,089.36	\$ 332,380.25	\$ 343,767.70

Somerset Key Academy Charter 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	\$ 81,000.00	\$ 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	\$ 83,500.00	\$ 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		\$ 20,800.80	\$ 10,400.40	\$ 10,400.40	\$ 42,017.62	\$ 63,656.69	\$ 64,293.26	\$ 64,936.19
Fringe benefits			\$ 4,576.18	\$ 2,288.09	\$ 2,288.09	\$ 9,243.88	\$ 14,004.47	\$ 14,144.52	\$ 14,285.96
Purchased Service (Custodial, fire and alarm, pest control etc)	\$ 75.00	Per Classroom	\$ 2,550.00	\$ 1,950.00	\$ 1,275.00	\$ 3,030.00	\$ 3,366.33	\$ 3,399.99	\$ 3,512.04
Lawn Maintenance	\$ 200.00	Per Classroom	\$ 6,800.00	\$ 5,200.00	\$ 3,400.00	\$ 8,080.00	\$ 8,976.88	\$ 9,066.65	\$ 9,365.44
Pest Control	\$ 40.00	Per Classroom	\$ 1,360.00	\$ 1,040.00	\$ 680.00	\$ 1,616.00	\$ 1,795.38	\$ 1,813.33	\$ 1,873.09
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	\$ 37,400.00	\$ 28,600.00	\$ 18,700.00	\$ 44,440.00	\$ 49,372.84	\$ 49,866.57	\$ 51,509.90
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	\$ 2,720.00	\$ 2,080.00	\$ 1,360.00	\$ 3,232.00	\$ 3,590.75	\$ 3,626.66	\$ 3,746.17
Electricity	\$ 1,500.00	Per Classroom	\$ 51,000.00	\$ 39,000.00	\$ 25,500.00	\$ 60,600.00	\$ 67,326.60	\$ 67,999.87	\$ 70,240.77
Sub-Total Operation of Plant			\$ 132,006.98	\$ 95,358.49	\$ 68,403.49	\$ 177,107.49	\$ 216,986.42	\$ 219,156.28	\$ 224,464.45
Maintenance of Plant									
Repairs & Maintenance	\$ 1.00	Sq. Ft.	\$ 33,800.00	\$ 25,324.00	\$ 8,450.00	\$ 41,600.00	\$ 45,500.00	\$ 45,500.00	\$ 46,800.00
Supplies									
Sub-Total Maintenance of Plant			\$ 33,800.00	\$ 25,324.00	\$ 8,450.00	\$ 41,600.00	\$ 45,500.00	\$ 45,500.00	\$ 46,800.00
Administrative Technology Services									
Systems Operation	\$ 750.00	Per Classroom	\$ 25,500.00	\$ 19,500.00	\$ 12,750.00	\$ 30,300.00	\$ 33,663.30	\$ 33,999.93	\$ 35,120.39
Systems Planning & Analysis									
Sub-Total Administrative Technology Services			\$ 25,500.00	\$ 19,500.00	\$ 12,750.00	\$ 30,300.00	\$ 33,663.30	\$ 33,999.93	\$ 35,120.39
Redemption of Principal			\$ 25,000.00						
Interest (<i>Interest Only at 6%</i>)			\$ 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%	\$ 190,636.16	\$ -	\$ -	\$ 233,641.57	\$ 259,572.32	\$ 261,994.80	\$ 270,688.37
Sub-Total Contingency			\$ 190,636.16	\$ -	\$ -	\$ 233,641.57	\$ 259,572.32	\$ 261,994.80	\$ 270,688.37
Total Expenditures			\$ 4,735,386.01	\$ 3,534,723.85	\$ 2,350,581.86	\$ 5,747,378.05	\$ 6,387,497.50	\$ 6,462,582.06	\$ 6,714,142.29
Excess of Revenues over Expenditures			\$ 30,517.99	\$ 36,038.07	\$ 32,370.14	\$ 93,661.23	\$ 101,810.57	\$ 87,287.84	\$ 53,067.01

Staffing Plan

Somerset Key Academy Charter 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

		Yr1			Yr2		Yr3		Yr4		Yr5	
		High	75%	Low	Low		Low		Low		Low	
Instruction Staff												
Teachers (ESE or ESOL certified teacher)	39,500	34	26	17	40	20	44	22	44	22	45	23
Substitute Teachers	1,100	34	26	17	40	20	44	22	44	22	45	23
Other Teachers (ESE, ESOL, see Budget Narrative)	39,500	2	2	1.0	4	2	5	2	5	2	5	2
Paraprofessionals	18,000	2	1	1	3	1	3	2	3	2	3	2
Supplements	3,500	15	12	6	20	10	22	11	22	9	20	10
	101,600	38	29	19	47	23	52	26	52	26	53	27
Pupil Personnel Services												
ESE Teacher	40,000	1.00	1.00	1.00	1	1.00	1	1.00	1	1.00	2	1.00
	40,000	1	1	1	1	1	1	1	1	1	2	1
Media Services												
Media Specialist	40,000	1.00			1		1		1		1	
	40,000	1			1		1		1		1	
School Administration												
Principal	85,000	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal	65,000	1	1		1		1		1		1	
Administrative Assistant	24,961	1.00	1.00	1.00	1	1.00	1	1.00	1	1.0	1	1
Registrar	22,000	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Other Clerical	18,000				1	1	1		1		1	
	214,961	4.00	4.00	3	5	4	5	3	5	3	5	3
Fiscal Services												
Business Manager	40,000	1.00	1.00	0.50	1	1.00	1	0.50	1	1	1	1
	40,000	1.00	1.00	0.50	1	1	1	0.50	1	1	1	1
Food Services												
Food Service Workers	14,000	1	1	1	2	2	3	2	3	2	3	1
	14,000	1	1	1	2	2	3	2	3	2	3	1
	-	-	-	-	-	-	-	-	-	-	-	-
Operation of Plant												
Custodian	20,801	1	0.50	0.50	2	1.00	2	1	2	1	2	1
Security	20,801						1		1		1	
	41,602	1	1	1	2	1	3	1	3	1	3	1
TOTAL EMPLOYEES		47	37	25	59	33	66	35	66	35	68	35
Salary Inflation	1.0%											
Instruction Staff												
Homeroom Teachers		1,343,000	1,027,000	671,500	1,595,800	797,900	1,772,934	886,467	1,790,663	895,332	1,849,674	924,837
Substitute Teachers		37,400	28,600	18,700	44,440	22,220	49,373	24,686	49,867	24,933	51,510	25,755
Other Teachers (ESE, ESOL, Reading/Math Coaches)		79,000	79,000	39,500	159,580	79,790	201,470	80,588	203,484	81,394	205,519	82,208
Paraprofessionals		36,000	18,000	18,000	54,540	18,180	55,085	36,724	55,636	37,091	56,193	37,462
Supplements		52,500	42,000	21,000	70,700	35,350	78,548	39,274	79,333	32,454	72,842	36,421
		1,547,900	1,194,600	768,700	1,925,060	953,440	2,157,409	1,067,739	2,178,984	1,071,204	2,235,738	1,106,682
Benefits:		340,538	262,812	169,114	423,513	209,757	474,630	234,903	479,376	235,665	491,862	243,470
Pupil Personnel Services												
ESE Teacher		40,000	40,000	40,000	40,400	40,400	40,804	40,804	41,212	41,212	83,248	41,624
		40,000	40,000	40,000	40,400	40,400	40,804	40,804	41,212	41,212	83,248	41,624
Benefits:		8,800	8,800	8,800	8,888	8,888	8,977	8,977	9,067	9,067	18,315	9,157
Media Services												
Media Specialist		40,000	-	-	40,400	-	40,804	-	41,212	-	41,624	-
		40,000	-	-	40,400	-	40,804	-	41,212	-	41,624	-
Benefits:		8,800	-	-	8,888	-	8,977	-	9,067	-	9,157	-
School Administration												
Principal		85,000	85,000	85,000	85,850	85,850	86,709	86,709	87,576	87,576	88,451	88,451
Assistant Principal		65,000	65,000	-	65,650	-	66,307	-	66,970	-	67,639	-
Administrative Assistant		24,961	24,961	24,961	25,211	25,211	25,463	25,463	25,717	25,717	25,974	25,974
Registrar		22,000	22,000	22,000	22,220	22,220	22,442	22,442	22,667	22,667	22,893	22,893
Other		-	-	-	18,180	18,180	18,362	-	18,545	-	18,731	-
		196,961	196,961	131,961	217,111	151,461	219,282	134,613	221,474	135,960	223,689	137,319
Benefits:		43,331	43,331	29,031	47,764	33,321	48,242	29,615	48,724	29,911	49,212	30,210
Fiscal Services												
Business Manager		40,000	40,000	20,000	40,400	40,400	40,804	20,402	41,212	41,212	41,624	41,624
		40,000	40,000	20,000	40,400	40,400	40,804	20,402	41,212	41,212	41,624	41,624
Benefits:		8,800	8,800	4,400	8,888	8,888	8,977	4,488	9,067	9,067	9,157	9,157
Food Services												
Food Service Workers		14,000	14,000	14,000	28,280	28,280	42,844	28,563	43,273	28,848	43,705	14,568
		14,000	14,000	14,000	28,280	28,280	42,844	28,563	43,273	28,848	43,705	14,568
Benefits:		3,080	3,080	3,080	6,222	6,222	9,426	6,284	9,520	6,347	9,615	3,205
Operation of Plant												
Custodian		20,801	10,400	10,400	42,018	21,009	42,438	21,219	42,862	21,431	43,291	21,645
Security		-	-	-	-	-	21,219	-	21,431	-	21,645	-
		20,801	10,400	10,400	42,018	21,009	63,657	21,219	64,293	21,431	64,936	21,645
Benefits:		4,576	2,288	2,288	9,244	4,622	14,004	4,668	14,145	4,715	14,286	4,762
Total Payroll & Benefits		2,317,587	1,825,073	1,201,775	2,847,075	1,554,127	3,178,837	1,650,189	3,210,625	1,683,031	3,336,169	1,712,303

Somerset Key Academy Charter School

													YEAR 1
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources with expected enrollment	350,573	350,573	350,573	350,573	350,573	350,573	350,573	350,573	350,573	350,573	350,573	350,573	\$ 4,206,878.00
Federal Sources - NSLP funds 60% of students			20,218	20,218	20,218	20,218	20,218	20,218	20,218	20,218	20,218	20,218	\$ 202,176.00
Local Sources - Lunch program paid students			3,510	3,510	3,510	3,510	3,510	3,510	3,510	3,510	3,510	3,510	\$ 35,100.00
Capital Outlay (SACS Accredited - Capital Outlay available year 1)				35,750	35,750	35,750	35,750	35,750	35,750	35,750	35,750	35,750	\$ 321,750.00
Other Sources - Services													\$ -
REVENUES	350,573	350,573	374,301	410,051	410,051	410,051	410,051	410,051	410,051	410,051	410,051	410,051	\$ 4,765,904.00
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		70,359	147,754	147,754	147,754	147,754	147,754	147,754	147,754	147,754	147,754	147,754	\$ 1,547,900.00
Fringe Benefits		15,479	32,506	32,506	32,506	32,506	32,506	32,506	32,506	32,506	32,506	32,506	\$ 340,538.00
Contracted Professional Services (includes Therapists & other contracted instructional services)			3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	\$ 35,100.00
Classroom Supplies & Equipment		9,653	9,653	9,945									\$ 29,250.00
Teacher Supplies		7,508	7,508	7,735									\$ 22,750.00
Textbooks and/or ebooks/Student Activities		75,075	75,075	77,350									\$ 227,500.00
Supplemental instructional materials (CIRP/SIRP and Technology)		16,088	16,088	16,575									\$ 48,750.00
SB 736 Merit Pay												118,017	\$ 118,017.00
Computer - Equipment for Instruction (* lease to include ebooks)		20,196	20,196	20,808									\$ 61,200.00
Computer Lab - Including Software		4,950	4,950	5,100									\$ 15,000.00
Sub-Total Instruction	-	219,307	313,728	321,673	184,160	184,160	184,160	184,160	184,160	184,160	184,160	302,177	\$ 2,446,005.00
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	\$ 40,000.00
Fringe Benefits			880	880	880	880	880	880	880	880	880	880	\$ 8,800.00
Contracted Professional Services (counseling and psychological)			3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	\$ 39,000.00
Sub-Total Pupil Personnel Services	-	-	8,780	8,780	8,780	8,780	8,780	8,780	8,780	8,780	8,780	8,780	\$ 87,800.00
Media Services													
Salaries (includes Librarian)		1,818	3,818	3,818	3,818	3,818	3,818	3,818	3,818	3,818	3,818	3,818	\$ 40,000.00
Fringe Benefits		400	840	840	840	840	840	840	840	840	840	840	\$ 8,800.00
Library Books		5,000	5,000										\$ 10,000.00
Audio Visual Materials		-	-										\$ -
Sub-Total Media Services	-	7,218	9,658	4,658	4,658	4,658	4,658	4,658	4,658	4,658	4,658	4,658	\$ 58,800.00
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Planning, Research, Development and Evaluation	6,229	6,229	6,229	6,229	6,229	6,229	6,229	6,229	6,229	6,229	6,229	6,229	\$ 74,750.00
Development Supplies		-	-										\$ -
Student Activities		9,750	9,750										\$ 19,500.00
Sub-Total Curriculum Development	6,229	15,979	15,979	6,229	6,229	6,229	6,229	6,229	6,229	6,229	6,229	6,229	\$ 94,250.00
Staff Development													
Workshops/Trainings (includes incentive pay for teachers)		19,000							19,000				\$ 38,000.00
Travel		-							-				\$ -
Professional Services		-							-				\$ -
Sub-Total Staff Development	-	19,000	-	-	-	-	-	-	19,000	-	-	-	\$ 38,000.00
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
EduSoft Software and Scanner		600	600										\$ 1,200.00
Hardware Maintenance				1,511	1,511	1,511	1,511	1,511	1,511	1,511	1,511	1,511	\$ 13,600.00
Computer Learning Labs		-	-										\$ -
Sub-Total Instruction Related Technology	-	600	600	1,511	1,511	1,511	1,511	1,511	1,511	1,511	1,511	1,511	\$ 14,800.00

Somerset Key Academy Charter School

													YEAR 1
Board													
Professional Services (Legal)						625	625	625	625				\$ 2,500.00
Insurance (General Liability, D&O, Professional Liability)	5,610			5,610			5,610			5,610			\$ 22,440.00
Travel	2,000												\$ 2,000.00
Sub-Total Board	7,610	-	-	5,610	-	625	6,235	625	625	5,610	-	-	\$ 26,940.00
General Administration													
Management Fees												146,250	\$ 146,250.00
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total General Administration	-	-	-	-	-	-	-	-	-	-	-	146,250	\$ 146,250.00
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	16,413	16,413	16,413	16,413	16,413	16,413	16,413	16,413	16,413	16,413	16,413	16,413	\$ 196,960.96
Fringe Benefits	3,611	3,611	3,611	3,611	3,611	3,611	3,611	3,611	3,611	3,611	3,611	3,611	\$ 43,331.41
Equipment Rental / Lease	300	300	300	300	300	300	300	300	300	300	300	300	\$ 3,600.00
Travel				1,200									\$ 1,200.00
Advertising and Promotion	10,833	10,833							10,833				\$ 32,500.00
License Fees	200												\$ 200.00
Uniforms	300												\$ 300.00
Postage			170	170	170	170	170	170	170	170	170	170	\$ 1,700.00
Printing	5,950	541	541	541	541	541	541	541	541	541	541	541	\$ 11,900.00
Office Supplies	4,875	1,330	1,330	1,330	1,330	1,330	1,330	1,330	1,330	1,330	1,330	1,330	\$ 19,500.00
Office Equipment	4,000												\$ 4,000.00
Computer Equipment	3,000												\$ 3,000.00
Sub-Total School Administration	49,483	33,028	22,365	23,565	22,365	22,365	22,365	22,365	33,198	22,365	22,365	22,365	\$ 318,192.37
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		53,182	53,182	53,182	53,182	53,182	53,182	53,182	53,182	53,182	53,182	53,182	\$ 585,000.00
Remodeling & Renovations	-												\$ -
Purchase of Buildings & Fixed Equipment	-												\$ -
Land	-												\$ -
Sub-Total Facilities Acquisition & Construction	-	53,182	53,182	53,182	53,182	53,182	53,182	53,182	53,182	53,182	53,182	53,182	\$ 585,000.00
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	6,742	6,742	6,742	6,742	6,742	6,742	6,742	6,742	6,742	6,742	6,742	6,742	\$ 80,901.50
Planning, Research, Development and Evaluation	5,958	5,958	5,958	5,958	5,958	5,958	5,958	5,958	5,958	5,958	5,958	5,958	\$ 71,500.00
Professional Services - Annual Audit	625	625	625	625	625	625	625	625	625	625	625	625	\$ 7,500.00
Sub-Total Fiscal Services	17,392	17,392	17,392	17,392	17,392	17,392	17,392	17,392	17,392	17,392	17,392	17,392	\$ 208,701.50
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			20,147	20,147	20,147	20,147	20,147	20,147	20,147	20,147	20,147	20,147	\$ 201,474.00
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	-	-	21,870	21,870	21,870	21,870	21,870	21,870	21,870	21,870	21,870	21,870	\$ 218,704.00
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 Key Academy Charter School

													YEAR 1
Operation of Plant													
Salaries (Custodian, crossing guards, security)	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	\$ 20,800.80
Fringe benefits	381	381	381	381	381	381	381	381	381	381	381	381	\$ 4,576.18
Purchased Service (Custodial, fire and alarm, pest control etc)	213	213	213	213	213	213	213	213	213	213	213	213	\$ 2,550.00
Lawn Maintenance	567	567	567	567	567	567	567	567	567	567	567	567	\$ 6,800.00
Pest Control	113	113	113	113	113	113	113	113	113	113	113	113	\$ 1,360.00
Security Services	100	100	100	100	100	100	100	100	100	100	100	100	\$ 1,200.00
Property Insurance	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	\$ 37,400.00
Telephone Services	300	300	300	300	300	300	300	300	300	300	300	300	\$ 3,600.00
Water & Sewer	227	227	227	227	227	227	227	227	227	227	227	227	\$ 2,720.00
Electricity	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	\$ 51,000.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Operation of Plant	11,001	11,001	11,001	11,001	11,001	11,001	11,001	11,001	11,001	11,001	11,001	11,001	\$ 132,006.98
Maintenance of Plant													
Repairs & Maintenance		3,073	3,073	3,073	3,073	3,073	3,073	3,073	3,073	3,073	3,073	3,073	\$ 33,800.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Maintenance of Plant	-	3,073	3,073	3,073	3,073	3,073	3,073	3,073	3,073	3,073	3,073	3,073	\$ 33,800.00
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	\$ 25,500.00
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Administrative Technology Services	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	\$ 25,500.00
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 FEPP - Considered restricted funds												190,636	\$ 190,636.16
Sub-Total Contingency	-	-	-	-	-	-	-	-	-	-	-	190,636	\$ 190,636.16
Total Expenditures	\$ 93,839.24	\$ 382,040.37	\$ 488,239.34	\$ 489,154.95	\$ 344,831.95	\$ 345,456.95	\$ 351,066.95	\$ 345,456.95	\$ 375,290.28	\$ 350,441.95	\$ 344,831.95	\$ 824,735.11	\$ 4,735,386.01
Excess of Revenues over Expenditures	\$ 256,733.93	\$ (31,467.21)	\$ (113,938.57)	\$ (79,104.18)	\$ 65,218.82	\$ 64,593.82	\$ 58,983.82	\$ 64,593.82	\$ 34,760.48	\$ 59,608.82	\$ 65,218.82	\$ (414,684.34)	\$ 30,517.99
Fund Balance	\$ 256,733.93	\$ 225,266.72	\$ 111,328.15	\$ 32,223.96	\$ 97,442.78	\$ 162,036.59	\$ 221,020.41	\$ 285,614.23	\$ 320,374.71	\$ 379,983.52	\$ 445,202.34	\$ 30,517.99	

Somerset Key Academy Charter School

													YEAR 2
													100 % Enrollment
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources with expected enrollment	429,174	429,174	429,174	429,174	429,174	429,174	429,174	429,174	429,174	429,174	429,174	429,174	\$ 5,150,086.96
Federal Sources - NSLP funds 60% of students			25,132	25,132	25,132	25,132	25,132	25,132	25,132	25,132	25,132	25,132	\$ 251,320.32
Local Sources - Lunch program paid students			4,363	4,363	4,363	4,363	4,363	4,363	4,363	4,363	4,363	4,363	\$ 43,632.00
Capital Outlay (SACS Accredited - Capital Outlay available year 1)			44,000	44,000	44,000	44,000	44,000	44,000	44,000	44,000	44,000	44,000	\$ 396,000.00
Previous Years Balance Carry Forward	30,518												\$ 30,517.99
	459,692	429,174	458,669	502,669	502,669	502,669	502,669	502,669	502,669	502,669	502,669	502,669	\$ 5,871,557.27
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		87,503	183,756	183,756	183,756	183,756	183,756	183,756	183,756	183,756	183,756	183,756	\$ 1,925,060.00
Fringe Benefits		19,251	40,426	40,426	40,426	40,426	40,426	40,426	40,426	40,426	40,426	40,426	\$ 423,513.20
Contracted Professional Services (includes Therapists & other contracted instructional services)			4,848	4,848	4,848	4,848	4,848	4,848	4,848	4,848	4,848	4,848	\$ 43,632.00
Classroom Supplies & Equipment		11,999	11,999	12,362									\$ 36,360.00
Teacher Supplies		9,332	9,332	9,615									\$ 28,280.00
Textbooks and/or ebooks/Student Activities		93,324	93,324	96,152									\$ 282,800.00
Supplemental instructional materials (CIRP/SIRP and Technology)		19,998	19,998	20,604									\$ 60,600.00
SB 736 Merit Pay												144,045	\$ 144,045.00
Computer - Equipment for Instruction (* lease to include ebooks)		23,998	23,998	24,725									\$ 72,720.00
Computer Lab - Including Software		5,000	5,000	5,151									\$ 15,150.00
<i>Sub-Total Instruction</i>	-	270,404	387,832	397,639	229,030	229,030	229,030	229,030	229,030	229,030	229,030	373,075	\$ 3,032,160.20
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			4,040	4,040	4,040	4,040	4,040	4,040	4,040	4,040	4,040	4,040	\$ 40,400.00
Fringe Benefits			889	889	889	889	889	889	889	889	889	889	\$ 8,888.00
Contracted Professional Services (counseling and psychological)			4,848	4,848	4,848	4,848	4,848	4,848	4,848	4,848	4,848	4,848	\$ 48,480.00
<i>Sub-Total Pupil Personnel Services</i>	-	-	9,777	9,777	9,777	9,777	9,777	9,777	9,777	9,777	9,777	9,777	\$ 97,768.00
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		5,050	5,050										\$ 10,100.00
Audio Visual Materials		-	-										\$ -
<i>Sub-Total Media Services</i>	-	7,290	9,755	4,705	4,705	4,705	4,705	4,705	4,705	4,705	4,705	4,705	\$ 59,388.00
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Planning, Research, Development and Evaluation	7,743	7,743	7,743	7,743	7,743	7,743	7,743	7,743	7,743	7,743	7,743	7,743	\$ 92,920.00
Development Supplies		-	-										\$ -
Student Activities		12,120	12,120										\$ 24,240.00
<i>Sub-Total Curriculum Development</i>	7,743	19,863	19,863	7,743	7,743	7,743	7,743	7,743	7,743	7,743	7,743	7,743	\$ 117,160.00
Staff Development													
Workshops/Trainings (includes incentive pay for teachers)		23,500							23,500				\$ 47,000.00
Travel		-							-				\$ -
Professional Services		-							-				\$ -
<i>Sub-Total Staff Development</i>	-	23,500	-	-	-	-	-	-	23,500	-	-	-	\$ 47,000.00
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
EduSoft Software and Scanner		606	606										\$ 1,212.00
Hardware Maintenance				1,796	1,796	1,796	1,796	1,796	1,796	1,796	1,796	1,796	\$ 16,160.00
Computer Learning Labs		-	-										\$ -
<i>Sub-Total Instruction Related Technology</i>	-	606	606	1,796	1,796	1,796	1,796	1,796	1,796	1,796	1,796	1,796	\$ 17,372.00

Somerset Key Academy Charter School

													YEAR 2
													100 % Enrollment
Board													
Professional Services (Legal)	2,525												\$ 2,525.00
Insurance (General Liability, D&O, Professional Liability)	6,666			6,666			6,666			6,666			\$ 26,664.00
Travel	2,020												\$ 2,020.00
Sub-Total Board	11,211	-	-	6,666	-	-	6,666	-	-	6,666	-	-	\$ 31,209.00
General Administration													
Management Fees	15,150	15,150	15,150	15,150	15,150	15,150	15,150	15,150	15,150	15,150	15,150	15,150	\$ 181,800.00
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total General Administration	15,150	15,150	15,150	15,150	15,150	15,150	15,150	15,150	15,150	15,150	15,150	15,150	\$ 181,800.00
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				1,212									\$ 1,212.00
Advertising and Promotion	13,467	13,467	13,467										\$ 40,400.00
License Fees	202												\$ 202.00
Uniforms	303												\$ 303.00
Postage			202	202	202	202	202	202	202	202	202	202	\$ 2,020.00
Printing	7,070	643	643	643	643	643	643	643	643	643	643	643	\$ 14,140.00
Office Supplies	6,000	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	\$ 24,000.00
Office Equipment	4,040												\$ 4,040.00
Computer Equipment	3,030												\$ 3,030.00
Sub-Total School Administration	56,488	38,122	38,324	26,069	24,857	24,857	24,857	24,857	24,857	24,857	24,857	24,857	\$ 357,857.89
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		66,109	66,109	66,109	66,109	66,109	66,109	66,109	66,109	66,109	66,109	66,109	\$ 727,200.00
Remodeling & Renovations	-												\$ -
Purchase of Buildings & Fixed Equipment	-												\$ -
Land	-												\$ -
Sub-Total Facilities Acquisition & Construction	-	66,109	66,109	66,109	66,109	66,109	66,109	66,109	66,109	66,109	66,109	66,109	\$ 727,200.00
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	6,706	6,706	6,706	6,706	6,706	6,706	6,706	6,706	6,706	6,706	6,706	6,706	\$ 80,470.11
Planning, Research, Development and Evaluation	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	\$ 88,880.00
Professional Services - Annual Audit	631	631	631	631	631	631	631	631	631	631	631	631	\$ 7,575.00
Sub-Total Fiscal Services	18,851	18,851	18,851	18,851	18,851	18,851	18,851	18,851	18,851	18,851	18,851	18,851	\$ 226,213.11
Food Services													
Salaries (Food Service Workers)			2,828	2,828	2,828	2,828	2,828	2,828	2,828	2,828	2,828	2,828	\$ 28,280.00
Fringe Benefits			622	622	622	622	622	622	622	622	622	622	\$ 6,221.60
Food			-	-	-	-	-	-	-	-	-	-	\$ -
Food, Materials & Supplies - Vendor provided meals 70% Participation			25,045	25,045	25,045	25,045	25,045	25,045	25,045	25,045	25,045	25,045	\$ 250,447.68
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	-	-	28,510	28,510	28,510	28,510	28,510	28,510	28,510	28,510	28,510	28,510	\$ 285,100.78
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 Key Academy Charter School

													YEAR 2
													100 % Enrollment
Operation of Plant													
Salaries (Custodian, crossing guards, security)	3,501	3,501	3,501	3,501	3,501	3,501	3,501	3,501	3,501	3,501	3,501	3,501	\$ 42,017.62
Fringe benefits	770	770	770	770	770	770	770	770	770	770	770	770	\$ 9,243.88
Purchased Service (Custodial, fire and alarm, pest control etc)	253	253	253	253	253	253	253	253	253	253	253	253	\$ 3,030.00
Lawn Maintenance	673	673	673	673	673	673	673	673	673	673	673	673	\$ 8,080.00
Pest Control	135	135	135	135	135	135	135	135	135	135	135	135	\$ 1,616.00
Security Services	101	101	101	101	101	101	101	101	101	101	101	101	\$ 1,212.00
Property Insurance	3,703	3,703	3,703	3,703	3,703	3,703	3,703	3,703	3,703	3,703	3,703	3,703	\$ 44,440.00
Telephone Services	303	303	303	303	303	303	303	303	303	303	303	303	\$ 3,636.00
Water & Sewer	269	269	269	269	269	269	269	269	269	269	269	269	\$ 3,232.00
Electricity	5,050	5,050	5,050	5,050	5,050	5,050	5,050	5,050	5,050	5,050	5,050	5,050	\$ 60,600.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Operation of Plant	14,759	14,759	14,759	14,759	14,759	14,759	14,759	14,759	14,759	14,759	14,759	14,759	\$ 177,107.49
Maintenance of Plant													
Repairs & Maintenance		3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	\$ 41,600.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Maintenance of Plant	-	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	\$ 41,600.00
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	\$ 30,300.00
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Administrative Technology Services	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	\$ 30,300.00
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												233,642	\$ 233,641.57
Sub-Total Contingency	-	-	-	-	-	-	-	-	-	-	-	233,642	\$ 233,641.57
Total Expenditures	\$ 126,726.96	\$ 480,960.95	\$ 624,292.89	\$ 612,530.88	\$ 436,043.48	\$ 436,043.48	\$ 442,709.48	\$ 436,043.48	\$ 459,543.48	\$ 442,709.48	\$ 436,043.48	\$ 813,730.05	\$ 5,747,378.05
Excess of Revenues over Expenditures	\$ 332,964.95	\$ (51,787.04)	\$ (165,623.74)	\$ (109,861.73)	\$ 66,625.67	\$ 66,625.67	\$ 59,959.67	\$ 66,625.67	\$ 43,125.67	\$ 59,959.67	\$ 66,625.67	\$ (311,060.90)	\$ 124,179.23
Fund Balance	\$ 332,964.95	\$ 281,177.91	\$ 115,554.17	\$ 5,692.44	\$ 72,318.11	\$ 138,943.78	\$ 198,903.45	\$ 265,529.12	\$ 308,654.79	\$ 368,614.46	\$ 435,240.13	\$ 124,179.23	

Somerset Key Academy Charter School

													YEAR 3
													100 % Enrollment
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources with expected enrollment	477,529	477,529	477,529	477,529	477,529	477,529	477,529	477,529	477,529	477,529	477,529	477,529	\$ 5,730,352.92
Federal Sources - NSLP funds 60% of students			27,763	27,763	27,763	27,763	27,763	27,763	27,763	27,763	27,763	27,763	\$ 277,630.42
Local Sources - Lunch program paid students			4,820	4,820	4,820	4,820	4,820	4,820	4,820	4,820	4,820	4,820	\$ 48,199.73
Capital Outlay (SACS Accredited - Capital Outlay available year 1)			48,125	48,125	48,125	48,125	48,125	48,125	48,125	48,125	48,125	48,125	\$ 433,125.00
Previous Years Balance Carry Forward	124,179												\$ 124,179.23
	601,709	477,529	510,112	558,237	558,237	558,237	558,237	558,237	558,237	558,237	558,237	558,237	\$ 6,613,487.29
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		98,064	205,935	205,935	205,935	205,935	205,935	205,935	205,935	205,935	205,935	205,935	\$ 2,157,409.49
Fringe Benefits		21,574	45,306	45,306	45,306	45,306	45,306	45,306	45,306	45,306	45,306	45,306	\$ 474,630.09
Contracted Professional Services (includes Therapists & other contracted instructional services)			5,356	5,356	5,356	5,356	5,356	5,356	5,356	5,356	5,356	5,356	\$ 48,199.73
Classroom Supplies & Equipment		13,255	13,255	13,657									\$ 40,166.44
Teacher Supplies		10,309	10,309	10,622									\$ 31,240.56
Textbooks and/or ebooks/Student Activities		103,094	103,094	106,218									\$ 312,405.63
Supplemental instructional materials (CIRP/SIRP and Technology)		22,092	22,092	22,761									\$ 66,944.06
SB 736 Merit Pay												156,918	\$ 156,918.00
Computer - Equipment for Instruction (* lease to include ebooks)		26,661	26,661	27,469									\$ 80,791.92
Computer Lab - Including Software		-	-	-									\$ -
Sub-Total Instruction	-	295,049	426,651	437,322	256,596	256,596	256,596	256,596	256,596	256,596	256,596	413,514	\$ 3,368,705.91
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	\$ 40,804.00
Fringe Benefits			898	898	898	898	898	898	898	898	898	898	\$ 8,976.88
Contracted Professional Services (counseling and psychological)			5,356	5,356	5,356	5,356	5,356	5,356	5,356	5,356	5,356	5,356	\$ 53,555.25
Sub-Total Pupil Personnel Services	-	-	10,334	10,334	10,334	10,334	10,334	10,334	10,334	10,334	10,334	10,334	\$ 103,336.13
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		5,101	5,101										\$ 10,201.00
Audio Visual Materials		-	-	-									\$ -
Sub-Total Media Services	-	7,363	9,852	4,752	4,752	4,752	4,752	4,752	4,752	4,752	4,752	4,752	\$ 59,981.88
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Planning, Research, Development and Evaluation	8,554	8,554	8,554	8,554	8,554	8,554	8,554	8,554	8,554	8,554	8,554	8,554	\$ 102,647.56
Development Supplies		-	-	-									\$ -
Student Activities		13,389	13,389										\$ 26,777.63
Sub-Total Curriculum Development	8,554	21,943	21,943	8,554	8,554	8,554	8,554	8,554	8,554	8,554	8,554	8,554	\$ 129,425.19
Staff Development													
Workshops/Trainings (includes incentive pay for teachers)		26,000							26,000				\$ 52,000.00
Travel		-							-				\$ -
Professional Services		-							-				\$ -
Sub-Total Staff Development	-	26,000	-	-	-	-	-	-	26,000	-	-	-	\$ 52,000.00
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
EduSoft Software and Scanner		612	612										\$ 1,224.12
Hardware Maintenance				1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	\$ 17,953.76
Computer Learning Labs		-	-										\$ -
Sub-Total Instruction Related Technology	-	612	612	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	\$ 19,177.88

Somerset Key Academy Charter School

													YEAR 3
													100 % Enrollment
Board													
Professional Services (Legal)	2,550												\$ 2,550.25
Insurance (General Liability, D&O, Professional Liability)	7,406			7,406			7,406			7,406			\$ 29,623.70
Travel	2,040												\$ 2,040.20
Sub-Total Board	11,996	-	-	7,406	-	-	7,406	-	-	7,406	-	-	\$ 34,214.15
General Administration													
Management Fees	16,736	16,736	16,736	16,736	16,736	16,736	16,736	16,736	16,736	16,736	16,736	16,736	\$ 200,832.19
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total General Administration	16,736	16,736	16,736	16,736	16,736	16,736	16,736	16,736	16,736	16,736	16,736	16,736	\$ 200,832.19
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	18,273	18,273	18,273	18,273	18,273	18,273	18,273	18,273	18,273	18,273	18,273	18,273	\$ 219,281.68
Fringe Benefits	4,020	4,020	4,020	4,020	4,020	4,020	4,020	4,020	4,020	4,020	4,020	4,020	\$ 48,241.97
Equipment Rental / Lease	306	306	306	306	306	306	306	306	306	306	306	306	\$ 3,672.36
Travel				1,224									\$ 1,224.12
Advertising and Promotion	14,876	14,876	14,876										\$ 44,629.38
License Fees	204												\$ 204.02
Uniforms	306												\$ 306.03
Postage			224	224	224	224	224	224	224	224	224	224	\$ 2,244.22
Printing	7,855	714	714	714	714	714	714	714	714	714	714	714	\$ 15,709.54
Office Supplies	6,563	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	\$ 26,250.00
Office Equipment	4,080												\$ 4,080.40
Computer Equipment	3,060												\$ 3,060.30
Sub-Total School Administration	59,544	39,980	40,204	26,552	25,328	25,328	25,328	25,328	25,328	25,328	25,328	25,328	\$ 368,904.01
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		73,030	73,030	73,030	73,030	73,030	73,030	73,030	73,030	73,030	73,030	73,030	\$ 803,328.75
Remodeling & Renovations	-												\$ -
Purchase of Buildings & Fixed Equipment	-												\$ -
Land	-												\$ -
Sub-Total Facilities Acquisition & Construction	-	73,030	73,030	73,030	73,030	73,030	73,030	73,030	73,030	73,030	73,030	73,030	\$ 803,328.75
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	6,722	6,722	6,722	6,722	6,722	6,722	6,722	6,722	6,722	6,722	6,722	6,722	\$ 80,663.75
Planning, Research, Development and Evaluation	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	\$ 98,184.63
Professional Services - Annual Audit	638	638	638	638	638	638	638	638	638	638	638	638	\$ 7,650.75
Sub-Total Fiscal Services	19,690	19,690	19,690	19,690	19,690	19,690	19,690	19,690	19,690	19,690	19,690	19,690	\$ 236,280.01
Food Services													
Salaries (Food Service Workers)			4,284	4,284	4,284	4,284	4,284	4,284	4,284	4,284	4,284	4,284	\$ 42,844.20
Fringe Benefits			943	943	943	943	943	943	943	943	943	943	\$ 9,425.72
Food			-	-	-	-	-	-	-	-	-	-	\$ -
Food, Materials & Supplies - Vendor provided meals 70% Participation			27,667	27,667	27,667	27,667	27,667	27,667	27,667	27,667	27,667	27,667	\$ 276,666.42
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	-	-	32,909	32,909	32,909	32,909	32,909	32,909	32,909	32,909	32,909	32,909	\$ 329,089.36
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 Key Academy Charter School

													YEAR 3
													100 % Enrollment
Operation of Plant													
Salaries (Custodian, crossing guards, security)	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	\$ 63,656.69
Fringe benefits	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	\$ 14,004.47
Purchased Service (Custodial, fire and alarm, pest control etc)	281	281	281	281	281	281	281	281	281	281	281	281	\$ 3,366.33
Lawn Maintenance	748	748	748	748	748	748	748	748	748	748	748	748	\$ 8,976.88
Pest Control	150	150	150	150	150	150	150	150	150	150	150	150	\$ 1,795.38
Security Services	102	102	102	102	102	102	102	102	102	102	102	102	\$ 1,224.12
Property Insurance	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	\$ 49,372.84
Telephone Services	306	306	306	306	306	306	306	306	306	306	306	306	\$ 3,672.36
Water & Sewer	299	299	299	299	299	299	299	299	299	299	299	299	\$ 3,590.75
Electricity	5,611	5,611	5,611	5,611	5,611	5,611	5,611	5,611	5,611	5,611	5,611	5,611	\$ 67,326.60
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Operation of Plant	18,082	18,082	18,082	18,082	18,082	18,082	18,082	18,082	18,082	18,082	18,082	18,082	\$ 216,986.42
Maintenance of Plant													
Repairs & Maintenance		4,136	4,136	4,136	4,136	4,136	4,136	4,136	4,136	4,136	4,136	4,136	\$ 45,500.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Maintenance of Plant	-	4,136	4,136	4,136	4,136	4,136	4,136	4,136	4,136	4,136	4,136	4,136	\$ 45,500.00
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	\$ 33,663.30
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Administrative Technology Services	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	\$ 33,663.30
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												259,572	\$ 259,572.32
Sub-Total Contingency	-	-	-	-	-	-	-	-	-	-	-	259,572	\$ 259,572.32
Total Expenditures	\$ 137,407.98	\$ 525,427.02	\$ 689,635.01	\$ 676,953.10	\$ 487,596.53	\$ 487,596.53	\$ 495,002.45	\$ 487,596.53	\$ 513,596.53	\$ 495,002.45	\$ 487,596.53	\$ 904,086.85	\$ 6,387,497.50
Excess of Revenues over Expenditures	\$ 464,300.66	\$ (47,897.61)	\$ (179,522.59)	\$ (118,715.68)	\$ 70,640.90	\$ 70,640.90	\$ 63,234.97	\$ 70,640.90	\$ 44,640.90	\$ 63,234.97	\$ 70,640.90	\$ (345,849.43)	\$ 225,989.79
Fund Balance	\$ 464,300.66	\$ 416,403.05	\$ 236,880.47	\$ 118,164.79	\$ 188,805.69	\$ 259,446.58	\$ 322,681.56	\$ 393,322.45	\$ 437,963.35	\$ 501,198.32	\$ 571,839.22	\$ 225,989.79	

Somerset Key Academy Charter School

													YEAR 4
													100 % Enrollment
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources with expected enrollment	482,305	482,305	482,305	482,305	482,305	482,305	482,305	482,305	482,305	482,305	482,305	482,305	\$ 5,787,656.45
Federal Sources - NSLP funds 60% of students			28,041	28,041	28,041	28,041	28,041	28,041	28,041	28,041	28,041	28,041	\$ 280,406.72
Local Sources - Lunch program paid students			4,868	4,868	4,868	4,868	4,868	4,868	4,868	4,868	4,868	4,868	\$ 48,681.72
Capital Outlay (SACS Accredited - Capital Outlay available year 1)				48,125	48,125	48,125	48,125	48,125	48,125	48,125	48,125	48,125	\$ 433,125.00
Previous Years Balance Carry Forward	225,990												\$ 225,989.79
	708,294	482,305	515,214	563,339	563,339	563,339	563,339	563,339	563,339	563,339	563,339	563,339	\$ 6,775,859.69
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		99,045	207,994	207,994	207,994	207,994	207,994	207,994	207,994	207,994	207,994	207,994	\$ 2,178,983.58
Fringe Benefits		21,790	45,759	45,759	45,759	45,759	45,759	45,759	45,759	45,759	45,759	45,759	\$ 479,376.39
Contracted Professional Services (includes Therapists & other contracted instructional services)			5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	\$ 48,681.72
Classroom Supplies & Equipment		13,387	13,387	13,793									\$ 40,568.10
Teacher Supplies		10,412	10,412	10,728									\$ 31,552.97
Textbooks and/or ebooks/Student Activities		104,125	104,125	107,280									\$ 315,529.68
Supplemental instructional materials (CIRP/SIRP and Technology)		22,312	22,312	22,989									\$ 67,613.50
SB 736 Merit Pay												156,918	\$ 156,918.00
Computer - Equipment for Instruction (* lease to include ebooks)		26,928	26,928	27,744									\$ 81,599.84
Computer Lab - Including Software		5,100	5,100	5,255									\$ 15,454.52
Sub-Total Instruction	-	303,100	436,018	446,950	259,162	259,162	259,162	259,162	259,162	259,162	259,162	416,080	\$ 3,416,278.30
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			4,121	4,121	4,121	4,121	4,121	4,121	4,121	4,121	4,121	4,121	\$ 41,212.04
Fringe Benefits			907	907	907	907	907	907	907	907	907	907	\$ 9,066.65
Contracted Professional Services (counseling and psychological)			5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	\$ 54,090.80
Sub-Total Pupil Personnel Services	-	-	10,437	10,437	10,437	10,437	10,437	10,437	10,437	10,437	10,437	10,437	\$ 104,369.49
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		5,152	5,152										\$ 10,303.01
Audio Visual Materials		-	-										\$ -
Sub-Total Media Services	-	7,437	9,951	4,799	4,799	4,799	4,799	4,799	4,799	4,799	4,799	4,799	\$ 60,581.70
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Planning, Research, Development and Evaluation	8,640	8,640	8,640	8,640	8,640	8,640	8,640	8,640	8,640	8,640	8,640	8,640	\$ 103,674.04
Development Supplies		-	-										\$ -
Student Activities		13,523	13,523										\$ 27,045.40
Sub-Total Curriculum Development	8,640	22,162	22,162	8,640	8,640	8,640	8,640	8,640	8,640	8,640	8,640	8,640	\$ 130,719.44
Staff Development													
Workshops/Trainings (includes incentive pay for teachers)		26,000							26,000				\$ 52,000.00
Travel		-							-				\$ -
Professional Services		-							-				\$ -
Sub-Total Staff Development	-	26,000	-	-	-	-	-	-	26,000	-	-	-	\$ 52,000.00

Somerset Key Academy Charter 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				2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	\$ 18,133.30
Computer Learning Labs	-	-											\$ -
Sub-Total Instruction Related Technology	-	618	618	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	\$ 19,369.66
Board													
Professional Services (Legal)	2,576												\$ 2,575.75
Insurance (General Liability, D&O, Professional Liability)	7,480			7,480			7,480			7,480			\$ 29,919.94
Travel	2,061												\$ 2,060.60
Sub-Total Board	12,116	-	-	7,480	-	-	7,480	-	-	7,480	-	-	\$ 34,556.30
General Administration													
Management Fees	16,903	16,903	16,903	16,903	16,903	16,903	16,903	16,903	16,903	16,903	16,903	16,903	\$ 202,840.51
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total General Administration	16,903	16,903	16,903	16,903	16,903	16,903	16,903	16,903	16,903	16,903	16,903	16,903	\$ 202,840.51
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	18,456	18,456	18,456	18,456	18,456	18,456	18,456	18,456	18,456	18,456	18,456	18,456	\$ 221,474.49
Fringe Benefits	4,060	4,060	4,060	4,060	4,060	4,060	4,060	4,060	4,060	4,060	4,060	4,060	\$ 48,724.39
Equipment Rental / Lease	309	309	309	309	309	309	309	309	309	309	309	309	\$ 3,709.08
Travel				1,236									\$ 1,236.36
Advertising and Promotion	15,025	15,025	15,025										\$ 45,075.67
License Fees	206												\$ 206.06
Uniforms	309												\$ 309.09
Postage			227	227	227	227	227	227	227	227	227	227	\$ 2,266.66
Printing	7,933	721	721	721	721	721	721	721	721	721	721	721	\$ 15,866.64
Office Supplies	6,563	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	\$ 26,250.00
Office Equipment	4,121												\$ 4,121.20
Computer Equipment	3,091												\$ 3,090.90
Sub-Total School Administration	60,074	40,362	40,589	26,800	25,563	25,563	25,563	25,563	25,563	25,563	25,563	25,563	\$ 372,330.55
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		73,760	73,760	73,760	73,760	73,760	73,760	73,760	73,760	73,760	73,760	73,760	\$ 811,362.04
Remodeling & Renovations	-												\$ -
Purchase of Buildings & Fixed Equipment	-												\$ -
Land	-												\$ -
Sub-Total Facilities Acquisition & Construction	-	73,760	73,760	73,760	73,760	73,760	73,760	73,760	73,760	73,760	73,760	73,760	\$ 811,362.04
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	6,789	6,789	6,789	6,789	6,789	6,789	6,789	6,789	6,789	6,789	6,789	6,789	\$ 81,470.39
Planning, Research, Development and Evaluation	8,264	8,264	8,264	8,264	8,264	8,264	8,264	8,264	8,264	8,264	8,264	8,264	\$ 99,166.47
Professional Services - Annual Audit	644	644	644	644	644	644	644	644	644	644	644	644	\$ 7,727.26
Sub-Total Fiscal Services	19,887	19,887	19,887	19,887	19,887	19,887	19,887	19,887	19,887	19,887	19,887	19,887	\$ 238,642.81
Food Services													
Salaries (Food Service Workers)			4,327	4,327	4,327	4,327	4,327	4,327	4,327	4,327	4,327	4,327	\$ 43,272.64
Fringe Benefits			952	952	952	952	952	952	952	952	952	952	\$ 9,519.98
Food			-	-	-	-	-	-	-	-	-	-	\$ -
Food, Materials & Supplies - Vendor provided meals 70% Participation			27,943	27,943	27,943	27,943	27,943	27,943	27,943	27,943	27,943	27,943	\$ 279,433.09
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	-	-	33,238	33,238	33,238	33,238	33,238	33,238	33,238	33,238	33,238	33,238	\$ 332,380.25

Somerset Key Academy Charter 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)	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	\$ 64,293.26
Fringe benefits	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	\$ 14,144.52
Purchased Service (Custodial, fire and alarm, pest control etc)	283	283	283	283	283	283	283	283	283	283	283	283	\$ 3,399.99
Lawn Maintenance	756	756	756	756	756	756	756	756	756	756	756	756	\$ 9,066.65
Pest Control	151	151	151	151	151	151	151	151	151	151	151	151	\$ 1,813.33
Security Services	103	103	103	103	103	103	103	103	103	103	103	103	\$ 1,236.36
Property Insurance	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	\$ 49,866.57
Telephone Services	309	309	309	309	309	309	309	309	309	309	309	309	\$ 3,709.08
Water & Sewer	302	302	302	302	302	302	302	302	302	302	302	302	\$ 3,626.66
Electricity	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	\$ 67,999.87
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Operation of Plant	18,263	18,263	18,263	18,263	18,263	18,263	18,263	18,263	18,263	18,263	18,263	18,263	\$ 219,156.28
Maintenance of Plant													
Repairs & Maintenance		4,136	4,136	4,136	4,136	4,136	4,136	4,136	4,136	4,136	4,136	4,136	\$ 45,500.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Maintenance of Plant	-	4,136	4,136	4,136	4,136	4,136	4,136	4,136	4,136	4,136	4,136	4,136	\$ 45,500.00
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	\$ 33,999.93
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Administrative Technology Services	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	\$ 33,999.93
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												261,995	\$ 261,994.80
Sub-Total Contingency												261,995	\$ 261,994.80
Total Expenditures	\$ 138,716.43	\$ 535,462.02	\$ 701,445.59	\$ 688,791.40	\$ 492,286.73	\$ 492,286.73	\$ 499,766.72	\$ 492,286.73	\$ 518,286.73	\$ 499,766.72	\$ 492,286.73	\$ 911,199.53	\$ 6,462,582.06
Excess of Revenues over Expenditures	\$ 569,578.07	\$ (53,157.31)	\$ (186,232.04)	\$ (125,452.86)	\$ 71,051.82	\$ 71,051.82	\$ 63,571.83	\$ 71,051.82	\$ 45,051.82	\$ 63,571.83	\$ 71,051.82	\$ (347,860.98)	\$ 313,277.63
Fund Balance	\$ 569,578.07	\$ 516,420.75	\$ 330,188.71	\$ 204,735.86	\$ 275,787.68	\$ 346,839.49	\$ 410,411.33	\$ 481,463.14	\$ 526,514.96	\$ 590,086.79	\$ 661,138.61	\$ 313,277.63	

Somerset Key Academy Charter School

													YEAR 5
													100 % Enrollment
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources with expected enrollment	498,319	498,319	498,319	498,319	498,319	498,319	498,319	498,319	498,319	498,319	498,319	498,319	\$ 5,979,833.42
Federal Sources - NSLP funds 60% of students			29,130	29,130	29,130	29,130	29,130	29,130	29,130	29,130	29,130	29,130	\$ 291,302.52
Local Sources - Lunch program paid students			5,057	5,057	5,057	5,057	5,057	5,057	5,057	5,057	5,057	5,057	\$ 50,573.35
Capital Outlay (SACS Accredited - Capital Outlay available year 1)				49,500	49,500	49,500	49,500	49,500	49,500	49,500	49,500	49,500	\$ 445,500.00
Previous Years Balance Carry Forward	313,278												\$ 313,277.63
	811,597	498,319	532,507	582,007	582,007	582,007	582,007	582,007	582,007	582,007	582,007	582,007	\$ 7,080,486.93
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		101,624	213,411	213,411	213,411	213,411	213,411	213,411	213,411	213,411	213,411	213,411	\$ 2,235,737.72
Fringe Benefits		22,357	46,950	46,950	46,950	46,950	46,950	46,950	46,950	46,950	46,950	46,950	\$ 491,862.30
Contracted Professional Services (includes Therapists & other contracted instructional services)			5,619	5,619	5,619	5,619	5,619	5,619	5,619	5,619	5,619	5,619	\$ 50,573.35
Classroom Supplies & Equipment		13,908	13,908	14,329									\$ 42,144.46
Teacher Supplies		10,817	10,817	11,145									\$ 32,779.03
Textbooks and/or ebooks/Student Activities		108,171	108,171	111,449									\$ 327,790.26
Supplemental instructional materials (CIRP/SIRP and Technology)		23,179	23,179	23,882									\$ 70,240.77
SB 736 Merit Pay												161,240	\$ 161,240.00
Computer - Equipment for Instruction (* lease to include ebooks)		27,815	27,815	28,658									\$ 84,288.92
Computer Lab - Including Software		10,302	10,302	10,614									\$ 31,218.12
Sub-Total Instruction	-	318,174	454,554	466,058	265,981	265,981	265,981	265,981	265,981	265,981	265,981	427,221	\$ 3,527,874.94
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)			5,619	5,619	5,619	5,619	5,619	5,619	5,619	5,619	5,619	5,619	\$ 56,192.62
Sub-Total Pupil Personnel Services	-	-	15,776	15,776	15,776	15,776	15,776	15,776	15,776	15,776	15,776	15,776	\$ 157,755.57
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		5,203	5,203										\$ 10,406.04
Audio Visual Materials		-	-										\$ -
Sub-Total Media Services	-	7,511	10,050	4,847	4,847	4,847	4,847	4,847	4,847	4,847	4,847	4,847	\$ 61,187.52
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Planning, Research, Development and Evaluation	8,975	8,975	8,975	8,975	8,975	8,975	8,975	8,975	8,975	8,975	8,975	8,975	\$ 107,702.52
Development Supplies		-	-										\$ -
Student Activities		14,048	14,048										\$ 28,096.31
Sub-Total Curriculum Development	8,975	23,023	23,023	8,975	8,975	8,975	8,975	8,975	8,975	8,975	8,975	8,975	\$ 135,798.82
Staff Development													
Workshops/Trainings (includes incentive pay for teachers)		26,500							26,500				\$ 53,000.00
Travel		-							-				\$ -
Professional Services		-							-				\$ -
Sub-Total Staff Development	-	26,500	-	-	-	-	-	-	26,500	-	-	-	\$ 53,000.00
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
EduSoft Software and Scanner		624	624										\$ 1,248.72
Hardware Maintenance				2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	\$ 18,730.87
Computer Learning Labs		-	-										\$ -
Sub-Total Instruction Related Technology	-	624	624	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	\$ 19,979.60
Board													
Professional Services (Legal)	2,602												\$ 2,601.51

Somerset Key Academy Charter School

													YEAR 5
													100 % Enrollment
Insurance (General Liability, D&O, Professional Liability)	7,726			7,726			7,726			7,726			\$ 30,905.94
Travel	2,081												\$ 2,081.21
<i>Sub-Total Board</i>	<i>12,409</i>	<i>-</i>	<i>-</i>	<i>7,726</i>	<i>-</i>	<i>-</i>	<i>7,726</i>	<i>-</i>	<i>-</i>	<i>7,726</i>	<i>-</i>	<i>-</i>	<i>\$ 35,588.66</i>
General Administration													
Management Fees	17,560	17,560	17,560	17,560	17,560	17,560	17,560	17,560	17,560	17,560	17,560	17,560	\$ 210,722.31
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total General Administration</i>	<i>17,560</i>	<i>17,560</i>	<i>17,560</i>	<i>17,560</i>	<i>17,560</i>	<i>17,560</i>	<i>17,560</i>	<i>17,560</i>	<i>17,560</i>	<i>17,560</i>	<i>17,560</i>	<i>17,560</i>	<i>\$ 210,722.31</i>
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	18,641	18,641	18,641	18,641	18,641	18,641	18,641	18,641	18,641	18,641	18,641	18,641	\$ 223,689.24
Fringe Benefits	4,101	4,101	4,101	4,101	4,101	4,101	4,101	4,101	4,101	4,101	4,101	4,101	\$ 49,211.63
Equipment Rental / Lease	312	312	312	312	312	312	312	312	312	312	312	312	\$ 3,746.17
Travel				1,249									\$ 1,248.72
Advertising and Promotion	15,609	15,609	15,609										\$ 46,827.18
License Fees	208												\$ 208.12
Uniforms	312												\$ 312.18
Postage			234	234	234	234	234	234	234	234	234	234	\$ 2,341.36
Printing	8,195	745	745	745	745	745	745	745	745	745	745	745	\$ 16,389.51
Office Supplies	6,750	1,841	1,841	1,841	1,841	1,841	1,841	1,841	1,841	1,841	1,841	1,841	\$ 27,000.00
Office Equipment	4,162												\$ 4,162.42
Computer Equipment	3,122												\$ 3,121.81
<i>Sub-Total School Administration</i>	<i>61,412</i>	<i>41,249</i>	<i>41,483</i>	<i>27,123</i>	<i>25,874</i>	<i>25,874</i>	<i>25,874</i>	<i>25,874</i>	<i>25,874</i>	<i>25,874</i>	<i>25,874</i>	<i>25,874</i>	<i>\$ 378,258.35</i>
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		76,626	76,626	76,626	76,626	76,626	76,626	76,626	76,626	76,626	76,626	76,626	\$ 842,889.25
Remodeling & Renovations	-												\$ -
Purchase of Buildings & Fixed Equipment	-												\$ -
Land	-												\$ -
<i>Sub-Total Facilities Acquisition & Construction</i>	<i>-</i>	<i>76,626</i>	<i>76,626</i>	<i>76,626</i>	<i>76,626</i>	<i>76,626</i>	<i>76,626</i>	<i>76,626</i>	<i>76,626</i>	<i>76,626</i>	<i>76,626</i>	<i>76,626</i>	<i>\$ 842,889.25</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	6,845	6,845	6,845	6,845	6,845	6,845	6,845	6,845	6,845	6,845	6,845	6,845	\$ 82,140.57
Planning, Research, Development and Evaluation	8,585	8,585	8,585	8,585	8,585	8,585	8,585	8,585	8,585	8,585	8,585	8,585	\$ 103,019.80
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>20,312</i>	<i>20,312</i>	<i>20,312</i>	<i>20,312</i>	<i>20,312</i>	<i>20,312</i>	<i>20,312</i>	<i>20,312</i>	<i>20,312</i>	<i>20,312</i>	<i>20,312</i>	<i>20,312</i>	<i>\$ 243,746.37</i>
Food Services													
Salaries (Food Service Workers)			4,371	4,371	4,371	4,371	4,371	4,371	4,371	4,371	4,371	4,371	\$ 43,705.37
Fringe Benefits			962	962	962	962	962	962	962	962	962	962	\$ 9,615.18
Food			-	-	-	-	-	-	-	-	-	-	\$ -
Food, Materials & Supplies - Vendor provided meals 70% Participation			29,029	29,029	29,029	29,029	29,029	29,029	29,029	29,029	29,029	29,029	\$ 290,291.06
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>34,377</i>	<i>34,377</i>	<i>34,377</i>	<i>34,377</i>	<i>34,377</i>	<i>34,377</i>	<i>34,377</i>	<i>34,377</i>	<i>34,377</i>	<i>34,377</i>	<i>\$ 343,767.70</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)	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	\$ 64,936.19
Fringe benefits	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	\$ 14,285.96
Purchased Service (Custodial, fire and alarm, pest control etc)	293	293	293	293	293	293	293	293	293	293	293	293	\$ 3,512.04

Somerset Key Academy Charter School

													YEAR 5
													100 % Enrollment
Lawn Maintenance	780	780	780	780	780	780	780	780	780	780	780	780	\$ 9,365.44
Pest Control	156	156	156	156	156	156	156	156	156	156	156	156	\$ 1,873.09
Security Services	104	104	104	104	104	104	104	104	104	104	104	104	\$ 1,248.72
Property Insurance	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	\$ 51,509.90
Telephone Services	312	312	312	312	312	312	312	312	312	312	312	312	\$ 3,746.17
Water & Sewer	312	312	312	312	312	312	312	312	312	312	312	312	\$ 3,746.17
Electricity	5,853	5,853	5,853	5,853	5,853	5,853	5,853	5,853	5,853	5,853	5,853	5,853	\$ 70,240.77
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Operation of Plant</i>	18,705	18,705	18,705	18,705	18,705	18,705	18,705	18,705	18,705	18,705	18,705	18,705	\$ 224,464.45
Maintenance of Plant													
Repairs & Maintenance		4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	\$ 46,800.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Maintenance of Plant</i>	-	4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	\$ 46,800.00
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	2,927	2,927	2,927	2,927	2,927	2,927	2,927	2,927	2,927	2,927	2,927	2,927	\$ 35,120.39
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Administrative Technology Services</i>	2,927	2,927	2,927	2,927	2,927	2,927	2,927	2,927	2,927	2,927	2,927	2,927	\$ 35,120.39
After Care Programs													
After Care Salary			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total After Care Programs</i>			-	-	-	-	-	-	-	-	-	-	\$ -
Debt Service													
Redemption of Principal		-	-	-	-	-	-	-	-	-	-	-	\$ -
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Debt Service</i>		-	-	-	-	-	-	-	-	-	-	-	\$ -
Contingency													
Operating expense contingency - 4% of FEFP - Considered restricted funds												270,688	\$ 270,688.37
<i>Sub-Total Contingency</i>		-	-	-	-	-	-	-	-	-	-	270,688	\$ 270,688.37
Total Expenditures	\$ 142,301.14	\$ 557,467.30	\$ 732,922.84	\$ 719,998.53	\$ 510,946.39	\$ 510,946.39	\$ 518,672.88	\$ 510,946.39	\$ 537,446.39	\$ 518,672.88	\$ 510,946.39	\$ 942,874.76	\$ 6,714,142.29
Excess of Revenues over Expenditures	\$ 669,295.94	\$ (59,147.85)	\$ (200,415.80)	\$ (137,991.50)	\$ 71,060.65	\$ 71,060.65	\$ 63,334.16	\$ 71,060.65	\$ 44,560.65	\$ 63,334.16	\$ 71,060.65	\$ (360,867.72)	\$ 366,344.64
Fund Balance	\$ 669,295.94	\$ 610,148.10	\$ 409,732.30	\$ 271,740.80	\$ 342,801.45	\$ 413,862.10	\$ 477,196.26	\$ 548,256.91	\$ 592,817.56	\$ 656,151.72	\$ 727,212.37	\$ 366,344.64	

Somerset Key Academy Charter School

District: Broward

ESE Percent	12.00%				
ESOL Percent	20.00%				
Free & Reduced Lunch Percent	60.00%				
Occupancy		97%	100%	99%	99%
Homeroom Classrooms		650	800	875	875

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	5	5	5	5	5
1st Grade	5	5	5	5	5
2nd Grade	5	5	5	5	5
3rd Grade	5	5	5	5	5
4th Grade	4	5	5	5	5
5th Grade	3	4	5	5	5
6th Grade	5	4	5	5	5
7th Grade	2	5	4	5	5
8th Grade		2	5	4	5
9th Grade					
10th Grade					
11th Grade					
12th Grade					
	34	40	44	44	45

Student Teacher Ratio

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	18	18	18	18	18
1st Grade	18	18	18	18	18
2nd Grade	18	18	18	18	18
3rd Grade	18	18	18	18	18
4th Grade	22	22	22	22	22
5th Grade	22	22	22	22	22
6th Grade	22	22	22	22	22
7th Grade	22	22	22	22	22
8th Grade	0	22	22	22	22
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0

0	668	800	888	888	910
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Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	88	90	89	89	89
1st Grade	88	90	89	89	89
2nd Grade	88	90	89	89	89
3rd Grade	88	90	89	89	89
4th Grade	86	110	108	108	109
5th Grade	64	88	108	108	109
6th Grade	107	88	108	108	109
7th Grade	43	110	87	108	109
8th Grade	0	44	108	87	109
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
	650	800	875	875	900

ESE Guaranteed Allocation:	Grade Level	Matrix Level	FTE
Additional Funding from the ESE Guaranteed Allocation.	K-3	251	42
Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. The total should equal all FTE from programs 111, 112 & 113 above.	K-3	252	
	K-3	253	
	4-8	251	36
	4-8	252	
	4-8	253	
	9-12	251	0
	9-12	252	
	9-12	253	
Total ESE			78.00

Revenue Estimate Worksheet for Somerset Key Academy Charter 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	238.00	1.125	267.7500	\$ 1,028,288
111 Basic K-3 with ESE Services	42.00	1.125	47.2500	\$ 181,463
102 Basic 4-8	204.00	1.000	204.0000	\$ 783,458
112 Basic 4-8 with ESE Services	36.00	1.000	36.0000	\$ 138,257
103 Basic 9-12	0.00	1.011	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.011	0.0000	\$ -
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)	70.00	1.145	80.1500	\$ 307,814
130 ESOL (Grade Level 4-8)	60.00	1.145	68.7000	\$ 263,841
130 ESOL (Grade Level 9-12)	0.00	1.145	0.0000	\$ -
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
Totals	650.00		703.8500	\$ 2,703,121

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE	42.00	PK-3	251	\$ 1,058	\$ 44,436
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	36.00	4-8	251	\$ 1,187	\$ 42,732
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	0.00	9-12	251	\$ 845	\$ -
programs 111, 112 & 113 above.		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	78.00			Total from ESE Guarantee	\$ 87,168

3. Supplemental Academic Instruction:

District SAI Allocation

#####

divided by district FTE

257,637.67

Per Student

\$ 206 \$ 133,900

(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 \$ 2,924,189

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	395.1500		1.0235	1320.15	= 533,916
4-8	308.7000		1.0235	900.48	= 284,511
9-12	0.0000		1.0235	902.65	= 0
Total *	703.8500			Total Class Size Reduction Funds	\$ 818,427

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>703.8500</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.					<u>0.2512%</u>
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>650.00</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.					<u>0.2523%</u>
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>6,135,390</u>	x	<u>0.2512%</u>	<u>\$ 15,412</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>0.2512%</u>	<u>\$ 246,831</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	<u>0.2523%</u>	<u>\$ -</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	<u>0.2512%</u>	<u>\$ -</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	<u>0.2512%</u>	<u>\$ -</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,884,665</u>	x	<u>0.2523%</u>	<u>\$ 50,169</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		<u>97.50</u>	x	<u>347</u>	<u>\$ 33,833</u>
Enter ESE Student Riders			x	<u>1,332</u>	<u>\$ -</u>
14. Teacher Salary Allocation (WFTE share)	(j)	<u>46,981,326</u>	x	<u>0.2512%</u>	<u>\$ 118,017</u>
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
17. Performance Pay Plan					
				Total	<u><u>\$ 4,206,878</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: \$ -

Average Revenue per Student: \$ 6,472

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 Key Academy Charter 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	245.00	1.125	275.6250	\$ 1,058,532
111 Basic K-3 with ESE Services	43.00	1.125	48.3750	\$ 185,783
102 Basic 4-8	299.00	1.000	299.0000	\$ 1,148,303
112 Basic 4-8 with ESE Services	53.00	1.000	53.0000	\$ 203,545
103 Basic 9-12	0.00	1.011	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.011	0.0000	\$ -
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)	72.00	1.145	82.4400	\$ 316,609
130 ESOL (Grade Level 4-8)	88.00	1.145	100.7600	\$ 386,967
130 ESOL (Grade Level 9-12)	0.00	1.145	0.0000	\$ -
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
Totals	800.00		859.2000	\$ 3,299,739

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	
43.00	PK-3	251	\$ 1,058	\$ 45,494
	PK-3	252	\$ 3,418	\$ -
	PK-3	253	\$ 6,974	\$ -
53.00	4-8	251	\$ 1,187	\$ 62,911
	4-8	252	\$ 3,546	\$ -
	4-8	253	\$ 7,102	\$ -
0.00	9-12	251	\$ 845	\$ -
	9-12	252	\$ 3,204	\$ -
	9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	96.00		Total from ESE Guarantee	\$ 108,405

3. Supplemental Academic Instruction:

District SAI Allocation divided by district FTE (with eligible services)

#####

257,637.67

Per Student

\$ 206 \$ 164,800

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 \$ 3,572,944

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	406.4400		1.0235	1320.15	= 549,171
4-8	452.7600		1.0235	900.48	= 417,282
9-12	0.0000		1.0235	902.65	= 0
Total *	859.2000			Total Class Size Reduction Funds	\$ 966,453

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>859.2000</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.				<u>0.3066%</u>	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>800.00</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.				<u>0.3105%</u>	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>6,135,390</u>	x	<u>0.3066%</u>	<u>\$ 18,811</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>0.3066%</u>	<u>\$ 301,268</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	<u>0.3105%</u>	<u>\$ -</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	<u>0.3066%</u>	<u>\$ -</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	<u>0.3066%</u>	<u>\$ -</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,884,665</u>	x	<u>0.3105%</u>	<u>\$ 61,742</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		<u>97.50</u>	x	<u>347</u>	<u>\$ 33,833</u>
Enter ESE Student Riders			x	<u>1,332</u>	<u>\$ -</u>
14. Teacher Salary Allocation (WFTE share)	(j)	<u>46,981,326</u>	x	<u>0.3066%</u>	<u>\$ 144,045</u>
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
17. Performance Pay Plan					
Total				<u>\$</u>	<u>5,099,096</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>	<u>-</u>
Average Revenue per Student:				<u>\$</u>	<u>6,374</u>
Revenue Increase from Previous Year					<u>1%</u>
Adjusted Revenue Per Student				<u>\$</u>	<u>6,437.61</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 Key Academy Charter 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	241.00	1.125	271.1250	\$ 1,041,250
111 Basic K-3 with ESE Services	43.00	1.125	48.3750	\$ 185,783
102 Basic 4-8	354.00	1.000	354.0000	\$ 1,359,530
112 Basic 4-8 with ESE Services	62.00	1.000	62.0000	\$ 238,110
103 Basic 9-12	0.00	1.011	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.011	0.0000	\$ -
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)	71.00	1.145	81.2950	\$ 312,212
130 ESOL (Grade Level 4-8)	104.00	1.145	119.0800	\$ 457,324
130 ESOL (Grade Level 9-12)	0.00	1.145	0.0000	\$ -
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
Totals	875.00		935.8750	\$ 3,594,209

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	
43.00	PK-3	251	\$ 1,058	\$ 45,494
	PK-3	252	\$ 3,418	\$ -
	PK-3	253	\$ 6,974	\$ -
62.00	4-8	251	\$ 1,187	\$ 73,594
	4-8	252	\$ 3,546	\$ -
	4-8	253	\$ 7,102	\$ -
0.00	9-12	251	\$ 845	\$ -
	9-12	252	\$ 3,204	\$ -
	9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	105.00		Total from ESE Guarantee	\$ 119,088

3. Supplemental Academic Instruction:

District SAI Allocation divided by district FTE (with eligible services)

#####

257,637.67

Per Student

\$ 206 \$ 180,250

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 \$ 3,893,547

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	400.7950		1.0235	1320.15	= 541,544
4-8	535.0800		1.0235	900.48	= 493,152
9-12	0.0000		1.0235	902.65	= 0
Total *	935.8750			Total Class Size Reduction Funds	\$ 1,034,696

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>935.8750</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.				<u>0.3340%</u>	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>875.00</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.				<u>0.3396%</u>	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>6,135,390</u>	x	<u>0.3340%</u>	<u>\$ 20,492</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>0.3340%</u>	<u>\$ 328,191</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	<u>0.3396%</u>	<u>\$ -</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	<u>0.3340%</u>	<u>\$ -</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	<u>0.3340%</u>	<u>\$ -</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,884,665</u>	x	<u>0.3396%</u>	<u>\$ 67,528</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		<u>97.50</u>	x	<u>347</u>	<u>\$ 33,833</u>
Enter ESE Student Riders			x	<u>1,332</u>	<u>\$ -</u>
14. Teacher Salary Allocation (WFTE share)	(j)	<u>46,981,326</u>	x	<u>0.3340%</u>	<u>\$ 156,918</u>
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
17. Performance Pay Plan					
Total					<u><u>\$ 5,535,205</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:				\$	-
Average Revenue per Student:				\$	6,326
Revenue Increase from Previous Year					1%
Adjusted Revenue Per Student				\$	6,453.10

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 Key Academy Charter 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	241.00	1.125	271.1250	\$ 1,041,250
111 Basic K-3 with ESE Services	43.00	1.125	48.3750	\$ 185,783
102 Basic 4-8	354.00	1.000	354.0000	\$ 1,359,530
112 Basic 4-8 with ESE Services	62.00	1.000	62.0000	\$ 238,110
103 Basic 9-12	0.00	1.011	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.011	0.0000	\$ -
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)	71.00	1.145	81.2950	\$ 312,212
130 ESOL (Grade Level 4-8)	104.00	1.145	119.0800	\$ 457,324
130 ESOL (Grade Level 9-12)	0.00	1.145	0.0000	\$ -
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
Totals	875.00		935.8750	\$ 3,594,209

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
43.00	PK-3	251	\$ 1,058 \$ 45,494
	PK-3	252	\$ 3,418 \$ -
	PK-3	253	\$ 6,974 \$ -
62.00	4-8	251	\$ 1,187 \$ 73,594
	4-8	252	\$ 3,546 \$ -
	4-8	253	\$ 7,102 \$ -
0.00	9-12	251	\$ 845 \$ -
	9-12	252	\$ 3,204 \$ -
	9-12	253	\$ 6,760 \$ -
Total FTE with ESE Services	105.00	Total from ESE Guarantee	\$ 119,088

3. Supplemental Academic Instruction:

District SAI Allocation divided by district FTE (with eligible services)

#####

257,637.67

Per Student
\$ 206 \$ 180,250

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 \$ 3,893,547

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	400.7950		1.0235	1320.15	= 541,544
4-8	535.0800		1.0235	900.48	= 493,152
9-12	0.0000		1.0235	902.65	= 0
Total *	935.8750			Total Class Size Reduction Funds	\$ 1,034,696

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>935.8750</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.				<u>0.3340%</u>	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>875.00</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.				<u>0.3396%</u>	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>6,135,390</u>	x	<u>0.3340%</u>	<u>\$ 20,492</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>0.3340%</u>	<u>\$ 328,191</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	<u>0.3396%</u>	<u>\$ -</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	<u>0.3340%</u>	<u>\$ -</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	<u>0.3340%</u>	<u>\$ -</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,884,665</u>	x	<u>0.3396%</u>	<u>\$ 67,528</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		<u>97.50</u>	x	<u>347</u>	<u>\$ 33,833</u>
Enter ESE Student Riders			x	<u>1,332</u>	<u>\$ -</u>
14. Teacher Salary Allocation (WFTE share)	(j)	<u>46,981,326</u>	x	<u>0.3340%</u>	<u>\$ 156,918</u>
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
17. Performance Pay Plan					
Total				<u>\$</u>	<u><u>5,535,205</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>	<u>-</u>
Average Revenue per Student:				<u>\$</u>	<u>6,326</u>
Revenue Increase from Previous Year					<u>1%</u>
Adjusted Revenue Per Student				<u>\$</u>	<u>6,517.63</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 Key Academy Charter 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	242.00	1.125	272.2500	\$ 1,045,570
111 Basic K-3 with ESE Services	43.00	1.125	48.3750	\$ 185,783
102 Basic 4-8	370.00	1.000	370.0000	\$ 1,420,977
112 Basic 4-8 with ESE Services	65.00	1.000	65.0000	\$ 249,631
103 Basic 9-12	0.00	1.011	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.011	0.0000	\$ -
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)	71.00	1.145	81.2950	\$ 312,212
130 ESOL (Grade Level 4-8)	109.00	1.145	124.8050	\$ 479,311
130 ESOL (Grade Level 9-12)	0.00	1.145	0.0000	\$ -
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
Totals	900.00		961.7250	\$ 3,693,484

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	
43.00	PK-3	251	\$ 1,058	\$ 45,494
	PK-3	252	\$ 3,418	\$ -
	PK-3	253	\$ 6,974	\$ -
65.00	4-8	251	\$ 1,187	\$ 77,155
	4-8	252	\$ 3,546	\$ -
	4-8	253	\$ 7,102	\$ -
0.00	9-12	251	\$ 845	\$ -
	9-12	252	\$ 3,204	\$ -
	9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	108.00		Total from ESE Guarantee	\$ 122,649

3. Supplemental Academic Instruction:

District SAI Allocation
divided by district FTE
(with eligible services)

#####

257,637.67

Per Student
\$ 206 \$ 185,400

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 \$ 4,001,533

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	401.9200		1.0235	1320.15	= 543,064
4-8	559.8050		1.0235	900.48	= 515,939
9-12	0.0000		1.0235	902.65	= 0
Total *	961.7250			Total Class Size Reduction Funds	\$ 1,059,003

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>961.7250</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.				<u>0.3432%</u>	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>900.00</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.				<u>0.3493%</u>	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>6,135,390</u>	x	<u>0.3432%</u>	<u>\$ 21,057</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>0.3432%</u>	<u>\$ 337,231</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	<u>0.3493%</u>	<u>\$ -</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	<u>0.3432%</u>	<u>\$ -</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	<u>0.3432%</u>	<u>\$ -</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,884,665</u>	x	<u>0.3493%</u>	<u>\$ 69,457</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		<u>97.50</u>	x	<u>347</u>	<u>\$ 33,833</u>
Enter ESE Student Riders			x	<u>1,332</u>	<u>\$ -</u>
14. Teacher Salary Allocation (WFTE share)	(j)	<u>46,981,326</u>	x	<u>0.3432%</u>	<u>\$ 161,240</u>
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
17. Performance Pay Plan					
Total					<u><u>\$ 5,683,354</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:				\$	-
Average Revenue per Student:				\$	6,315
Revenue Increase from Previous Year					1%
Adjusted Revenue Per Student				\$	6,571.25

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 KEY
ACADEMY
CHARTER 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
ALLAHOUSTE, 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 33

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 KEY
ACADEMY
CHARTER 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 KEY
ACADEMY
CHARTER 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 KEY
ACADEMY
CHARTER 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 KEY
ACADEMY
CHARTER 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 KEY
ACADEMY
CHARTER SCHOOL**



QUALITY/RESULTS/GROWTH FOR PUBLIC CHARTER SCHOOLS

June 19, 2013

RE: Somerset Academy Key Charter 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