

CHARTER SCHOOL SUMMARY INFORMATION

A. General Information

Name of charter school: **Somerset Academy Cutler Bay**

Names of governing board members, as listed in the application:

Andreina Figueroa, Lourdes Marrero, Daniel Diaz, Angie Hui Fang Su, David Concepcion

Name of Non-Profit Corporation or other Legal Entity that will hold the Charter School (*must include Articles of Incorporation and Bylaws*): **Somerset Academy, Inc.**

Address: c/o 6340 Sunset Drive

City, State, Zip Code: Miami, FL 33143

Telephone number: 305-970-2659

Fax number: 305-669-4390

E-Mail address: msanchez@academica.org

Cell number: 305-970-2659

Name of authorized contact person(s): Andreina Figueroa/ cc: Randolph Suarez

Title/Relationship to Corporation: Board Chair

Address: 6340 Sunset Drive

City, State, Zip Code: Miami, FL 33143

Telephone number: 305-970-2659

Fax number:

Daytime number:

Cell number:

E-Mail address: afigueroa@somersetacademyschools.com

Name of Management Company, if applicable: Academica

Best way(s) to contact you: Email US Mail Telephone Cell Phone

- Have you/will you file an application to charter this proposed school with other entities?
YES NO If yes, please list such entities:

Broward County, Palm Beach County, Brevard County

- Please provide a brief description of the proposed school (to be distributed to the media, as necessary)

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 Academy Cutler Bay is to nurture the intricate balance between academics and arts, curriculum and culture, achieving Next Generation Sunshine State/Common Core standards 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. Student Enrollment Breakdown by Year and Term

Term of Charter Being Requested:

4 years 5 Years 10 Years 15 Years Other: ____ years

Complete the student enrollment breakdown by year with the appropriate grades and enrollment, as it pertains to your school:

Year 1: 2012-2013 - Grade(s) K - 5 - up to 550 students
Year 2: 2013-2014 - Grade(s) K - 5 - up to 650 students
Year 3: 2014-2015 - Grade(s) K - 5 - up to 750 students
Year 4: 2015-2016 - Grade(s) K - 5 - up to 750 students
Year 5: 2016-2017 - Grade(s) K - 5 - up to 750 students

C. Proposed Facility

Describe the proposed facility. Will the school purchase (finance) or lease the proposed facility?

The school intends to lease its facility.

D. Proposed Location

Street Address, City, State, Zip Code. If exact address is not available, identify area within Miami-Dade County where the school will be located.

The school facility is not secured.

E. Proposed School's Legal Counsel

Charles A. Gibson, Esq.

Name: Charles Gibson

Telephone Number: 305-777-0395

Firm: Gibson Law Firm

Address: 3634 Grand Ave. Miami, FL 33133 E-mail: chadev@comcast.net

F. Proposed School's Schedule

The instructional day at the school will begin at 8:30 AM each day.

The instructional day at the school will end at 3:00 PM each day.

Minutes of instruction each day will be 360.

The number of instructional days per school year will be 180.

The school will follow the M-DCPS school calendar.

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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Somerset Academy Cutler Bay

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

The Organization has applied for 501(c)(3) Non-profit Status: Yes X No

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: Randolph Suarez

TITLE/RELATIONSHIP TO NONPROFIT: Board President

MAILING ADDRESS: 6340 Sunset Drive, Miami, FL 33143

PRIMARY TELEPHONE: (305) 669-2906

E-MAIL ADDRESS: m11@mac.com

NAME OF EDUCATION SERVICE PROVIDER (if any): Academica

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

Projected School Opening: 2012-2013

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K-5	up to 550	up to 750
Second Year	K-5	up to 650	up to 750
Third Year	K-5	up to 750	up to 750
Fourth Year	K-5	up to 750	up to 750
Fifth Year	K-5	up to 750	up to 750

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.


Signature

Chair
Title

Andreina D. Figueroa

July 28, 2011

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 Academy Cutler Bay is to nurture the intricate balance between academics and arts, curriculum and culture, achieving Next Generation Sunshine State and/or Common Core standards, as adopted, 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.

- Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

Somerset Academy Cutler Bay, hereinafter referred to as “the School”, will impart a thorough academic curriculum in an environment that is both nurturing and creatively stimulating. The governing entity for the applicant, Somerset Academy, Inc., is a SACS -CASI accredited educational system, with a proven record of meeting high standards of student achievement and providing high-quality K-12 public charter school programs in Florida since 1997. Somerset Academy, Inc.

The high standards will be achieved, maintained and exceeded by students with the following:

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

The establishment of this 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 FCAT Assessment Results on a yearly basis for every year their child participates in the FCAT. 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. The School will also provide its parents with Adequate Yearly Progress (AYP) reports based on FCAT results, communicating to the parent the child's reading learning gains for each year. Through detailed assessment of academic performance using standardized test scores and other assessments the School will:

- Identify students who are a level below, at grade level, or a level above grade level; and communicate this to parents;
- Identify those students not making adequate progress toward the NGSSS and/or CCSS, as adopted, 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 sunshine state standards mastery).

Once academic performance data is disaggregated, the School will identify students not making adequate progress towards the NGSSS and/or CCSS, as adopted, and institute applicable measures for improvement. In addition, ongoing communication regarding the child's progress will occur between the School and the parents through mid-quarter progress reports and quarterly report cards. The School may also plan parent conferences, host parental involvement workshops, such as parent academies, and utilize other appropriate forms of written, oral and/or digital communication, as necessary. Other such methods of communication may include sharing/discussing student needs through the respective documentation and communication processes for development and update of Educational Plans (EPs), Individual Education Plans (IEPs), and English Language Learner Plans as applicable. The School will strive to maintain an open channel of communication with parents and other stakeholders at all times.

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

- Improve student learning and academic achievement.

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

- Deliver increased learning opportunities for its all students, by providing 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); 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 low-performing students and reading - that have proven successful in raising student learning and achievement. These include but are not limited to:

- 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 proposed school will be part of the Somerset Academy, Inc. system, which has yielded over 30 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 the MDCPS' K-12 Comprehensive Research-Based Reading Plan (CRRP) 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 Sunshine State Standards. Differentiated instruction methods and other appropriate measures for targeted instruction will then be instituted for these students, and those who are not performing at grade level will be placed on a Progress Monitoring Plan (PMP).

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

- Encourage the use of innovative learning methods.

Innovative programs will be incorporated into the curriculum framework. The school accepts the curriculum of MDCPS 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 sunshine state standards 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 scholastic career.

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 (*See Table in Section 3*).

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 MDCPS 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

- *Require the measurement of learning outcomes.*

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

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

Apart from the introspective reflection that the school community will undergo through the development of the *School Improvement Plan*, the School will also report progress on its’ goals, the learning outcomes of its students, and other pertinent school wide data through the State issued Annual Accountability Report.

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

- *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 CCSS, as adopted. 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 track record of exemplary academic achievement (*Refer to the Table in Section 3*), the existing Somerset educational programs have proven successful. By adopting the educational design of the existing elementary school --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 Miami Dade County.

- *Expand the capacity of the public school system*

One main function of the charter schools is to provide parents with a variety of choices within the state’s public education system. The School will expand the capacity of the public school system by providing parents who are seeking a rigorous, individualized educational experience for their children, with an additional high quality schooling option.

- *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

The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

A. Describe the anticipated target population to be served.

The School will be open to children in Kindergarten through 5th grade (approximately 5 to 11 years of age) who would qualify to attend a traditional public school in Dade County.

The School is expected to have a racial/ethnic population as well as an English Language Learner (ELL) and Exceptional Education Student population representative of the surrounding schools and community it will serve.

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)(e), provides that the School may give enrollment preference to certain student populations. Said student populations include:

- Students who are siblings of a student enrolled in the charter school;
- Students who are the children of a member of the governing board of the charter school;
- Students who are the children of an employee of the charter school

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.

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

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

Years of Charter	Grades Served	Total # Enrolled	# Students per grade	# Students in Each Class
Year 1	K-5	up to 550	91	K-3 rd Grade – up to 18 students** 3 rd -5 th Grade – up to 22 students**
Year 2	K-5	up to 650	108	K-3 rd Grade – up to 18 students**
Year 3	K-5	up to 750	125	3 rd -5 th Grade – up to 22 students**
Year 4	K-5	up to 750	125	K-3 rd Grade – up to 18 students**
Year 5	K-5	up to 750	125	3 rd -5 th Grade – up to 22 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 student-to-teacher ratio shall be consistent with those required by Florida Law as applied to charter schools.

Section 3: Educational Program Design

The School will be nonsectarian in its programs, admission policies, employment practices and operations.

The School 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.

The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

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

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 NGSSS and/or CCSS, 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 Computer Education, Art, Music, and Media Studies 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 will begin at 8:30 am (time) each day.

The instructional day at the school will end at 3:00pm (time) each day.

Minutes of instruction each day will be approximately 360*.

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

The school will follow the M-DCPS school calendar

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

The following is a sample schedule detailing the delivery of instructional hours:

Grades K-5

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

Reading / Language Arts: Grades K-5 daily schedule will consist of the required 90 minutes of consecutive and uninterrupted instructional time in reading along with the additional required 30 minutes of language arts.

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

Science: Grades K-1 will receive science instruction for the required 90 minutes weekly. Grades 2-5 will receive science instructions for the required 150 minutes weekly.

Social Science: Grades K-1 will receive social science instruction for the required 90 minutes weekly. Grades 2-5 will receive social science instructions for the required 150 minutes weekly.

Art and Music: Both art and music will be delivered to all K-1 students for the required 40 minutes a week and all students in grades 2-5 for the required 60 consecutive minutes each week.

Physical Education: All students in grades K-5 will receive the required 150 minutes, on a weekly basis, of physical education instruction.

All Kindergarten through fifth grade students may receive instruction in a foreign language for up to the recommended 150 minutes a week.

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

Annual Calendar:

The school will offer a minimum of 180 instructional days per year, and will mirror the calendar of the local public school district.

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 NGSSS and/or CCSS, as adopted, and place emphasis in certain subject matters by employing effective research-based strategies such as hands-on learning, inquiry-based research projects, science experimentation, technology rich environments, CRISS (Creating Independence through Student-owned Strategies), Reciprocal Teaching, and high expectations for all students, 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 multi-age classrooms in grades k-5. In a multi-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 *NG* Sunshine State Standard and/or Common Core State Standards, as adopted. 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.

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 NGSSS and/or CCSS, as adopted, 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 NGSSS and/or CCSS, as adopted. 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. Theodore Sizer's Coalition of Essential Schools and its nine principles. A sampling of ways in which Dr. Theodore Sizer'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 NGSSS and/or CCSS, as adopted. 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 through 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. For example, Houghton Mifflin for Language Arts/Reading, Houghton Mifflin Go Math, Scott Foresman for Science and Harcourt for Social Studies; and Pearson for Science.

Some of the research-based programs that will be utilized include:

- K-12 Comprehensive Research-Based Reading Plan (CRRP) implemented by Miami Dade County Public Schools
- Reading Plus
- Accelerated Reader
- Ticket to Read
- Riverdeep

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

The mission of Somerset Academy Cutler Bay Charter 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 Standards, as required by section 1002.33, F.S.
If the school intends to replicate an existing school design:**

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 SPED and ELL students, are effectively served in accordance with the policies and procedures of Miami Dade County Public Schools.

All students will be monitored to ensure they are making adequate progress toward the NGSSS and/or CCSS, as adopted. 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 SPED 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 NGSSS and/or CCSS, as adopted, as required.

If the school intends to replicate an existing school design:

This application is being submitted by Somerset Academy, Inc. pursuant to s.1002.331 (3)(a),F.S. to establish and operate a new charter school that will substantially replicate the Somerset Academy, Inc. educational program. Verification letter provided by the Commissioner of Education attached as Appendix H. High Performing Verification Letter. Somerset Academy, Inc. will submit the High Performing Verification Letter from the Commissioner of Education upon receipt. Included in Appendix H is a letter from HLB, Gravier, LLP Certified Public Accountants, the organizations independent certified public accountant/auditors, verifying the School's High Performing status eligibility.

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, Somerset Academy (Miramar Campus) 65405 in Broward County, that has during each of the previous 5 years received a

school grade of “A” or “B”; and received an unqualified opinion on each financial audit required under s. 218.39 (see *Appendix H*). School grade and achievement information can be found in the chart below.

School	Level	Year	Grade	Points Earned	Meeting High Standards in Reading	Meeting High Standards in Math	Meeting High Standards in Writing	Meeting High Standards in Science	Free/ Red Lunch	Minority Rate
Somerset Academy (Miramar Campus)	K-5th	2010-11	A	593	85	96	53	86	55	91
		2009-10	A	579	81	94	59	81	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

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 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
 SACS-CASI - Report of the QAR Team for Somerset Academy, Inc.
 April 26-29, 2009

Based on the organization’s accreditation, the proposed school under the operation of Somerset Academy Inc. will open as 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.

Somerset's continuous compliance with legal, organizational, and financial requirements coupled with increasing academic performance annually for all schools, has yielded approved and/or renewed charter school contracts over the past ten years. Today, there are nearly 30 Somerset Academy programs in Dade, Broward and Duval counties offering complete Pre-K through high school systems across 15 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:

School	Level	Year	Grade	Points Earned	Meeting High Standards in Reading	Meeting High Standards in Math	Meeting High Standards in Writing	Meeting High Standards in Science	Free/ Red Lunch	Minority Rate
Somerset Academy	K-5th	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
Somerset Academy (Miramar Campus)	K-5th	2010-11	A	593	85	96	53	86	55	91
		2009-10	A	579	81	94	59	81	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
Somerset Academy East Prep	K-5th	2010-11	A	552	72	81	67	63	73	96
		2009-10	C	487	59	84	29	68	69	95
Somerset Pines Academy	K-5th	2010-11	C	463	75	68	51	73	63	62
Somerset Prep (North Lauderdale)	K-8th	2010-11	D	417	52	69	19	51	81	94
Somerset Village Academy	K-5th	2010-11	C	453	61	67	24	66	81	80
Somerset Academy (Silver Palms)	K-8th	2010-11	B	500	75	62	76	45	80	95
		2009-10	A	539	73	69	89	37	80	94
		2008-09	A	580	71	71	92	41	72	91
		2007-08	B	519	65	62	85	39	59	90
Somerset Academy Charter Elementary (South Homestead)	K-5th	2010-11	A	645	74	82	87	50	67	85
		2009-10	D	422	61	54	83	34	61	82
Somerset Academy Elementary School South Miami	K-5th	2010-11	A	693	91	93	88	80	14	79
		2009-10	N/A	594	91	91	93	79	12	81
Somerset Arts Academy	K-5th	2010-11	A	558	78	79	81	50	33	65
		2009-10	N/A	495	82	84	89	50	48	67
Somerset Academy Charter	K-5th	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
		2005-06	A	461	84	75	88	N/A	43	89
Somerset Academy Davie Charter	K-5th	2010-11	A	661	92	90	75	94	42	59
		2009-10	A	625	92	82	63	92	45	60
		2008-09	A	656	90	90	96	56	99	62
Somerset Academy Middle School	6-8th	2010-11	A	604	81	93	61	83	27	86
		2009-10	A	606	80	93	67	80	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
Somerset Academy Charter Middle School	6-8th	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
		2008-09	A	557	68	71	95	38	46	90
		2008-09	A	504	77	62	90	34	36	89
		2008-09	A	485	81	74	88	N/A	32	89
		2008-09	A	282	29	18	81	N/A	50	92
				2007-08	A	642	88	97	62	82
Somerset Academy Middle (Miramar Campus)	6-8th	2009-10	A	605	76	96	46	77	59	92
		6-8th	A	610	73	78	100	60	54	89
		2007-08	A	534	72	64	95	43	46	93
		2008-09	N/A	451	60	40	94	39	64	100
Somerset Academy Middle Country Palms	6-8th	2010-11	A	591	70	72	89	63	65	77
		2009-10	A	552	67	66	94	15	53	77
		2008-09	N/A	693	90	90	94	39	86	93
Somerset Academy Village Middle School	6-8th	2010-11	C	438	39	90	49	50	87	80
Somerset Prep Charter Middle School	6-8th	2010-11	A	544	52	90	49	74	79	97
Somerset Academy Charter Middle School South Miami	6-8th	2010-11	A	645	93	89	84	47	8	82
		2009-10	N/A	647	91	100	89	39	8	67
Somerset Academy Middle (Country Palms)	6-8th	2009-10	N/A	397	55	0	89	39	27	100
		2008-09	N/A	451	60	40	94	39	64	100

Thus, The School's 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.

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 fourteen year track record of successful development and operation of thirty high-performing charter schools serving nearly 9,000 students in Pre-K through 12th grade in Miami Dade, Broward, 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 30 other high quality programs across Miami-Dade, Broward and Duval Counties, which have and continue to increase student performance in grades K-12.

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

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

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

Section 4: Curriculum Plan

The School will be nonsectarian in its programs, admission policies, employment practices and operations.

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

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

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

The objectives and goals in the Somerset Academy curriculum are built upon the Florida Next Generation Sunshine State Standards (NGSSS) and/or Common Core State Standards, as adopted. The School's curriculum will focus on clear and measurable expectations for student learning and covers the main subject areas of Reading/Language Arts, Mathematics, Social Studies, Science, Foreign Language, Music, Art, Life Skills, Character, 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 – 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
- weekly grade level and monthly staff meetings
- ongoing professional development workshops
- before and afterschool tutoring for remediation and acceleration
- targeted interventions for struggling readers and students performing below grade level.
- integration of long-term thematic projects across the curriculum
- multiple ELL and SPED strategies across the curriculum
- focus on differentiated instruction for learning styles
- integration of technology across all major disciplines

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 (Table 2–Section 3) above. 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:

▶ **Direct Instruction (lecturing/modeling)**: this methodology will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the NGSSS and/or CCSS, as adopted. This instruction is structured and based on mastery learning. Frequent Curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention.

▶ **Scaffolding** - Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year 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, scaffolding, or webbing

Behavior Management – 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.

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 NGSSS and/or CCSS, as adopted, (including ELL and SPED 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 Principal will check lesson plans weekly and conduct a daily walk through classrooms to ensure that curricular objectives are being documented in each teacher’s lesson plan book and taught accordingly.

The School will use the state-approved Houghton Mifflin Reading Series as the Elementary Comprehensive Core Reading and Language Arts program. 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 School's 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 NGSSS and/or CCSS, as adopted. Lessons will be based on broad topics covering the reading process, literary analysis, the writing process, communication, information and media literacy.

The Writing Process: All will be required to write on a daily basis across the curriculum (i.e. Informative, Persuasive, and Creative 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 Prewriting (LA.5.3.1, Drafting (LA.5.3.2), Revising (LA.5.3.3), Editing for Language Conventions (LA.5.3.4) and Publishing (LA.5.3.5.1) will help develop 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 FCAT 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.

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/or Common Core State Standards, as adopted, for Reading and Language Arts. The school will also include a strong language arts component with teachers using oral book lectures, poetry readings, roundtable discussions of novels, and creative and individualized writing instruction. Components of Dance, Art and Theater will be incorporated into Language Arts activities.

Book of the Month: The 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.

Mathematics

The School will use the state-approved Houghton Mifflin Go Math Series 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 NCTM Principles and Next Generation Sunshine State Standards and/or Common Core State Standards as adopted, 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 Big Ideas 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 Big Ideas.

Supporting Ideas:

1. Number Sense & Operations

-Understand numbers, meanings of operations, and compute fluently.

-Understand patterns, relations, and functions.

2. Geometry and Measurement

- Understand units and processes of measurement.
- Apply techniques, tools, and formulas to determine measurements.
- Analyze characteristics of two- and three-dimensional shapes.
- Use visualization and spatial reasoning to solve problems

4. Algebraic Thinking

- Extend repeating and growing patterns, fill in missing terms, and justify reasoning.
- Understand patterns, relations, and functions

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 Measuring Up for FCAT Preparation, Carnegie Cognitive Tutor and Project MIND (Math Is Not Difficult), will help supplement lessons. Mathematics activities will also include mental math, math stories, math games, and competitions.

Project M.I.N.D. is an example of the innovation used to supplement the school's standard-based curriculum. Even though its focus is mental math, it has been found that those skills carry over to all the curriculum areas. The purpose of the Project MIND (Math Is Not Difficult) curriculum is to suggest some ways to make mathematics fun, interesting, and challenging for children. It includes activities such as mental math, math stories, math games, competitions, puzzles, problem solving through connection with real life, and a variety of methods and strategies to solve math problems quickly and accurately. It was primarily designed to help students improve their ability to solve math problems, but has since evolved into a program to stimulate student interest in math, reinforce basic math skills, and promote abstract thinking and development. As a result of math games and mental math activities carried out as a part of Project MIND, students gain self-confidence and the ability to enjoy mathematics through both competition and teamwork.

Dr. Su's program was adopted for use in 1998 at Somerset Academy Charter School in Broward County. Somerset's students have benefited from the program as validated by the fact that Somerset's second grade class achieved Broward's top ranking in the Math section of the Stanford Achievement Test during the program's inception. Additionally, Somerset has achieved top scores among Florida's public elementary schools in the math section of the FCAT in past years. Using these instructional strategies in mathematics since the program's inception, Somerset Academy has successfully increased the percentage of students meeting high standards in Math from 68% to 86% and maintained high percentages of at least 57% of students making learning gains in Math.

Somerset Academy (Broward County) Mathematics Performance 2002-2011:

School	School Year	Grade	% Meeting High Standards in Math	% Making Learning Gains in Math
SOMERSET ACADEMY	2010-11	A	86	57
	2009-10	B	84	57
	2008-09	A	86	71
	2007-08	A	80	63
	2006-07	A	78	69
	2005-06	A	76	66
	2004-05	A	76	68
	2003-04	A	71	60
	2002-03	B	68	61

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/or Common Core State Standards as adopted, for Mathematics and within the scope present in the Sponsor’s curriculum pacing guides.

Science

The School will use the state-approved Scotts Foresman Science Series, 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 NGSSS and/or CCSS, as adopted 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 *Science Weekly*, *National Geographic*s and/or other comparable scientific magazines may be used. Teachers will utilize the NGSSS and/or CCSS, as adopted, while incorporating FCAT 2.0 test item specifications 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:

- Florida Association of Science Teachers
- Science FCAT 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 and/or Common Core State Standards as adopted, for Science.

Social Studies

The School will use the state-approved Harcourt 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 Sunshine State Standards. Character Education components (respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation) 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/or Common Core State Standards, as adopted, for Social Studies.

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:

1. African-American History Requirement
2. Holocaust Requirement
3. Hispanic Contributions to the United States Requirement
4. Women's Contributions to the United States Requirement
5. Veterans Contributions Recognition

6. “Celebrate Freedom Week” Instruction - shall be in accordance with Florida Statutes and district guidelines.
7. 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).

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.

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 Miami-Dade County Public 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 2012-2013 school year. The School's text selection will be modified as per the Sponsor's selection of state-adopted texts and modifications 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 reading block
- 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
- Students with reading deficiencies
- Minimum of 20 minutes/day until deficiency is remedied

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 phonic 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. 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 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 NGSSS and/or Common Core State Standards, as adopted.

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

Supplemental Intervention Reading Programs (SIRP)

SIRP's 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)
- Rigby Newcomer Kits (3-5 for ELL- Levels I, II, III)
- Soar to Success (3-5)
- Reading Plus
- Guided Leveled Readers K-5
- Word Wisdom by Zaner-Bloser (3-5)

Comprehensive Intervention Reading Programs (CIRP) - 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. The School may purchase or a variety of approved comprehensive intervention materials/programs such as, but not limited to:

- Voyager Passport Reading Journeys- K-5
- Wilson Foundations (SPED)
- Intensive Reading + Language!
- Measuring Up- 3-5
- FCAT Coach- 3-5

Intervention: School Literacy Leadership Teams will develop a plan, an intervention system based on student assessment data which addresses identified areas of weakness in oral language, phonemic awareness, phonics, fluency, comprehension and vocabulary. Intensive immediate intervention (iii) instruction is provided daily for students needing Tier 2 or Tier 3 intervention services. Student schedules reflect intervention instruction in addition to 90-minute reading block for students receiving a Reading FCAT Level 1 or 2, as well as K-3 students who are working below grade level or have been retained. A Progress Monitoring Plan (PMP) or Individual Education Plan (IEP) documents plan will address reading deficiencies for each intervention student.

Small group instruction occurs daily for 20 - 45 minutes based on student deficiencies and the severity of the gaps in reading skills mastered. Teachers provide intervention instruction with their students in small groups based on their needs. Teachers will use a variety of formal, informal, and on-going progress monitoring assessments such as Phonological Awareness Screening Instrument, oral reading fluency passages, FAIR K-2 and 3-12 Toolkit measures, MAZE and the Phonics Screening Instrument to monitor student growth and achievement, grouping students for assessment, assess for student skill and strategy proficiency, and assess the effectiveness of instruction.

Response to Intervention (RtI)- The RtI model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions.

Embodied in each tiers are four steps:

Step 1-Identify the problem.

Step 2-Analyze the problem and determine why there is a discrepancy.

Step 3-Establish a performance goal for the student, develop an intervention plan to address the goal, and monitor the student's progress during implementation.

Step 4-Use research-based data, collected during the progress monitoring, to evaluate the effectiveness of the intervention. Once effectiveness has been evaluated, RtI team determines if additional intervention is needed and/or adjust the intervention to support student progress.

RtI Three Tier Model:

Within the RtI structure, resources are aligned in direct proportion to student needs and are depicted into a three-tier model that used increasingly more intense instruction.

- **Tier 3: Intensive, Individualized Interventions & Supports.** The most intense instruction and intervention based upon individual student need. During this stage, intervention frequency is increased and one to one support is provided as needed.
- **Tier 2: Targeted, Supplemental Interventions & Supports.** More targeted instruction/intervention in addition to supplemental support, in addition to differentiated/small group instruction. Identified students will receive a minimum of 20 additional minutes of instruction to provide instructional support.
- **Tier 1: Core, Universal Instruction & Supports:** General academic instruction and support is provided to all students in all settings.

Technology Resources: Using an interdisciplinary approach, supported by technology, to teach and learn broadens the learning experience and engages students in meaningful ways. Technology does not replace active reading instruction, however will be able to provide additional support and enrich the learning environment. Teacher lesson plans will reflect the infusion of technology as a tool to increase reading growth opportunities for all students. Additionally, effective use of computer-assisted instruction will enhance the basic reading skills of students. The school will have access to, but are not limited to the following software programs:

- FCAT Explorer (3-5)
- Reading Plus, (3-5)
- Voyager Learning Ticket to Read (K-5)
- Riverdeep (K-5)
- Successmaker (K-5)
- Accelerated Reader (K-5)
- Safari Montage (K-5),

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, SPED 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. Reading coordinators will support teachers needing assistance. In addition, all faculty members must address strategies for reading instruction in their annual Individual Professional Development Plans (IPDP). 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). A Coach Log will be updated regularly and reviewed by the principal, to ensure the Reading Coordinator is supporting teachers through classroom modeling and coaching.

Screening and Progress Monitoring- Assessments will be used to (1) monitor students progress in reading as well as mathematics, and science sunshine state 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) or any assessment mandated by the Sponsor's CRRP.

Progress Monitoring: Students in grades (K-3) will be progress monitored three times per year using the Florida Assessments for Instruction in Reading (FAIR). In grades 4th and 5th, students who scored a Level 1 and 2 will also be progress monitored three times per year using FAIR.

For ELL's - CELLA will be administered, each spring, to all current ELL students in grades K-5 to measure proficiency and gains in reading, writing, listening, and speaking. 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: Florida Assessments for Instruction in Reading (FAIR).

Outcome Measures: FCAT and FAIR

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. . 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 a minimum of 15-30 minutes every night with their children.

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)

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

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 at the School, will be engaged in and benefit from the curriculum, including exceptional students (SPED) and/or students who enter the school below grade level. The results of the most recent FCAT, teacher-made tests, and screenings through the various core programs 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 Sunshine State Standards 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 (PMP) 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 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 (PMP) targeting these deficiencies, as mentioned above. 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.

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

Special Areas and Electives

Health, Physical Education, and Safety - 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.

The P.E. program will consist of a standards based, balanced, sequential and progressive program involving moderate to vigorous physical activity during the required 150 minutes per week (as per F.S. 1003.455). It always strives to be in step with the current practices and procedures in education and to contribute to the all-around development and education of students. This course also focuses on Health. Students are taught not to take their health for granted, but rather to develop habits of health that contribute to the continued good functioning of the body. The School will be designated a “Drug Free School Zone” and a smoke-free worksite.

The health competencies will focus on educating students to develop habits of health that contribute to the continued good functioning of the body. The School will have a strong “Say No to Drugs” campaign and prevention curriculum which will be highlighted by units of study that focus on substance abuse across the grade levels and by Red Ribbon Week.

P.E. Grades K-5 - The Physical Education program will consist of the required 150 minutes of PE 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.

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.

Music – K-5 The music curriculum includes both vocal and instrumental music. Following the Next Generation Sunshine State Standards and/or Common Core State Standards as adopted, 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 Next Generation Sunshine State Standards and/or Common Core State Standard, as adopted. Visual Art is a required subject in grades K – 5, where students will be exposed 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.

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 Next Generation Sunshine State Standards and/or Common Core State Standards, as adopted.

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, through the School's commitment to pursue and obtain accreditation from the *Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI)*, within specific timelines will also serve as a means to evaluate not only of the effectiveness of the curriculum but also the entire school program. Through the Accreditation process, the School will: 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

The School will participate in the statewide assessment program created under s. 1003.43, Florida Statutes.

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.

Grades K-2

1. Given school-wide emphasis on instruction for mastery of the Common Core Standards in Language Arts, at least 70% of students will demonstrate grade level reading proficiency, as evidenced by students in grades K-2 achieving 85% or higher on the BS/PMT (Green Success Zone) and:

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 AP3 with fluency (60 wcpm) and accuracy (88% 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 AP3 with fluency (90 wcpm) and accuracy (88% 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)

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

2. Given school-wide emphasis on instruction for mastery of Common Core Standards in Mathematics students in grades K, 1, and 2 will exceed by at least 2 percentage points the State and/or District average (whichever is higher) on the Stanford Achievement Test for Mathematics.

Grades 3-5

3. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards* in Language Arts, at least 93 percent of grades three through five students in all eligible subgroups, will demonstrate grade level proficiency in Reading, as evidenced by earning a 3 or higher on the 2012 Florida Comprehensive Assessment Test of Reading (FCAT 2.0).
4. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards* in Mathematics, at least 93 percent of students in grades three through five will demonstrate grade level grade level proficiency for Mathematics, as evidenced by earning a 3 or higher on the 2012 Florida Comprehensive Assessment Test of Mathematics (FCAT 2.0).
5. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards* in Language Arts, with an emphasis in writing, at least 90% of fourth grade students will demonstrate grade level proficiency in Writing, as evidenced by earning a 4 or higher on the 2012 FCAT Writing Test.
6. Given a school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards*, at least 50 percent of the lowest quartile of students will make learning gains in Reading and Mathematics as evidenced by:
 - demonstrating improvement in one or more achievement levels; OR
 - maintaining FCAT achievement level 3, 4, or 5; OR

- demonstrating one year's growth to exceed the Developmental Scale Score (cut score) for the respective grade level – for those students who had previously scored below proficiency level.
7. Given school-wide emphasis on instruction of the Next Generation Sunshine State Standards in Science, 75 percent of students in 5th grade will meet and/or exceed the District and/or State average, whichever is higher, on the 2012 FCAT 2.0 Science examination.

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 MDCPS *Student Progression Plan*. Each student must meet specific levels of performance in reading, writing, mathematics, and science 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 Progress 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.

FCAT Performance - In compliance with Section 1008.25, F.S., The specific levels of performance on the FCAT required for grade 3 reading must be attained by the end of grade 3 for promotion to grade 4. Grade 3 students who do not score at Level 2 or higher on the Grade 3 FCAT 2.0 Reading portion *must* be retained unless exempt from mandatory retention for good cause as specified in paragraph 6(b) of 1008.25, F.S. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion as per state legislation.

Reading and Mathematics - For each year in which a student scores at Level 1 on FCAT 2.0 Reading, the student must be enrolled in and complete an intensive reading course 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 FCAT 2.0 Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

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. Language Arts Through ESOL instructional time for ELL students must be equal to the time non-ELL students are required to participate in the regular English language arts/reading program.

C. If the school will serve high school students, describe the school’s graduation requirements, to include the methods used to determine if a student has satisfied the requirements specified in section 1003.43, 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 a 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 ELL Plans (as applicable). This data will be compared to current data at the end of each school year. For example, FCAT 2.0 Scores from 2013 will be compared to FCAT 2.0 Scores from 2012.

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, FAIR 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.

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

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 and/or CCSS, as adopted, at all grade levels. These include but are not limited to:

DESCRIPTION	ABBREVIATION	PARTICIPANTS
Alternative Assessment for Grade 3 Promotion	AAGTP	Grade 3, retained only
Interim Assessment Tests: Baseline Reading, Mathematics, and Science	IA	Grades 3-5*
Florida Kindergarten Readiness Screener Early Childhood Observation System Florida Assessment for Instruction in Reading	FLKRS ECHOS FAIR	Kindergarten
District Writing Pre-Test	DWT	Grades 1-5
Florida Assessments for Instruction in Reading (Assessment 1, 2 & 3)	FAIR	Grades 1-5
Interim Assessment Tests: Fall Reading, Mathematics, and Science	IA	Grades 3-5
Grade 3 Mid-Year Promotion	GTMYP	Grade 3, eligible retained students
District Writing Mid-Year Test	DWT	Grades 1-5
Florida Comprehensive Assessment Test Writing Field Test	FCAT-Writing	Grades 4 selected schools
Florida Alternate Assessment	FAA	Grades 3-5**
Interim Assessment Tests: Winter Reading, Mathematics, and Science	IA	Grades 3-5
Grade 3 Reading Student Portfolio	GTRSP	Grade 3
National Assessment of Educational Progress	NAEP	Grades 4 selected schools
Florida Comprehensive Assessment Test Writing	FCAT Writing	Grades 4
Comprehensive English Language Learning Assessment	CELLA	Grades K-5, all current ELLs and selected former ELLs
Trends in International Mathematics and Science Progress in International Reading Literacy Study	TIMSS PIRLS	Grades 4, selected schools
Florida Comprehensive Assessment Test Reading and Mathematics Science	FCAT 2.0	Grades 3-5, Grades 5
Stanford Achievement Test, Tenth Edition Reading and Mathematics	SAT-10	Grades K-2

Notes:

*All Differentiated Accountability schools must administer assessments according to the dates established by the Office of School Improvement.

**Only includes SPED students exempted from standardized testing at these grade levels.

FAIR assessments will be administered three times per year to provide an ongoing measure of reading fluency and comprehension, predict FCAT 2.0 performance, and serve as a progress-monitoring device for teachers and students. Furthermore, 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)*.

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)
- 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, SPED 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 FCAT benchmarks and chapter tests will be used to re-teach questions that students missed most frequently. Level 1 or 2 students and/or students referred by teachers will be targeted for Early Bird tutoring, Super Saturday tutoring, and daily pull-out tutoring.

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 Florida Assessment Program, including the FCAT 2.0 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. FCAT 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 NGSSS and/or CCS), the parent/guardian will be advised in a special conference if need be, and remedial strategies will be communicated.

If a child's performance is on target for his or her immediate stage of development, we will so advise the 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 such as multi-age setting, 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

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.

A. Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.

1. The school will serve students with disabilities, whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.

The school will 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.

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. 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.

Appropriately certified 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 allowing student to be receive support and have an opportunity to learn. The RtI framework will be a comprehensive support to students. The school will practice RtI as 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.

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

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

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

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

Operating under the auspices of the Sponsor as the Local Education Agency (LEA), the School will assume responsibility for programming and delivering related services to exceptional students, as identified in the student's IEP with adherence and fidelity to the Sponsor's policies, and with provisions further detailed in the paragraph that follows. The School does acknowledge a need for a collaborative linkage with the Sponsor, especially with respect to the responsibilities that exist for providing a free appropriate public education to children with disabilities.

Least Restrictive Environment: Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes,

with the use of supplementary aids and services, cannot be achieved satisfactorily. Similarly, gifted students will be educated in an environment that promotes acceleration.

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 the Miami-Dade County Public Schools Special Programs and Procedures for Exceptional Students Manual. 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.

Identifying students with special needs- The School will use a multi-tiered Response to Intervention (RtI) model for the implementation of research-based instruction and intervention.

The Response to Intervention model 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 subsequently begin the process to identify students with learning disabilities or other disabilities. The RtI implementation at the school will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning difficulties and problems.

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 interventions the school implements, each will be classified under one of the three levels of prevention. This will allow for a common understanding across the entire process. At Tier 1, research-based core instructional and behavioral methodologies, practices and supports designed for all students provide the foundation in general education. Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance. Tier 3 is targeted for those students that require intensive instructional or behavioral intervention in addition to and in alignment with core instruction. At this tier, instruction and intervention intensity is reflected in increased frequency, greater duration and/or more individualization.

The RtI process consists of the following:

- RtI teams review (Tier 1 meetings) the screening data and identify students in need of additional support through Tier 2 intervention. For those students that meet benchmark standards, they will continue to remain at Tier 1 and their progress monitored at the next benchmark assessment.
- While receiving intervention at Tier 2, a student's progress will be monitored by the RtI team to determine if progress is being made adequately. If a student is not progressing and the intervention(s) has been implemented as designed, the student will be referred to the School Support Team (SST).

The School Support Team (SST) will assist teachers in providing additional interventions for students with learning, emotional, social, and behavioral problems in school, primarily within general education classes. The SST process is initiated as assistance is requested and the collection of student information such as history of grades, background screening, attendance, academic, behavioral and/or social-emotional screening assessments etc. is conducted. Continual filtering of student's response to intervention determines the effectiveness of interventions and assists in the data-based decisions. After the consideration of all the data by the SST, a data-driven decision is made as to whether a referral for an Multidisciplinary Team evaluation will be initiated. This rigorous and constant sorting and analyzing of information makes the SST a reliable and efficient system incorporating the tiers of intervention delivery.

In addition to the SST being a valuable resource for schools it is also a filtering process which serves to fluidly move students through the tiers of intervention, always evaluating and monitoring their response to these interventions and making data-based decisions every step of the way. It is a process that ensures the delivery of general education interventions first to address student's academic, behavioral and/or social emotional needs. The filtering then begins as students who continue to perform below standards and show inadequate response to general education interventions, even when provided with appropriate instruction and evidence based interventions, formally enter the SST process.

The SST will review the screening and progress monitoring data and information provided from all other relevant records in order to develop more focused, intensive interventions for the student. Parent(s)/guardian(s) are integral team members and provide data regarding developmental history and current functioning within the family and community units. Barriers to learning are identified and strategies to overcome such barriers are developed. Progress monitoring schedule is determined and responsible persons are determined for the implementation of interventions and progress monitoring. Interventions are implemented and monitored as Tier 3 interventions as designed. Progress monitoring data is collected a minimum of every two weeks and parents are notified of intervention implementation and student progress over time. The School Psychologist will periodically conduct fidelity checks on the SST Intervention Plan while assisting with progress monitoring data collection.

If the focused, evidence-based interventions attempted at all Tiers do not produce a satisfactory level of progress, as evidenced by review of the RtI data and an analysis of any existing barriers to learning, interventions are modified and a comprehensive evaluation may be requested. Documentation of the various strategies and interventions employed in Tiers 2 and 3, as well as all data pertaining to progress monitoring, become part of the referral packet.

Parents are kept informed of planned intervention efforts and the student's progress in response to intervention throughout the entire SST process.

School Support Team (SST) will consist of the School administrator who will serve as the SST Coordinator, school psychologist, counselor, general education teacher and the parent(s), ESOL Coordinator (as applicable). The School's SST Coordinator will ensure that the SST protocol delineated in Sponsor's Manual will be followed when addressing the needs of students with academic, behavioral, and/or social-emotional difficulties.

Referral Procedures - Prior to a referral for students suspected of having a disability, school personnel must make one of the following determinations and include appropriate documentation in the student's educational record:

1. For students who present speech disorders; severe cognitive, physical, or sensory disorders; and/or severe social/behavioral deficits that require immediate attention in order to prevent harm to the student or others, the implementation of evidence-based interventions (including the parent involvement in the intervention procedures) and the observations of the student would be inappropriate in addressing the immediate needs of the student.
2. The activities described in the general education intervention procedures above have been implemented, but have been unsuccessful in addressing the areas of concern for the student
3. The parents of the child receiving general education interventions requested, prior to the completion of the interventions, that the school conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education interventions procedures are completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction.

In the instance significant risk factors are present or if the student demonstrates severe cognitive, physical or sensory impairments, or presents as a danger to self or others, an individual intervention plan should be developed as the child awaits the M-Team evaluation.

Developing Individualized Education Plans: Students will be guaranteed a free appropriate education 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 that may involve the evaluation of behavior through a Functional Assessment of Behavior (FAB) and the development of a Behavior Intervention Plan (BIP). Additionally, program components including specialized instruction and related services, goals, progress reports to parents on goals, diploma options, curriculum whether standard and/or modified, and assessment may also be addressed therein. Supplementary aids and related services will also be identified as well as necessary accommodations and modifications will be clearly delineated in this written plan. The School will ensure that appropriate personnel will be trained in using the Web Based IEP system (Special Education-Electronic Management System) that is currently being used by the Sponsor.

504 Plan Procedures:

A student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. That is to say, for students experiencing difficulty in the classroom and for whom there is the suspicion of a disability should initially be referred to the SST. The SST will follow all established SST procedures and determine if appropriate to refer for possible 504 Plan services.

The eligibility/ineligibility is based on a variety of sources. 504 Eligibility sources may include teacher observations, information from parents, information from medical providers, standardized test scores, grades, or other pertinent information. Parents must receive notice of the Section 504 meeting and be invited to attend. Parents and students should be encouraged to attend the meeting and provide input that would help the committee in making decisions. Section 504 teams that convene for annual or interim meetings should consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student's teacher or counselor.

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 only if the nature and severity of the disability is such that education in regular classes, including the use of supplementary aids and services, cannot be achieved satisfactorily.

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

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

F. 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 Miami-Dade County, the School's demographic composition should mirror that of the local community. Therefore it is anticipated that the School may have approximately 10 percent population of students with disabilities enrolled at the School.

G. 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.

H. 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 the Sponsor's Exceptional Student Education Policies and Procedures, as amended from time to time.

Identifying Gifted Students - As per State Board Rule 6A-6.03019, FAC, the school defines a gifted student as one who has superior intellectual development and is capable of high performance. The criteria for eligibility under this rule requires that students meet the following criteria:

Plan A - (a) The student demonstrates:

- Need for a special program.
- A majority of characteristics of gifted students according to a standard scale or checklist,
- Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

Plan B - The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students. Under-represented groups are defined as groups:

- Who are limited English proficient, or
- Who are from a low socio-economic status family, which is identified by free and/or reduced lunch.

All students made eligible for gifted under Plan B must have a:

- Need for a special instructional program;
- Characteristics of the gifted;
- Intellectual development (minimum Intellectual Quotient of 112); and
- All students meeting eligibility for gifted under Plan B must meet the requirements of the Plan B Matrix. The School will follow procedures identified in the District's Plan B Manual for administrators, teachers, school psychologists, and staffing specialist to use, including the new Plan B Matrix forms.

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

Screening – Student will be screened using two or more of the following criteria:

- High academic achievement, as indicated by standardized test 89 percentile or higher or FCAT NG SSS Level 4 or 5 or course work grades of A or B

- Above average creative output in artistic, literary, scientific, or mathematics endeavors
- Very rapid learning rate or unusually insightful conclusions
- Multiple nominations from teachers and staff who observe unique talent
- Parental reports of advanced developmental behavior, such as early reading, verbal precocity and use of complex syntax, or evidence of mechanical aptitude
- Outstanding academic, creative, or leadership abilities, self-reported or peer-reported.

A student profile will be developed for a student being referred to the SST. The student profile includes the following:

- Gifted Characteristics Checklist- Students need to demonstrate the majority of characteristics of a gifted student as defined as 16 or more items at a 3 or 4; and
- Information that can be utilized to demonstrate the student's ability and need for gifted program services. This information may include, but is not limited to: standardized test scores (A standardized achievement test is administered to students who do not have Stanford Achievement Test or FCAT scores; additionally, the APRENDA can be used to measure the achievement of Spanish-speaking ESOL students) classroom performance indicators such as report card grades, class work, and/or projects.
- Creativity Measure- The School will utilize the Sponsor's adopted creativity measure, the Williams Scale, in order to determine the creativity indicator on the Plan B Matrix.

A SST meeting is convened in order to review the information gathered in the student's profile. The SST makes the determination of whether or not to continue the evaluation process, based on the supporting documentation and a majority of gifted characteristics as measured by the Gifted Characteristics Checklist.

Students may be considered eligible for gifted under Plan B if he/she shows

- A documented need for a special program as indicated by report cards, teacher observations, and outstanding academic, creative, and/or leadership abilities
- A score of 16 or more items at a 3 or 4 on the Gifted Characteristics Checklist,
- A minimum score of one (1) in the category of intellectual abilities
- A completed creativity measure, namely the Williams Scale

Plan B eligibility is determined by calculating the total number of points in the three highest categories on the matrix.

Instructional Strategies – Instructional strategies will include an effective and differentiated approach designed for the abilities of gifted students. The following curriculum differentiation strategies will be in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate:

Specially Designed Instruction and Curriculum Modifications Acceleration through:

- Curriculum Compacting -
- Flexible Grouping-
- Research and Independent Study-
- Content Acceleration - the practice of
- presenting curriculum content earlier or at a faster pace.

Enrichment Through:

- Learning Centers-
- Problem-based Learning –allowing students the opportunity to solve authentic problem situations
- Open-ended Tasks- students guide activities in various directions and receive diverse outcomes
- Service Learning/Enrichment Clusters- combines learning with service to the community

The School will emphasize a quantitatively differentiated curriculum based on content, concepts, processes, and applications through products/projects in language arts, mathematics, science and/or social studies. Such a differentiated curriculum will provide for in-depth consideration of topics and concepts beyond the requirements of regular courses. The curriculum for the gifted student assures access to the general curriculum, Next Generation Sunshine State Standards and/or common Core standards, as adopted. These include, but are not limited to, the important concepts of critical thinking, creative thinking, developing independence in learning, personal growth, leadership skills, research skills, and problem solving. Emphasis will be placed on Gifted Goals and Objectives identified in the students' EPs as determined to offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance.

Service Delivery Models - The school will meet the special needs based on the student's Educational Plan (EP) through the following delivery model as applicable:

Elementary Content (K-5) - students attend the gifted program for a block of time per day.. They receive a total of 10 to 12 hours of gifted services per week and interdisciplinary instruction around selected basic subjects (Mathematics, Science, Social Studies, and/or Language Arts/Reading). All of the students in the gifted course will be eligible for gifted services and the teacher will be endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.

or

Full-time (K-5) - students are served in a self-contained classroom in which gifted strategies are utilized throughout the school day and across all subject areas. All of the students in the gifted course will be eligible for gifted services and the teacher will be endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.

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 will implement the state-approved, English Language Learner (ELL) plan in effect in Miami-Dade County. This plan is in accordance with the requirements of the LULAC et.al. vs. State Board of Education Consent Decree (1990) in servicing English Language Learners (ELL) 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)** and will administer the following assessments as applicable:

- **Oral Language Proficiency Scale-Revised (OLPS-R)** to students who have at least one affirmative response on the HLS.

The IOWA will be given to ALL students from grades 3-8 who score a Level V on the OLPS-R.

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 as well as ESOL strategies in mathematics, science, social studies, and computer literacy following state guidelines.

Home Language Assistance Program (HLAP): If the school has 15 or more ELL students speaking another language (per language group) other than English upon registration, the school will designate a linguistically qualified teacher who can assist ELL students in understanding content instruction. Teachers and paraprofessionals assigned to this program are expected to assist ELL students using ESOL strategies in the core subject areas of mathematics, science, and social sciences.

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 state assessments.

The Individual ELL Student 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, and 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, ELL committee information, as well as PMP if needed. 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 English 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 ELL Program Records Folder. The record folder containing the following will be available for all ELL students:

- Home Language Survey - signed and dated by parent/guardian
- Copy of Annual Letter of Participation in ESOL program - signed by the principal
- Oral Language Proficiency Scale-Revised (OLPS-R) Test/Answer Sheet(s)
- A copy of student's current schedule.

The ELL Committee: The School's ELL Committee will be comprised of a school administrator or designee, ESOL teacher/coordinator, home language teacher (if any), classroom/subject area teacher, and guidance counselor. The ELL committee will:

- Schedule meetings to review the student's progress and make recommendations after thorough review of all necessary data.
- Invite parent(s)/guardian(s) to attend all meetings, discuss and explain all recommendations
- Ensure that the parent(s)/guardian(s) understands the proceedings of the meeting, which may include arranging for an interpreter for parent(s)/guardian(s) whose native language is other than English
- Convene meetings in a timely manner and record recommendations in the Individual ELL Plan.
- File in ELL folder a copy of a letter, inviting parent to attend ELL Committee.
- Convene an ELL committee for students with **six semesters** or more in the ESOL program.
- Convene an ELL committee for ESOL level V students within the two-year monitoring period who have shown a decline of 1.0 point in the overall grade point average or when academic concerns are identified.

Evaluation: The Student ELL plans will be updated annually by the principal's designee/ESOL coordinator. The Language Arts teacher 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 are generated with information regarding ELL 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:

- report cards
- test scores
- classroom performance
- Post Program Review Reports (as applicable)
- Standardized tests (as applicable)
- Student Case Management referrals (as applicable)

This information will assist schools in determining if student's progress as well as the school's effectiveness servicing the needs of its ELL population.

The School's goals for determining effectiveness in serving ELL students at the School is consistent with goals set for all students of the School (see section 5) and with consideration to the goals and objectives written within the IEP plan.

The School will support the education of the students, providing the support not only in the ESOL classroom but also in the other classroom settings in which the student will receive instruction. 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). This data will serve to determine the effectiveness of the services provided to ELL students.

Grades Level	Exit Criteria to Exit ESOL Program
Kindergarten	<ul style="list-style-type: none"> • CELLA • OLPS-R • FAIR
1 st – 2 nd Grade	<ul style="list-style-type: none"> • CELLA • SAT-10
3 rd – 5 th Grade	<ul style="list-style-type: none"> • CELLA • FCAT Reading Level 3 or above

The School’s effectiveness in serving ELL students will also be evaluated by the School’s ability for the student to demonstrate learning gains as evidenced by their performance in all respective portions of the FCAT and consistent with the annual goals specified in the Student ELL Plan. Similarly, the school’s ability to meet Adequate Yearly Progress (AYP), including AYP for ELL subgroup, will also serve to demonstrate effectiveness in serving the School’s English Language learner population.

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 would 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: If the school has 15 or more ELL students speaking another language (per language group) other than English upon registration, the school will ensure that a linguistically qualified teacher or paraprofessional will be staffed to assist ELL students in understanding 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.

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.

Section 8: School Climate and Discipline

The School 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.

The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

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, dismissal and recommendation for expulsion.

The school will follow Miami-Dade County Public School's *Code of Student Conduct* (<http://ehandbooks.dadeschools.net/policies/90/index.htm>). The school's philosophy regarding student behavior ensures our commitment to the school's mission on a daily basis. Accordingly, the school will also adopt a Code of Excellence, as reinforcement to our character education program. The following rules, regulations and due process procedures are designed to protect all members of the educational community in the exercise of their rights and responsibilities. These rules apply to any student:

- .. who is on the school property
- .. who is in attendance at school or any school-sponsored activity
- .. whose conduct at any time or in any place has a direct and immediate effect on maintaining order and discipline in the school

ACTS OF DISORDERLY CONDUCT MAY INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING:

1. Classroom tardiness
2. Dishonesty
3. Acting in a manner as to interfere with the educational process
4. Abusive language between or among students
5. Failure to complete assignments or carry out directions

POSSIBLE SANCTIONS:

1. Verbal and Written Reprimand / Referral / Student Case Management Form (SCAM)
2. Contact with parent
3. Loss of Privileges
4. Detention / Work Duty on Campus
5. In-school/Outdoor Suspension

Somerset students are expected to show respect for themselves, for other students, and for their teachers. Each room has a climate in which optimal learning can take place. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Misbehavior on the part of students can be generally corrected when the home and school work together. Teachers and students must foster a mutual respect for one another. Teachers will never use corporal punishment or offensive language toward a student. According to the Code of Student Conduct, methods of positive reinforcement/rewards and/or loss of privileges are utilized. Administration will make the final decision on disciplinary actions.

Disruptive Conduct:

Disruptive conduct is defined as activities in which students engage in that are directed against another person or property. The consequences of these activities tend to endanger the health or safety of oneself or others in the school.

Acts may include, but are not limited to the following:

1. Vandalism
2. Theft
3. Disrespect
4. Violation of dress code

Types of Disciplinary Action:

1. **In-school suspension** – student sent to the office.
2. **Outdoor suspension** – absence from school – student is not allowed on school grounds or at any school-related function.
3. **Expulsion** – student removed from school for the remainder of the school year.
4. **Detention** – student will be issued a morning or afternoon detention to be served in school.
5. **Work Duty** – student is assigned to a designated staff member to engage in active work such as cleaning, picking up, and organizing.

II. ORGANIZATIONAL PLAN

Section 9: Governance

The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

A. Describe the legal structure of the governing board

Somerset Academy, Inc., a Florida not-for-profit corporation, is the legal entity that will operate the School in accordance with the Corporation's *Articles of Incorporation, (Appendix A) and Bylaws (Appendix B)*.

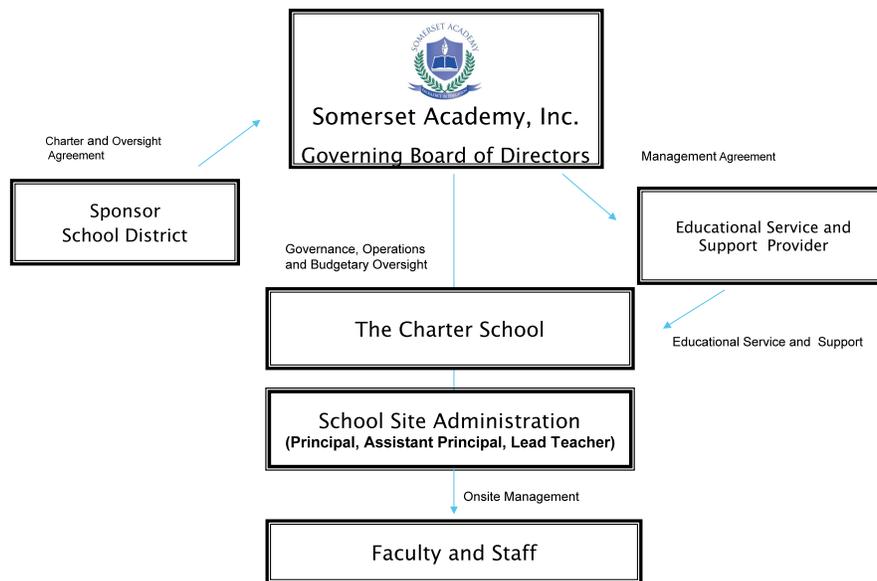
The governing board of directors (the "Governing Board") will have the responsibility for the activities and affairs of the corporation, including management of the school and for providing continuing oversight of school

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.

The 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.



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C. Provide a description of the responsibilities and obligations of the governing board as a whole.

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 B**.

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:

1. Oversee operational policies; Academic accountability, and financial accountability.
2. Annually adopt and maintain an operating budget.
3. Exercise continuing oversight over charter school operations.
4. 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.
5. 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.
6. Review and approve the audit report, including audit findings and recommendations.
7. Monitor any financial recovery plan in order to ensure compliance with same (if applicable).
8. Report progress annually to its sponsor, including at least the following components (i.e. Charter School Annual Report):
 - a. Student achievement performance data
 - b. 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.
 - c. 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.
 - d. Information about the charter school's personnel, including the proportion of instructional personnel teaching in field or out-of-field.

D. Describe the 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.

Board Member Selection & Removal Procedures & Term Limits: 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 there from, 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. Receipt of any gift is disapproved except gifts of a value less than \$150, which could not be refused without discourtesy. 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.

E. Explain how the founding group for the school intends to transition to a 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.

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 localelected 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.

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 in the Fischler Graduate School of Education and Human Services 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 and Project Director for Project MIND- Math is Not Difficult, a mathematics enhancement project funded by the Annenberg Foundation, Toppel Family Foundation, Quantum Foundation, and the School District of Palm Beach County.

Dr. Su has received numerous awards and recognitions for her Project MIND math teaching technique. Some of the awards include 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), and most recently, the Women of Distinction.

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 also published teacher training handbooks and numerous journal articles.

Daniel Diaz - Treasurer – Director

Mr. Daniel Diaz works as Senior Vice President, Branch Relationship Manager / Commercial Lender at TotalBank in Miami, Florida. Mr Diaz's duties include developing business for the Bank by networking the Miami business community through organizations such as the Cuban American CPAs, Latin Builders Association, Builders Association of South Florida, and the Coral Gables Chamber of Commerce. Mr. Diaz is actively engaged in his community and serves as a Board Member of the Kiwanis Club of Little Havana and a Committee Member of the March of Dimes Building Our Community Awards.

David Concepcion – Director

Since 2002, Mr. Concepcion has worked as a Legislative Aide with the Florida House of Representatives. Mr. Concepcion collaborates in the areas of bill-drafting to create legislation and in the preparation of talk points for presentations on proposed legislation.

Mr. Concepcion work directly with local constituency on inquiries and problems and serves as a liaison to the community with state agencies.

Mr. Concepcion attended the University of Florida, where he obtained a Bachelor of Arts Degree in Political Science with a specialization in Latin American Studies.

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:

- A. Make appointment to clarify issue with student's teacher
- B. Make appointment to clarify issue with school administration
- C. Contact the identified person at the Service and Support Organization
- D. Contact the Governing Board Chair
- E. State concerns at a scheduled Governing Board meeting

If the school is filing the application in conjunction with a college, university, museum, educational institution, another nonprofit organization or any other partner, provide the following information:

I. Name of the partner organization.

J. Name of the contact person at the partner organization and that person's full contact information.

K. A description of the nature and purpose of the school's partnership with the organization.

L. An explanation of how the partner organization will be involved in the governance of the school.

N/A

Section 10: Management

The School will be nonsectarian in its programs, admission policies, employment practices and operations.

The School will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications

then there are spaces for students, in which case students will be admitted through a random selection process.

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 school's on-site administration consists of the principal and administrative support staff that is responsible for the curriculum development, working with the teaching staff, addressing student-related issues, and overseeing the parental involvement agreements.

The principal, with the support of the administrative staff, will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the school.

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 secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, teachers, and parents of the school. Job descriptions for each of these positions are attached herein as *Appendix D*

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

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 Principal will maintain the day-to-day operations of the School and serve as the instructional leader of the School. As such, the Board will recruit talented individuals who have knowledge of and experience with instructional, educational, and school site matters. The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

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

- extensive administrative (preferably in a school setting) and teaching experience;
- State of Florida Educational Leadership Certification;
- experience working with school or advisory educational boards;
- strong managerial capabilities;
- knowledge of the needs of student population;
- positive evaluations from previous administrative position(s);
- letters of recommendation;
- excellent communication skills; and
- demonstrated capacity to meet and or exceed the Florida Principal Competencies including: Proactive Orientation; Decisiveness; Commitment to School Mission; Interpersonal Search; Information Search; Concept Formation; Conceptual Flexibility; Managing Interactions; Persuasiveness; Concern for Image; Tactical Adaptability; Achievement Motivations; Management Control; Developmental Orientations; Organizational Ability; delegation; self-presentation; written communication; organizational sensitivity.

EVALUATION OF ADMINISTRATOR:

The Board of Directors will evaluate the principal annually. The Board will use a Comprehensive Assessment Form in order to validate principal competence and effectiveness, in accordance with the *Florida Principal Competencies*. Therein, administrative performance will be measured in terms of meeting or exceeding said competencies with emphasis in the areas of: improved student achievement; overall school site leadership; information and analysis; strategic quality planning; management of processes; human resources and customer focus. Other data included as part of the school leader's evaluation may include: results of parental

involvement efforts; FCAT and AYP reports in terms of continuous improvement efforts; professionalism and attendance statistics; and results of parent, and staff climate surveys.

PROFESSIONAL DEVELOPMENT FOR ADMINISTRATOR:

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 the William Cecil Golden School Leadership Development Program. At a minimum, administrators will be encouraged to participate in the following professional development trainings and conferences:

1. **Florida Annual State Charter School Conference** - administrators will attend state conference on an annual basis.
2. **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.
3. **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.
4. **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.
5. **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.
6. **Differentiated Instruction for Administrators** – This training helps administrators to understand how to facilitate differentiated instruction by teaching teachers and coaches to use data to differentiate and individualize instruction and to create effective targeted instruction and tutoring to increase student achievement and maximize instructional time.
7. **Data-Driven Decision-Making** – Administrators 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.

8. **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.
9. **Technology for the Next Generation** – Administrators participate in hands-on technology workshops to learn how to integrate technology into the classroom. This may include the use of Promethean Boards, Safari Montage, Document Imaging Cameras, Mimeo boards, and academic software programs and utilization of a variety of online resources. 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.
10. **Principal Chat Sessions** – 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.
11. **Safety and Security** – Safety and security training will prepare administrators to prevent and protect the school and students, to handle emergency situations, to recognize potential threats, to train school staff on daily safety procedures, and to write an annual school safety plan.

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.

See Appendix G Budget – Staffing Matrix

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

- Teacher Salaries were derived at by using an average salary of \$38,500/teacher for Year 1, with a CPI of 2.5% for every year thereafter.
- Paraprofessionals are budgeted at an average salary of \$14,000/year
- Supplements are calculated at 1% of all instructional salaries
- Substitute teacher costs assumes that substitutes will be hired for 10 days/full-time teacher at a rate of \$110/day.
- Administrative Salaries include a Principal and Assistant Principal
- Clerical and Administrative assistant salaries include those for Registrar, Treasurer, 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/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 10% of students will be classified as ESE. There is room in the budget to modify the amount paid for ESE services under Miscellaneous and in the Budget Surplus, should the rate of contracted services for ESE and ESOL increase due to the various needs of the students once enrolled.
- Employee Benefits are calculated at a rate of 24% of all salaries (excluding contracted services). This includes health insurance costs, 401k contributions, tuition reimbursements, Worker's Compensation, and all mandatory federal and state employment taxes. As noted in the application, for employee insurance and benefits selection, the Governing Board has engaged the services of ADP Totalsource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits

that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans).

D. Explain the school’s plan for recruitment, selection, development, and evaluation of staff.

RECRUITMENT OF STAFF: The School will ensure that faculty members are highly-qualified and match the learning needs of its students.

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. 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 OF STAFF:

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

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.

The School’s Governing Board will appoint a school screening committee to interview and recommend to the Board the hiring of all other employees. The plan is as follows:

The School Governing	Interviews and Hires	Develops partnerships with local universities	Appoints a school site screening
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The Screening Committee is comprised of school administrators, teachers, counselors, and lead staff:	Posts positions on <i>Teach in Florida</i> , Florida's official teacher recruitment website, sponsored by the Florida Department of Education Develops an interview questionnaire for specific positions and conducts initial screening interviews	Verifies credentials of interviewees (proper documentation, certifications, and background checks are conducted)	Makes official recommendations to the specific department or administrator
The Department Chair or Administrator:	Conducts in-depth departmental interview	Determines interviewee's expertise in regards to subject area or position	Makes official recommendations to the Principal or Board
The Principal:	Conducts final interview;	Reviews recommendations of both interviewers; and	Makes final hiring decisions and reports to the Governing Board

EVALUATION OF STAFF:

The administrative team, and/or the Principal's designee(s), will conduct all faculty evaluations. A performance appraisal system will be established to validate teacher competence in accordance with Florida Statutes and as specified in the Educator Accomplished Practices (*prepared by the Florida Education Standards Commission*). The twelve *Florida Educator Accomplished Practices* comprise the knowledge, skills and abilities needed by all teachers to effectively support high student achievement. Research-based, these essential educator practices include:

- Assessment
- Communication
- Continuous improvement
- Critical thinking
- Diversity
- Ethics
- Human Development & Learning
- Knowledge of Subject Matter
- Learning Environments
- Planning
- Role of the Teacher
- Technology

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. Formal teacher observations will be conducted at least four times a year for new teachers and bi-annually for experienced teachers. Additional appraisals may be effected, as needed, to address areas of concern and/or to inform completion of improvement plans that may include specific strategies, resources, and timelines for improvement deficiencies.

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, (as evidenced in Bloom's Taxonomy) 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. Finally, the School will incorporate the Florida Department of Education's Merit Pay Plan for teachers, based on student performance, as it relates to learning gains, on the FCAT.

Other support staff, such as clerical staff and teacher assistants will also receive feedback on their performance via in-house assessment tools and individual conferences with the principal or his/her designee. School staff performance will be continually improved through a number of strategies. Performance evaluations will be completed by the Principal, or his/her designee, and will serve as the basis for continuing employment contracts.

DEVELOPMENT OF STAFF:

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.

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.

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 (such as 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 to ensure the retaining of qualified and capable staff. These include:

Educational Assistance/Tuition Reimbursement. The School recognizes that the skills and knowledge of its employees are critical to the success of the institution. The educational assistance program encourages personal development through formal education so that employees can maintain and improve job-related skills or

enhance their ability to compete for reasonably attainable jobs within the School. The following criteria will be used for Tuition Reimbursement for Full-time Certified Teacher Employees

Employee Assistance Program: The School cares about the health and well-being of its employees and recognizes that a variety of personal problems can disrupt their personal and work lives. Through the Employee Assistance Program (EAP), the school will provide confidential access to professional counseling services for help in confronting such personal problems as alcohol and other substance abuse, marital and family difficulties, financial or legal troubles, and emotional distress

Flexible Spending Account (FSA): A Flexible Spending Account (FSA) program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses. The pre-tax contributions made to the FSA can be used to pay for predictable non-reimbursed health care expenses and dependent care expenses during the plan year. Through the FSA program, staff can reduce taxable income without reducing real income, in order to keep more of the money they earn.

Support for Beginning and Struggling Teachers: Observation of new and struggling teachers by veteran teachers may be conducted and support strategies will be implemented as applicable. A new educator support system format will also be utilized 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.

In addition to the employee programs prescribed by law, (such as Social Security, workers' compensation, and unemployment insurance) the school will provide a wide range of benefits to ensure the retaining of qualified and capable staff. The full range of services include:

Benefit programs:

- Flexible Benefits Plan
- Credit Union
- Direct Deposit
- Movie Tickets
- Tuition Assistance
- Retirement/401(k) Savings Plan
- Bereavement Leave
- Dental Insurance
- Employee Assistance Program
- Family Medical Leave
- Financial Counseling
- Health Insurance
- Holidays
- Jury Duty Leave
- Life Insurance
- Long-Term Disability
- Sick Leave
- Vision Care Insurance

Section 11: Education Service Providers

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 C. Sample ESP Contract.

C. 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 management 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 managed by the ESP, was the first charter school system in the Nation to receive District Accreditation from SACS/AdvancEd. Mater Academy, Inc., another charter school network managed by the ESP, was also awarded District Accreditation from SACS/AdvancED in May of this year.
- 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 group of management companies has resulted in 15-year charter renewals for all schools which have had initial contracts completed

Currently working with over 90 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. 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 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 90 charter schools in Florida, Georgia, Texas, Utah, and California 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 Schools were recently designated by the Southern Association of Colleges & Schools (SACS) as the first (and only) fully accredited charter school system 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 2010-2011 school year from the Florida Department of Education.

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.

<i>Academica Serviced Schools 2010-2011</i>		
Charter School	Address	Contact
Ben Gamla Charter School (Miami Beach)	1211 Marseille Drive, Miami Beach, Florida 33141	Debra Klein, Board Chair dklein31@verizon.net (646) 644-3693
Ben Gamla Charter School	2620 Hollywood Boulevard, Hollywood, 33020	
Ben Gamla Charter School (North Campus)	2621 Hollywood Boulevard, Hollywood, 33020	
Ben Gamla South Broward	6501 West Sunrise Boulevard, Sunrise, Florida 33313	
City of Hialeah Educational Academy	2590 W. 76th street, Hialeah, FL 33016	Mayor Carlos Hernandez, Board Chair mayorchernandez@hialeahfl.gov (305) 883-5820
Cornerstone Charter Academy	5933 Randolph Avenue, Orlando, Florida 32809	Mayor William G. Brooks, Board Chair bbrooks@wilbursmith.com (407) 896- 5851
Cornerstone Charter High School	5934 Randolph Avenue, Orlando, Florida 32809	
Doral Academy	2450 NW 97th Avenue, Miami, 33172	Angela Ramos, Board Chair angelaramos23@gmail.com (786) 282-2264
Doral Academy Charter Middle School	2601 NW 112th Avenue, Miami, 33172	
Doral Academy Charter High School	11100 NW 27th Street, Miami, 33172	
Doral Performing Arts & Entertainment Academy	11100 NW 27th Street, Miami, 33172	
Excelsior Language Academy of Hialeah	600 West 20th Street, Hialeah, 33010	Claudia Trilles, Board Chair ctrilles@aol.com (305) 596-1027
Excelsior Academy High School	600 West 20th Street, Hialeah, 33010	
Integrated Science And Asian Culture Academy	5879 SW 68th Street, Miami, Florida 33143	Hui Fang Huang "Angie" Su, Board Chair Huifangt@aol.com (954) 262-8500
International Studies Charter Middle School	2480 SW 8th Street, Miami, Florida 33135	Jean-Michel Caffin, Board Chair jmcaffin@gmail.com (305) 593-7878
International Studies Charter High School	2481 SW 8th Street, Miami, Florida 33135	
Mater Academy	7700 NW 98th Street, Hialeah Gardens, 33016	Antonio Roca, Board President aroca@rgpa.com (305) 860-7156
Mater Academy East Charter School	450 SW 4th Street, Miami, 33130	
Mater Academy East Charter Middle School	998 SW 1st Street, Miami, 33130	
Mater Academy East Charter High School	999 SW 1st Street, Miami, 33130	
Mater Academy High School of International Studies	1000 SW 1st Street, Miami, 33130	
Mater Academy of International Studies	795 NW 32nd Street, Miami, Florida 33127	
Mater Academy Middle School of International Studies	796 NW 32nd Street, Miami, Florida 33127	
Mater Academy Middle School	7901 NW 103rd Street, Hialeah Gardens, 33016	
Mater Academy High School	7902 NW 103rd Street, Hialeah Gardens, 33016	
Mater Performing Arts & Entertainment Academy	7903 NW 103rd Street, Hialeah Gardens, 33016	
Mater Gardens Academy Elementary School	9010 NW 178th Lane, Miami, 33018	
Mater Gardens Academy Middle School	9012 NW 178th Lane, Miami, 33018	
Mater Lakes Academy Middle School	17300 NW 87th Ave, Miami, 33015	
Mater Lakes Academy High School	17300 NW 87th Ave, Miami, 33015	
Mater Academy (Miami Beach)	8625 Byron Avenue, Miami Beach, 33141	
Miami Children's Museum Charter School	980 McArthur Causeway, Miami, 33132	Rene Ruiz, Board Chair rruiz@fordharrison.com (305) 808-2100
Odyssey Charter School	1755 Eldron Boulevard SE, Palm Bay, Florida 32909	Wendi Nolder, Principal wnolder@odysseycharterschool.com (321) 604-0046
Palm Bay Community Charter School	1350 Wyoming Drive SE, Palm Bay, Florida 32909	Reggie Revis, Principal rrevis@palmbaycharter.net (321) 409-4500
Palm Bay Municipal Charter High School	1351 Wyoming Drive SE, Palm Bay, Florida 32909	
Pinecrest Preparatory Academy Charter School	14301 SW 42nd Street, Miami, 33175	Judith Marty, Board Chair jmarty@dadeschools.net (305) 796-7839
Pinecrest Preparatory Academy Charter Middle School	14901 SW 42nd Street, Miami, 33185	
Pinecrest Preparatory Academy High School	14902 SW 42nd Street, Miami, 33185	
Pinecrest Academy South Campus	15130 SW 80th Street, Miami, 33193	
Pinecrest Academy (North Campus)	10207 West Flagler Street, Miami, 33174	
Pinecrest Preparatory Charter School (Orlando Campus)	8503 Daetwyler Drive Orlando, FL 32827	
Pinecrest Preparatory Charter High School (Orlando Campus)	8504 Daetwyler Drive Orlando, FL 32827	

Academica Serviced Schools 2010-2011, continued

Somerset Academy (Miami-Dade)	18491 SW 134th Avenue, Miami, 33177	
Somerset Academy Middle School (Miami-Dade)	18492 SW 134th Avenue, Miami, 33177	
Somerset Academy (Silver Palms)	23255 SW 115th Avenue, Miami, 33032	
Somerset Academy High School (Miami-Dade)	23256 SW 115th Avenue, Miami, 33032	
Somerset Academy High School (South Campus)	23257 SW 115th Avenue, Miami, 33032	
Somerset City Arts Academy	47 SW 16th Street, Homestead, 33030	
Somerset Academy Middle School (Country Palms)	48 SW 16th Street, Homestead, 33030	
Somerset Academy Elementary School (South Miami Campus)	5876 SW 68th Street, Miami, Florida 33143	
Somerset Academy Middle School (South Miami Campus)	5878 SW 68th Street, Miami, Florida 33143	
Somerset Academy Charter School (South Homestead)	300 SE 1st Avenue, Homestead, Florida 33030	
Somerset Academy Charter Middle School (South Homestead)	300 SE 1st Avenue, Homestead, Florida 33030	
Somerset Academy Grace (Coral Gables)	624 Anastasia Avenue, Coral Gables, 33134	
Somerset Academy	20801 Johnson Street, Pembroke Pines, 33029	
Somerset Academy Middle School	20803 Johnson Street, Pembroke Pines, 33029	Andreina Figueroa, Board Chair
Somerset Academy High School	20805 Johnson Street, Pembroke Pines, 33029	afigueroa@somersetacademyschools.com
Somerset Arts Conservatory	20805 Johnson Street, Pembroke Pines, 33029	(786) 586-7001
Somerset Academy Neighborhood School	12425 SW 53rd Street, Miramar, FL 33027	
Somerset Academy (Miramar Campus)	12425 SW 53rd Street, Miramar, 33027	
Somerset Academy Middle School (Miramar Campus)	12425 SW 53rd Street, Miramar, 33027	
Somerset Academy (Davie)	3788 Davie Road, Davie, 33314	
Somerset Academy East Preparatory	2000 South State Road 7, Miramar, 33023	
Somerset Preparatory Academy Charter Middle School	2000 South State Road 7, Miramar, 33023	
Somerset Academy Village	225 NW 29th Street, Wilton Manors, 33311	
Somerset Academy Village Charter Middle School	225 NW 29th Street, Wilton Manors, 33311	
Somerset Preparatory Academy North Lauderdale	7101 Kimberly Boulevard, North Lauderdale, Florida	
Somerset Preparatory Academy High School North Lauderdale	7102 Kimberly Boulevard, North Lauderdale, Florida	
Somerset Pines Academy	901 NE 33rd Street, Pompano Beach, Florida 33064	
Somerset Academy (Eagle Campus)	8985 Lone Star Road, Jacksonville, Florida 32211	
Somerset Academy Charter Middle School (Eagle Campus)	8986 Lone Star Road, Jacksonville, Florida 32211	
Theodore R. and Thelma A. Gibson Charter School	1698 NW 4th Avenue, Miami, Florida 33136	Edith Georgi Houlihan, Board Chair egeorgi@pdmiami.com (305) 545-1656

Academica Serviced Schools Student Data & Financial Performance Report

School Name	2010-2011 Grade	Points 2010-2011	Free/Reduced Lunch	Minority Rate	09-10 Increase in Net Assets	Net Assets as of June 30, 2010
Ben Gamla Charter School	A	605	47	27	\$ 360,870	\$ 663,095
Ben Gamla South Broward	C	468	29	26	\$ 253,235	\$ 253,235
Cornerstone Charter Academy (K-8)	B	538	5	27	**	**
Cornerstone Academy High	*	493	11	31	**	**
City Of Hialeah Education Academy	A	538	81	97	\$ 318,298	\$ 346,187
Doral Academy	A	671	35	91	\$ 810,849	\$ 3,686,531
Doral Academy High	*	565	57	94	\$ 686,949	\$ 4,580,202
Doral Academy Middle	A	579	53	93	\$ 498,064	\$ 3,074,957
Doral Performing Arts & Entertainment	A	572	63	96	\$ 19,184	\$ 477,948
Excelsior Language Academy Of Hialeah	B	509	92	98	\$ 365,334	\$ 393,072
International Studies Middle	A	591	74	88	\$ 247,077	\$ 247,077
International Studies High	*	599	51	83	\$ 229,280	\$ 634,619
Mater Academy	*	N/A	77	99	\$ 899,581	\$ 7,742,745
Mater Academy Middle	A	587	81	98	\$ 743,092	\$ 6,753,885
Mater Academy High	*	535	80	97	\$ 256,920	\$ 7,410,513
Mater Academy East	A	598	88	98	\$ 443,133	\$ 1,571,757
Mater East Academy Middle	C	490	88	98	\$ 261,582	\$ 522,826
Mater Academy East High	*	493	80	98	\$ 133,063	\$ 462,462
Mater Academy Of International Studies	C	446	88	99	\$ 152,602	\$ 180,290
Mater Middle Of International Studies	A	551	84	98	\$ 194,221	\$ 196,324
Mater Academy High Of International Studies	*	607	78	98	\$ 24,496	\$ 28,326
Mater Academy Lakes High	*	499	67	95	\$ 746,278	\$ 1,489,833
Mater Academy Lakes Middle	B	523	68	94	\$ 27,381	\$ 581,560
Mater Academy Miami Beach	B	510	67	87	**	**
Mater Gardens Academy	A	594	60	93	\$ 217,746	\$ 665,267
Mater Gardens Academy Middle	B	541	51	93	\$ 95,554	\$ 214,459
Mater Performing Arts & Entertainment Academy	A	585	77	97	\$ 348,448	\$ 1,907,760
Average	A	554				

*High Schools pending final grade from FLDOE

**First year charter schools pending audited financial statements

Academica Serviced Schools Student Data & Financial Performance Report, continued

Odyssey Charter School	B	525	52	44	\$	2,251	\$	3,816,436
Palm Bay Municipal High	*	499	77	64	\$	139,299	\$	139,299
Pinecrest Academy (North Campus)	A	610	67	96	**		**	
Pinecrest Academy (South Campus)	A	590	53	94	\$	726,957	\$	1,431,165
Pinecrest Academy Middle	A	551	49	94	\$	677,222	\$	1,665,330
Pinecrest Preparatory Academy	A	620	41	95	\$	584,301	\$	1,812,130
Pinecrest Preparatory Academy High	B	516	50	93	\$	262,367	\$	263,483
Somerset Academy	A	566	31	91	\$	100,058	\$	720,513
Somerset Academy Charter High	*	532	36	81	\$	270,539	\$	943,985
Somerset Academy Davie Charter	A	661	42	59	\$	100,424	\$	532,747
Somerset Academy East Preparatory	A	552	73	96	\$	473,801	\$	473,801
Somerset Elementary (Miramar Campus)	A	593	55	91	\$	1,184,761	\$	2,502,392
Somerset Academy Middle (Miramar Campus)	A	642	55	91	\$	267,378	\$	699,207
Somerset Academy Middle	A	604	27	86	\$	76,462	\$	462,737
Somerset Academy Village Middle	C	438	87	80	**		**	
Somerset Arts Conservatory	*	629	36	87	\$	108,521	\$	321,080
Somerset Pines Academy	C	463	63	62	**		**	
Somerset Preparatory North Lauderdale	D	417	81	94	**		**	
Somerset Preparatory Middle	A	544	79	97	**		**	
Somerset Village Academy	C	453	81	80	**		**	
Somerset Academy (Silver Palms)	B	500	80	95	\$	920,273	\$	1,927,614
Somerset Academy Charter	A	603	54	91	\$	459,182	\$	1,876,901
Somerset Elementary (South Homestead)	A	645	67	85	\$	511,539	\$	521,432
Somerset Academy High	*	541	81	94	\$	(27,637)	\$	1,640,954
Somerset Academy High (South Campus)	A		72	94	\$	6,860	\$	220,876
Somerset Academy Middle	A	575	46	87	\$	76,462	\$	462,737
Somerset Academy Middle (South Homestead)	A	591	65	77	\$	90,160	\$	346,018
Somerset Academy Middle South Miami	A	645	8	82	\$	210,943	\$	210,943
Somerset Academy Elementary South Miami	A	693	14	79	\$	385,238	\$	385,238
Somerset Arts Academy	A	558	33	65	\$	89,430	\$	367,826
Somerset Academy-Middle, Eagle Campus	A	558	31	92	**		**	
Theodore K. And Thelma A. Gibson	D	406	89	100	\$	9,789	\$	61,477
Average	A	554						

*High Schools pending final grade from FLDOE

**First year charter schools pending audited financial statements

Section 12: Human Resources and Employment

The School will be nonsectarian in its programs, admission policies, employment practices and operations.

The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

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.

B. Describe the personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program.

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:

1. Having a bachelor’s degree
2. Having State credentials or certificate
3. Demonstrated core academic subject matter competence

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. 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.

Ninety-Day Probation Period

All employees will be hired on a 90-day provisional contract and may be terminated at any time in accordance with the School's termination provisions.

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
- Failing to report to the school, within five days, any charge or conviction under any criminal, drug, state or felony arrests

The school may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal of the school, the principal will propose such dismissal at a meeting of the Board of the School. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action.

Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in State Board of Education Rule 6B – 1.001, FAC.

Professional Development

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

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

In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal

targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. All IPDPs will be approved by the Principal, or his/her designee, at such time the principal may elect to recommend additional recommended professional development that should occur within a given timeframe.

The principal or member of the administrative staff, together with the teacher, will commit to the IPDP, including the allocation of necessary resources for plan implementation, and observation of new/struggling teachers by veteran/mentor teachers to implement support strategies.

Section 13: Student Recruitment and Enrollment

The School will be nonsectarian in its programs, admission policies, employment practices and operations.

The School 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.

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, broadcast and online media – including minority and community periodicals -- to disseminate information about the school's educational program and open enrollment period. Promotional flyers and/or brochures will be distributed 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 the post office, community centers, libraries and other locations of public access. 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 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 will be invited to visit the School. They will also be given an updated on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

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, the racial/ethnic balance of the School should be equivalent to that of other local public schools.

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 founding board will also work with diverse community groups to seek assistance in disseminating information.

C. Describe the school's 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. 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 the school's 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 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).

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 2012: Initial student registration period begins.

May 1st, 2012: If the number of applicants exceeds capacity, admission lottery will be conducted. Students who have registered will be officially enrolled.

May 15th 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, entered into as a requisite for initial and continued enrollment at the School. Included as *Appendix E* is a sample Parent Involvement Contract wherein parents willingly agree to volunteer as an investment in the child's education and the School provides various

options to complete such obligation. 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. For example, the parent contract dictates:

- the School's Code of Conduct, and acknowledges subsequent receipt of same, at time of registration.
- the School's attendance policy that speaks to withholding of credit due to absences, excusing absences, the tardy policy and authority for signing students out from school, and consequences e.g. detention, etc.
- the school's uniform policy and acknowledgement of parent/student handbook receipt at time of registration.
- the minimum Grade Point Average (GPA) of 2.0 to: participate in sports and activities; and subsequent development and responsibility to aspects of a Progress Monitoring Plan (PMP) if GPA is not maintained.
- An acceptance of the parental volunteer hours to be completed by the last day of school
- Breach of the parental contract, may result in the child's losing preferential re-enrollment status at the school for the following school year, meaning they may not automatically articulate to the next grade level without reapplying for open enrollment.

E. Explain any other efforts to encourage parental and community involvement, if applicable.

Parents and community members will have extensive opportunities for involvement in aspects of school operations. Parental and community involvement in school matters is a fundamental and required part of the philosophy and operation of the School. Through the PTSA, 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 board will consist of school personnel, parents, students, local business, and community members will be able to address and vote on pertinent school matters on a monthly basis.
- Quarterly Parent/Teacher Conferences – hosted in the evenings at the School where parents can discuss topics that affect their children's educational progress.
- Open houses, Career Fairs, Family Day - events held yearly to recruit new students, maintain communication and involvement between the School and the surrounding community.
- School Website, Monthly Newsletters, and Event Calendars – updated monthly to disseminate information and maintain open lines of communication in the community.
- PTSA – Parent Teacher Student Association coordinates extra-curricular events involving the community.

Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs will be topics to be addressed. 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 required parent participation (communicated through newsletters, schoolnotes.com, the School website, and email blasts) will be plentiful and yearlong. Some of these will include: activities such as chaperoning field trips, assisting with class projects, helping in the library, speaking during Career Week, Family Day, and running the School store.

III. BUSINESS PLAN

Section 14: Facilities

The School will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.

If the site is not acquired:

F. 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.

G. 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 G*. 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 G*. 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.

H. 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.

I. 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.

J. 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 it 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. Additionally, 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.

The School’s plan for transportation, including any plans for contracting services, will be pursuant to Florida's Charter School Legislation and consistent with the requirements subpart I.E. of Chapter 1006 and 1012.45, F.S. The School transportation plan will abide by applicable district, state, and federal rules and regulations. Accordingly, the School will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as required by section 1002.33, F.S. The School’s plan for providing reasonable and equitable transportation opportunities for all students is as follows:

Parent Transportation Agreements: The School’s plans for contracting services, as described in Florida law, §1002.33(20)(c) F.S., provides that the governing body of the charter school may provide transportation through an agreement or contract with a private provider or with parents.

The School will enter into agreements with the parents/guardians to provide transportation for their children as stipulated in the school’s proposed parental involvement agreements wherein parents receive volunteer hours. The school believes that the time a parent can spend daily transporting the student (his or her child) to the school is a valuable opportunity for the parent and student to strengthen their bond and share information regarding the day’s activities and events at the school.

Ensuring Equal Access: The school will ensure that transportation is not a barrier to 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. All meals will be distributed to students using a point of sale accountability procedure.

Somerset Academy, Inc. is an approved Sponsor of the National School Lunch Program and therefore the School will participate in the free/reduced price meal program. The School will sponsor the National School Lunch and Breakfast Programs, as required, and will provide free and reduced priced meals for eligible children. The School will provide free and reduced priced meals for eligible children (children from households with gross incomes within the free limits on the Federal Income Guidelines) may be eligible for either free or

[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.

reduced priced meals).

Schools have a Standard Sample Size Verification Plan that is implemented between October to February (must be completed by 11/15) of each school year. At this time the confirmations of eligibility for free and reduced price meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR). Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits.

The School will process all necessary lunch applications; adhere to program operation and record keeping requirements; and use of the Child Nutrition Program (CNP) system. The School will implement the following procedure for processing Free/Reduced Lunch Applications:

- Disseminate lunch applications to all students upon enrollment
- Collect lunch applications and determine applications, according to Florida Income Eligibility Guidelines, published in the Federal Register by Food & Nutrition Service, USDA;
- Enter determinations for each child into ISIS;
- Provide students with notice of eligibility;
- Serve/Charge student lunches in accordance with determined eligibility;
- Submit claims for reimbursement within 30 days of the following month for each approved month of the school year (if sponsoring the NSLP).

Contracting Services - The School may contract with an independent provider to prepare and serve meals, or the school may prepare and serve the meals to students. If an independent provider is required, the school will solicit bids from private vendors for food service. The private vendor selected by the school will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and Business Regulations. At this time, details have not been finalized, however, the specific arrangement will be detailed in the charter school contractual agreement. The private vendor will be required to maintain and supply the school with daily records of all lunches served and current copies of inspection and insurance certificates.

Lunch Area - The school facility will include a lunch-room that meets state nutritional and sanitation standards. The School agrees to have two satisfactory health inspections conducted on a yearly basis, by the State Department of Health, County Department, as required, to maintain Permit for Food Service.

Section 17: Budget

The School will provide for an annual financial audit in accordance with s. 218.39, Florida Statutes.

A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances.

See Appendix G – Operating Budget

B. Provide a start-up budget (i.e., from the date on which the application is approved to the beginning of the first fiscal year of operation) that contains a balance sheet revenue projections, expenses and anticipated fund balance.

See Appendix G for Detailed Startup Budget Worksheet

C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.

The school's budget forecast was developed using statistical data collected from a decade's worth of operations at more than 80 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 80 charter schools that developed budgets using this system completed the past school year with a budget surplus.

The budget contains the following sections to help the reader follow the assumptions presented in the budget

Budget Summary – this section contains summary information of the overall budget. It is broken up into three different areas;

- It has the Grades Served, number of students, per student revenue based on the State provided revenue worksheet. In addition, the annual increase in per pupil funding is calculated.
- Revenue and Expenditure Summary. Contained in the expenditure section is information on the size and cost of the facility.
- Teacher Staff Summary – Illustrates the average class size, number of teachers, and benefits per teacher.

Budget Detail – The complete five-year budget is presented in this section. For each year of the budget there is a proposed budget enrollment and a budget at 50% enrollment;

- The revenues are calculated based on the number of students using the Revenue Worksheet. For subsequent years the State Source funding is calculated using the per pupil funding in the Budget Summary multiplied by the number of students.
- The expenditures are calculated based on a function of each line item. Each line item has a cost and a basis for the calculation. For example Student Activities have a cost of \$40.00 and a basis of Student. The budgeted amount would be the cost multiplied by the number of students.
- For salaries the total is presented from the Staffing matrix section for each function.

Budget Monthly Years 1-5 – In these sections the annual budget is presented in a monthly format on a cash basis for each of the years of the charter. The ESP has negotiated payment terms with various vendors and the amounts shown follow the payment terms received.

School Design – In this section the number of classrooms and students is presented in four different formats along with the percentage of ESE, ESOL, and students qualifying for free and reduced lunch meals.

Staffing Matrix – This section is broken out into three different areas;

- The first item is the assumptions used for calculating the benefits provided to each staff member.
- The second area is to provide the calculation for the number of staff members for each position.
- Next is the calculation of the pay amount times the number of positions for that function. In addition,

benefits costs are calculated at the gross amount times the benefits rate from the first item.

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 for the 2011-2012 school year. It is used to calculate the gross State Funding.

Start-Up Budget Revenue: The school will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures (*See Appendix H- Lender Commitment Letter*)

Startup Budget Expenses: The startup budget expenses as detailed above by object and function are based on the critical expenses for planning and program design and include: marketing efforts for 3 months prior to school opening; office materials and equipment and office computer; and professional services for staff recruitment and professional development.

Operating Budget Revenue:

The FTE Revenue forecast is based upon data provided by the Florida Department of Education and the sponsoring school district at informational meetings held by sponsors for new charter school applicants. The application includes a detailed Revenue Worksheet in *Appendix G*, which explains how revenue figures were derived.

The Transportation Reimbursement revenue was based on the assumptions provided in the budget notes therein.

The Lunch Program income is calculated based on an estimated percentage of F&R lunch from existing schools in the target area, plus an estimation of students paying for their own meals. The revenue and costs associated with the lunch program are detailed in the “Budget Detail” section of the budget.

The capital outlay revenues forecasted include only the amount of revenue that schools with over 250 students would receive from the sponsor’s 5% allocation, since the 5% fee is applicable to only the first 250 students. The remainder is returned to the school for capital outlay purposes as defined by statute. No other amount is assumed or forecast. If the School is classified as a “high-performing school”, the sponsor’s allocation is reduced from 5% to 2% for the first 250 students.

Operating Budget Expenditures

Expenses have been forecast using the statistical expense data compiled from over 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 2010-2011 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 \$38,500/teacher for Year 1, with a CPI of 2.5% for every year thereafter.

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

Paraprofessionals are budgeted at an average salary of \$14,000/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 D 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 24% (see "Staffing Matrix" section of the budget for exact calculation) of all salaries (excluding contracted services). This includes health insurance costs, 401k contributions, tuition reimbursements, Worker's Compensation, and all mandatory federal and state employment taxes. As noted in the application, for employee insurance and benefits selection, the Governing Board has engaged the services of ADP TotalSource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans).

Contract Services include professional fees paid to entities such as the Services and Support Provider, Speech Therapist, and other contracted instructional services. As noted in the detailed Revenue Worksheet included in the application, the budget anticipates that 10% of students will be classified as ESE. There is room in the budget to modify the amount paid for ESE services under Miscellaneous and in the Budget Surplus, should the rate of contracted services for ESE/ESOL increase due to the various needs of the students once enrolled.

Instructional Materials expenditures include Classroom Supplies and Equipment, Teacher Supplies, Textbooks and Student Activities budgeted at a per student rate.

The budgeted amounts assume that the only revenue that the school will receive is FTE, and is therefore consistent with (and exceeds) the amount allocated to instructional materials under the categorical funding

formulas used by the State of Florida.

Instructional Technology includes the purchase of computer equipment/Promethean boards and repairs of such, and educational software and electronic textbooks budgeted per classroom. 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.).

The ESP fees are budgeted by services on a per student basis as follows: Instructional Services (Curriculum Planning, Research, Development and Evaluation) \$115.00, General Administration management \$225.00, Fiscal Services (Planning, Research, Development and Evaluation) \$110.00.

Staff Development covers costs for workshops and other PD activities, including, but not limited to: Data-Driven Decision Making for Teachers and Administrators: Mission and Vision: Improving Individual Student Achievement: Continuous Improvement Process.

Advertisement and Promotion includes costs related to recruiting students and staff (i.e. printing of brochures, website production, and advertisements in local media outlets)

Independent Financial Audit (Fiscal Services) cost was derived using amounts paid by schools of similar size to accounting firms that perform the Independent Audit

Food Services: Lunch Program expense is based on current figures found in the affiliated charter schools. Somerset Academy, Inc. is already approved under the National School Lunch Program and is qualified to receive reimbursements. Since we are uncertain of the precise population (and number of free and reduced lunch meals to be served) we are unable to provide a more precise budgeted structure for food service. However, an estimated amount is provided in the “Budget Detail” section of the budget.

Pupil Transportation Services is calculated at \$225/bus with 23% utilization

Operations of Facility/Plant includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities. The figures included are based on statistical expense data compiled from over 80 successfully charter schools currently operating in Florida. It is the intent of this proposed school to use this data as the threshold when planning for its new facilities. The fees included are comparable to the average annual amounts paid by other charter schools with similar enrollment numbers

Lease of Facilities: The amount assumes an average cost of \$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

D. Explain the school's spending priorities.

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.

See Appendix G – Monthly Cash Flow Year 1

F. Describe the school's fundraising plan

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.

Section 18: Financial Management and Oversight

The School will provide for an annual financial audit in accordance with s. 218.39, Florida Statutes.

A. Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

The Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board will contract with an Education Services Provider (ESP) which will assist the Board and the School Principal with the preparation and reporting of the School's finances.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day to day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.

The School has established financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor

for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on at least a quarterly basis during regularly scheduled Board Meetings.

Controls - The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- Revenues, accounts receivable, and cash receipts
- Expenditures, accounts payable, and cash disbursements
- Budgeting and financial reporting
- Risk management
- School inventory & capital assets
- Student records
- Employment records

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances include:

General Accounting - utilization of accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations. Internal accounting procedures for the School pertaining to receivables and disbursements are as follows: For receivables, all cash payments will be logged, coded by source and deposited daily. Daily deposits will be reconciled to cash receipts 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. All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Certain checks & checks over a certain amount will require board chair signature and/or approval. Authorized signatures on checks are limited to the Chair of the Governing Board, the School Principal or designee, and a representative of the ESP, 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 - any funds collected at the school (i.e., lunch monies, fundraisers, field trips) may be initially collected by the 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, fire-proof cabinets or in a fire-proofed 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 provide the following types of insurance and identification coverage in accordance with School Board policies:

Automobile Liability	Minimum of \$1,000,000 per occurrence, and if subject to an annual aggregate, \$3,000,000 annual aggregate
Errors & Omissions	Minimum of \$1,000,000 per claim/annual aggregate / maximum deductible of \$25,000 per claim
Fidelity Bonds (or Crime)	\$1,000,000 for each person performing the duties of chief administrative officer, chief executive officer, chief financial officer, president, headmaster, principal or director of the SCHOOL and \$1,000,000 for each member of the school's governing body and each person employed by the SCHOOL or its governing body who have authority to make purchases or contract for services exceeding \$6,000
Fire, Property, Casulaty	The school agrees to obtain and maintain insurance coverage for its own buildings and contents
Comprehensive General Liability, Bodily Injury, Property Damage & Personal Injury	Minimum of \$1,000,000 per occurrence / \$3,000,000 annual aggregate (except with respect to coverage for property damage liability coverage shall apply on a first-dollar basis without application of any deductible or self insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible of \$1,000 per occurrence
Worker's Compensation & Employer's Liability	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

Coverages: 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. In addition to coverage for the Florida Worker’s Compensation Act, where appropriate, coverage is to be included for the Federal Employers’ Liability Act and any other applicable federal or state law.

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

Section 19: Action Plan

A. Present a timetable for the school’s start-up.

August 1, 2011: 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.
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
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 2012:	Classes commence as per Sponsor’s calendar

School-Emergency Management and Recovery Plan - The School will implement a Security Action Plan articulated in its Staff Handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather security, etc. The School will cooperate with the District to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate District-approved emergency efforts in order to maintain a safe school environment. Accordingly, the School will adopt the emergency plans for fire, hurricane, tornado, and child safety currently in effect within the District.

All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Staff will be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook,

and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.

**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(d) 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 Blvd 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.

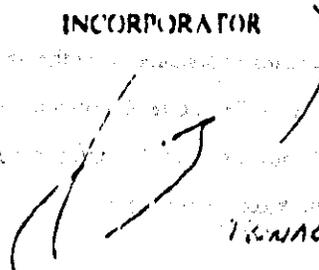
**ARTICLE XI
INCORPORATOR**

Section 11.1. The name and address of the incorporator of this Corporation are as follows:

Name	Address
IGNACIO ZULUETA	6262 BIRD 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 C. ZULUETA

ID: 30002118

PAGE 2/2

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:

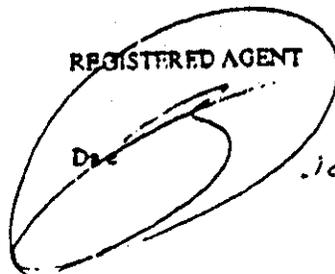
The Somerset Neighborhood School, Inc. desiring to organize under the laws of the State of
Florida with its principal office as indicated in the Certificate of Incorporation, at the City of Fort
Lauderdale, County of Broward, State of Florida, has named IGNACIO ZULUETA
located at 6262 BIRD ROAD, SUITE 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



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 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

STATE OF FLORIDA
TALLAHASSEE

00 MAR -2 AM 9:48

FILED

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



CR28022 1 22

Katherine Harris

Katherine Harris
Secretary of State

State of Florida



Department of State

I certify the attached is a true and correct copy of the Articles of Incorporation of THE SOMERSET NEIGHBORHOOD SCHOOL, INC., a corporation organized under the laws of the State of Florida, filed on May 5, 1997, as shown by the records of this office.

The document number of this corporation is N97000002553.

Given under my hand and the
Great Seal of the State of Florida,
at Tallahassee, the Capitol, this the
Twenty-second day of July, 1997.



CR2EO22 (2-95)

Sandra B. Northam

Sandra B. Northam
Secretary of State



Faint, illegible text, possibly bleed-through from the reverse side of the page.

2007 July 10
Twenty-second day of July 1887
at the City of Washington
District of Columbia
before me
Notary Public

[Handwritten signature]



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

CHARTER SCHOOL MANAGEMENT AGREEMENT

BETWEEN

AND

ACADEMICA DADE LLC

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CHARTER SCHOOL MANAGEMENT AGREEMENT

This is an Agreement for the Management and Administration of a Charter School by and between

_____ (“CharterSchoolCorp”) and ACADEMICA DADE LLC (“Manager”)

WHEREAS, CharterSchoolCorp has a contract (“the Charter”) with Miami-Dade County Public Schools (the “Sponsor”) to operate a charter school, known as _____ (the “School”);

WHEREAS, the School is governed by the Board of Directors of CharterSchoolCorp (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, no later than September 20th of each year.

9. Designated Contact Person

The designated contact person of Manager shall be the President of Academica Dade LLC (currently Fernando Zulueta). An alternate contact person shall be the Vice-President and Director of Operations (currently Maggie Fresen).

10. Grant Solicitation

In consultation 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

Manager will coordinate a student assessment methodology 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 Miami-Dade County Public School Board 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 ensure the School's compliance with the Sponsor's Disclosure Verification and Affirmation of Fulfillment of Board Requirements Form, a copy of which is incorporated herein by reference and attached hereto as Exhibit A. 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 2012-2013 school year. The commencement date shall be deemed to be July 1, 2012, 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.

24. Termination

In the event of a breach of this Agreement by Manager, CharterSchoolCorp shall give Manager 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, 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, the School or Board and Manager may upon thirty (30) days written notice terminate this Agreement without penalty or liability of any kind to either party.

COMPENSATION

25. Base Compensation

CharterSchoolCorp shall pay Manager a management fee of four hundred fifty dollars (\$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 four hundred fifty dollars (\$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 if 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 Dade LLC
6340 Sunset Drive
Miami, Florida 33143
Attn: President

Attn: Chairperson

(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 _____, Inc. held on the _____ day of _____ 2012. At that meeting, the undersigned Director of _____ 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.

(For _____)

By: _____
_____, Chair / President

Date: _____

ACADEMICA DADE LLC

By: _____
Fernando Zulueta, President

Date: _____

EXHIBIT A

Sponsor's Disclosure Verification and Affirmation of Fulfillment of Board Requirements Form

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1022.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1022.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2) (F.S. Section 1022.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1022.33(9)(j)(2));
5. monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1022.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1022.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1022.33(9)(k));
8. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" under s. 1008.34(2) (F.S. Section 1022.33(9)(n));
9. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contract Section III, C);
10. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators. The policies must require all instructional personnel and school administrators, as defined in s. 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under ss. 39.203 and 768.095. (F.S. Section 1022.33(12)(g)(3));
11. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contract Section I, B, (19)); (Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
12. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contract Section VI, C);
13. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the

14. instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1022.33(12)(g)(4));
15. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1022.33(24)(b));
16. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1022.33(25)(a));
17. complying with and following the provisions of the school's corporate by-laws (Contract Section II, C (21));
18. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contract Section VI, E);
19. being fingerprinted by the Sponsor within thirty (30) days of appointment to the governing board (Contract Section VI, G);
20. acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contract Section VI, G);
21. not being an employee of the school while a member of the governing body (Contract Section VI, L);
22. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contract Section VI, M);
23. ensuring that governing board meetings take place locally and in a physical location and facility that is easily accessible to the school's parents, students and employees, are publicized in advance to the school community and are open to the public pursuant to Fla. Stat. § 286.011 (the Sunshine Law) (Contract Section VI, O);
24. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contract Section VI, R);
25. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Rule 6Gx13-4A-1.18, Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (Contract Section VII, C);
26. striving affirmatively to provide equal opportunity in employment (Contract Section VIII, A, 2).
27. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Operations for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes Section 1002.33 and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete.

Signature

Date



JOB DESCRIPTION

POSITION TITLE: School Principal

QUALIFICATIONS

EDUCATION: An earned master's Degree from an accredited college or university and State of Florida Certification in Educational Leadership

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 school Principal/Assistant Principal. Valid State of Florida Certification in Educational Leadership.

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 learning environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES OF THE PRINCIPAL:

LEADERSHIP

- 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, sponsor, regulators and accrediting bodies, as applicable.
- 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 to meet learner needs.
- 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, including the implementation, maintenance and use of appropriate Learning Management and Student Information systems.
- 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.
- Implement and enforce attendance and tardy policies and procedures for all students in accordance with district and state requirements for school attendance.
- 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 NG Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT), EOC exams 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 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 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, and the 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, evaluation, staff deficiencies and retention and provide 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 assessments.
- Delegate responsibilities to appropriate staff members.
- Make difficult personnel decisions according to policy when necessary including dealing with ineffective teacher or other staff performance concerns.
- 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 and 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

- Identify quality requirements of materials/services and communicate this information to parents, community and suppliers.
- Access Sponsor and community resources to meet school needs.
- Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.
- Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.
- Show positive trends in the achievement of improvement goal results in the areas of Operation, business practices (efficiency) and customer satisfaction.
- 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 assigned school.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.

- Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Coordinate and manage the extracurricular student activities and funds at the assigned school.
- Provide leadership in the effective use of technology in the classroom and in school administration.
- Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.
- Monitor the custodial program at the school to ensure a safe, clean, and healthy, learning environment.
- Coordinate plant safety and facility inspections at the assigned school
- Supervise transportation services at the assigned school.
- Coordinate the school food service program at the assigned school including the free and reduced food service requirements.

TERMS OF EMPLOYMENT: 12-month salary and benefits shall be paid consistent with the School's compensation plan.

JOB DESCRIPTION

POSITION TITLE: Assistant Principal

QUALIFICATIONS

EDUCATION: An earned Master's Degree 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: 3 years of leadership experience at a school site.

REPORTS TO: School Principal

SUPERVISES: Instructional and Non-instructional Personnel as 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:

- demonstrate the knowledge and practice of current educational trends, research and technology
- understand the unique needs, growth problems and characteristics of school students
- read, interpret and implement the appropriate state and federal statutes and policies, Sponsor's Policies and school board policies and procedures
- train, supervise and evaluate personnel
- demonstrate effective communication and interaction skills with all stakeholders
- use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Assistant School Principal shall:

LEADERSHIP

- 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
- Model and maintain high standards of professional conduct while setting high standards and expectations for self, others, and school.
- Maintain an active involvement in the school improvement planning process.
- Use quality improvement principles and processes in daily administration of school.
- Anticipate difficult situations and develop plans to handle them.
- Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn.

- Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.
- Build teams to accomplish plans, goals and priorities.
- Assist in conducting 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.
- 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 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.
- 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.
- Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.

INFORMATION & ANALYSIS

- Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.
- Address the diverse needs of the school population consistent with the Board's Strategic Plan.
- Analyze and use data for decision-making or to improve actions, plans and process.
- Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.
- 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 establishing and managing student accounting and attendance procedures at the school.
- Assist with managing and supervising the school's financial resources including the school's internal accounts.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Assist with the writing and dissemination of 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.
- 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 with the supervision of all extracurricular programs at the assigned school.
- Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements.
- 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's Improvement Plan.
- Set high goals and standards for self, others and the organization.
- Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.
- Assist in the selection and acquisition of instructional materials and equipment.
- Collect input and analyze data to develop goals.
- Develop the master schedule and assign teachers according to identified needs.
- Assist in allocating resources consistent with the implementation of the School Improvement Plan.
- 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.
- Assist with providing recognition and celebration for student, staff, and school accomplishments.

COMMUNITY ENGAGEMENT

- Develop positive relationships with all stakeholders (students, parents, teachers, community)
- Assist with facilitating a program of family and community involvement.
- Serve as arbitrator for serious discipline problems in accordance with School policies, board and Sponsor's policies and state statutes.
- 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 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.
- Assist in supervising the implementation of the school's student services (including guidance, health services, and attendance) and related areas.
- Take appropriate reporting and/or referral actions whenever abuse situations are recognized.
- 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.

HUMAN RESOURCES

- 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.
- Assist with 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.
- 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.
- Delegate responsibilities to appropriate staff members.
- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- Assign tasks and supervise personnel in task accomplishment including special projects.

- Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention;
- Provide feedback on professional performance and offer assistance to strengthen weaknesses in performance.
- 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.

TERMS OF EMPLOYMENT: 12-month salary and benefits shall be paid consistent with the School's compensation plan.

JOB DESCRIPTION

POSITION TITLE: Exceptional Student Education (ESE) Program Specialist

QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution and Appropriate State of Florida Teaching Certifications in Exceptional Student Education.

EXPERIENCE REQUIRED: A minimum of four (4) years of combined successful work experience, which includes a minimum of two (2) years teaching experience in the field of Exceptional Student Education.

PREFERRED: Preferred degree major in Elementary Education, Secondary Education, or related field.

SUPERVISES: Teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor Exceptional Student Education curriculum and Individual Educational Plans (IEP) and/or Gifted Student Educational Plans (EP) for students who have been assigned to the Special Education/Gifted program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The ESE Program Specialist shall:

- Coordinate the development of ESE Program curriculum guides and performance objectives for all grades at the school.
- Coordinate the identification, assessment and placement of students in the Special Education/Gifted program.
- Coordinate the ordering of materials, software and equipment needed to implement the Special Education/Gifted program.
- Develop and assist the implementation the school's Special Education/Gifted program.
- Facilitate Annual Reviews of the IEP including a review of student progress within the existing IEP and creation of new IEP goals
- Coordinate and attend SST and IEP meetings and communicate with parents.
- Coordinate testing for Special Education/Gifted program and monitor student IEPs.
- Update student files as necessary
- Work with principals, teachers and personnel in the Special Education/Gifted 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 special education students.
- Serve as a consultant on the matters pertinent to the Special Education/Gifted program.
- Assist with interviews of potential Special Education/Gifted program 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.
- Perform other duties as assigned by the Principal.

TERMS OF EMPLOYMENT: Ten (10) month salary and benefits shall be paid consistent with the Board's compensation plan. Length of work year and hours of employment shall be those established by the school's Board as stipulated in employee's annual contract.

JOB DESCRIPTION

POSITION TITLE: English for Speakers of Other Languages (ESOL) Teacher/Coordinator

QUALIFICATIONS

EDUCATION: An earned Bachelor's degree from an accredited institution and Appropriate State of Florida Teaching Certifications in ESOL.

EXPERIENCE REQUIRED: Two (2) years teaching experience in the field of ESOL and/or bilingual education. Computer skills as required for the position.

PREFERRED: Preferred degree major in Secondary Education, or related field.

SUPERVISES: ESOL Teachers, teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor ESOL curriculum and ELL Plans for students assigned to the ESOL program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Serve as a staff contact person for the ESOL program.
- Work with administration, teachers and personnel in the ESOL program, as directed.
- Oversee/assist staff, as directed, in meeting the needs of the School's ELL population
- Coordinate the ordering of materials and equipment needed to implement the ESOL program, as directed.
- Assist to implement the school's ESOL program.
- Assist with coordination of identification, assessment and placement of students in the ESOL program.
- Assist with the coordination of the CELLA testing.
- Be responsible for developing and updating Student ELL Plans, as directed.
- Maintain a record of parental contact and ESOL Program Records Folder.
- Convene LEP Committee meeting, as applicable, including to determine the reason(s) for the student's lack of progress.
- Convene an ELL Committee to recommend appropriate alternative interventions, including, but not limited to discussion over possible re-entry into the ESOL Program, as applicable.
- Coordinate, with input from classroom teacher(s) and any other applicable staff, Post program reviews to follow-up on former ELLs once they have exited the program.
- Update student LEP folders
- Coordinate activities with early intervention programs to provide services for limited-English proficient students.
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.

TERMS OF EMPLOYMENT: Ten (10) months

JOB DESCRIPTION

POSITION TITLE: Teacher
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 teaching experience in the appropriate subject area.

REPORTS TO: Principal

POSITION GOAL: To create and maintain a positive online classroom environment that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and the use of technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students.

SKILLS AND ABILITIES: The teacher shall:

- Possess knowledge of curriculum and Next Generation Sunshine State Standards (and/or Common Core Standards, as adopted) in the appropriate subject area.
- Be able to adapt, design and implement online curriculum to meet the needs of the individual students.
- Be able to suggest online 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 oral and written proficiency and adhere to standards of etiquette of online communications in adherence with school policies.

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 and differentiated instruction and intervention as-is necessary.
- Respond to all teacher, parent and student communications within 24 hours.
- Follow through on commitments made to teachers, parents and students.
- Ensure that student records (e.g. grades in electronic gradebook) are accurate and updated and that parents have timely access to this information.
- Ensure that parents are kept updated through interim reports, phone calls, announcement boards and emails.
- Document parent phone calls, conversations, conferences and electronic communications.

PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT

- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to work 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).
- Demonstrate mastery in effective teaching and learning strategies.

SERVE AS ROLE MODELS FOR STUDENTS AND FUTURE TEACHERS

- Adhere to The Code of Ethics of the Education Professional in Florida as defined in State Board of Education Rule 6B – 1.001, FAC
- Role model using the state competency checklist.
- Administer student surveys twice yearly.
- Promote problem-solving skills and character education.
- Promote and enforce school policies and rules
- Demonstrate oral and written proficiency
- Demonstrate oral and written proficiency and adhere to standards of etiquette of online communications in adherence with school policies.

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, STUDENTS AND PARENT/GUARDIANS

- Interact with maturity and professionalism among administration, staff, students parent/guardians 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.
- Communicate effectively and professionally both orally and in writing and adhere to standards of etiquette of online communications in adherence with school policies.
- 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.
- Proactively keep parents updated through interim reports, phone calls, announcement boards and emails.
- Document parent phone calls, conversations, conferences and electronic communications.

FOLLOW GUIDELINES REGARDING SAFETY AND EDUCATION

- Complete and maintain accident reports (keeping one in permanent file and sending one home to parents)
- Complete, distribute, and maintain files of all behavior and homework referrals as required
- Maintain up-to-date lesson plans within the guidelines of the school's curriculum.
- Complete and maintain files of all report cards, interim reports, and county test records.
- Take immediate action if there is any question that a student has violated any of the schools policies or rules, and notify the Principal immediately if bullying or cyber-bullying is suspected
- Follow safety requirements of the School at all times.
- Keep dangerous objects/all toxic substances (e.g. knives, ammonias, medicines, etc.) out of the reach of students at all times
- Follow appropriate medication guidelines for all students
- Participate in fire and other such safety drills as applicable

PARTICIPATE ACTIVELY IN SCHOOL FUNCTIONS

- Attend parent/teacher meetings, conferences and orientations.
- Plan and participate in special events.
- Perform other duties as assigned by the Principal.

TERMS OF EMPLOYMENT: 10-month salary and benefits shall be paid consistent with the Board's compensation plan. Length of work year and hours of employment shall be those established by the School's Board as stipulated in employee's annual contract.

JOB DESCRIPTION

POSITION TITLE: Registrar

QUALIFICATIONS

EDUCATION: Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program. A well-rounded knowledge of clerical methods, procedures, and business office practice; must be computer literate. Bilingual skills preferred. 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 Registrar shall:

- follow instructions and established policies and procedures to perform specialized registrar duties referring questionable matters to the Guidance Director.
- 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.
- receive and mail transcripts and other requested records, as authorized, and prepare related correspondence.
- process withdrawal and transfer of students and verify that student obligations are settled.
- assist in determining credits and corresponding grade levels.
- review students' immunization forms to verify adherence to governmental requirements.
- interact effectively with the general public, staff members, students, teachers, parents, and administrators, using tact and good judgment.
- 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.
- participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- perform other duties as assigned by the administrator/principal or designee.

TERMS OF EMPLOYMENT: Nine (9) to Eleven (11) months, hourly

JOB DESCRIPTION

POSITION TITLE: Administrative Assistant

QUALIFICATIONS

EDUCATION: A high school diploma or satisfactory completion of any General Educational Development (GED) Testing Program. Supplemental coursework in business, computer skills and other related coursework is preferred. Previous working knowledge within a school system, to include terminology, acronyms, laws that affect students, and organizational structures, is highly desirable.

EXPERIENCE REQUIRED: A minimum of two years previous related work experience and/or training is also required, with three to five years preferred.

REPORTS TO: Principal

POSITION GOAL: To support the Principal in performing clerical and administrative functions for the school.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Administrative Assistant:

- Composes and types correspondence, meeting agendas and subsequent minutes, makes copies, prepares packets and information for Principal and meeting participants.
- Organizes and maintains electronic filing systems for retrieval and historical storage.
- Prepares complex reports and summaries requiring specialized knowledge and strict confidentiality.
- Conducts research, compiles data and prepares documents for consideration by Principal and others as requested.
- Answers and screens telephone calls, arranges conference calls and online meetings and presentations and takes and delivers messages.
- Reads, analyzes and routes mail, including emails, faxes, and other documents.
- Arranges and coordinates travel schedules and reservations.

SKILLS AND ABILITIES: The Administrative Assistant shall:

- Be proficient in spreadsheet, word processing, presentation, email, and data management software packages in a Microsoft Office environment.
- Have the ability to perform work accurately and thoroughly within time-sensitive deadlines.
- Maintain the ability to deal proactively with work-related problems.
- Possess the ability to demonstrate conduct conforming to a set of values and accepted standards and in alignment with the schools policies and procedures.
- Have organizational skills and be able to follow a systematic method of performing most functions.
- Demonstrate strong time-management skills.
- Have the ability to read and comprehend instructions, correspondence, and memos.
- Possess strong verbal and written communication skills.
- Be able to maintain confidentiality and handle sensitive materials and information.
- Have the ability to listen well, get clarification, and respond positively to questions and directions and treat everyone in a courteous and professional manner.
- Maintain the willingness to follow policies and procedures.

TERMS OF EMPLOYMENT: 12-month salary and benefits shall be paid consistent with the School's compensation plan.

[ENTITY NAME]
Parent/Guardian Contract 2010-2011

I/We the undersigned parent/guardian of [Insert Student Name], hereby agree to abide by the following policies and procedures of [Insert School Name]

- **Excused Absences:** Parents/guardians are to contact the office if your child is going to be absent from school. On the day he or she returns to school, parents/guardians must send a handwritten note explaining the reason for your child's absence, or a note from your child's physician. Notes submitted more than 48 hours after your child's return to school will not be accepted, and the absence(s) will be deemed unexcused. There is a maximum of 10 handwritten notes that will be accepted per school year. 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. Receiving any three referrals in a school year may result in loss of re-enrollment privileges.
- **Unexcused Absences:** For every three unexcused absences, the student will receive a referral, and may result in the students' report card reflecting insufficient attendance for receiving a grade. Receiving any three referrals in a school year may result in loss of re-enrollment privileges.
- **Arrival:** Arrival time for students is thirty (30) minutes prior to the start of school. Students must be in their seats 5 minutes prior to the commencement of homeroom in the morning. Any student arriving after the commencement of homeroom will receive a tardy pass. Please be advised: [INSERT ENTITY NAME] 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 will be considered unexcused. We understand that emergencies may arise. In such cases, we will need a letter signed by the parent or guardian explaining the reason for being tardy. Please note that parents will NOT be allowed to walk their children to class or speak to the teachers after school starts. If your child arrives after the commencement of homeroom, please do not send them to class. Please send them to the front office to receive a tardy pass. After ten (10) unexcused tardies, the student will be issued a referral form that will be placed in the student's permanent record. Please be advised: Receiving any three referrals in a school year may result in loss of re-enrollment privileges.
- **Dismissal:** Please be familiar with your child's dismissal time. Students will remain with a faculty member ten minutes after dismissal. Students who are not picked up within those ten minutes may be enrolled in the aftercare program and may be subject to after-care fees up to and including a charge of \$1.00 per minute. Please be aware that all charges must be resolved in full by the last day of school or loss of re-enrollment privileges may result.
- **Early Dismissal:** For a student to be dismissed early, parents must report to the front office. Students who wish to be dismissed early (on a regular school day) are required to provide proof of a medical/dental appointment within 48 hours of such appointment. Notes submitted more than 48 hours after an early dismissal will not be accepted, and the early dismissal will be deemed unexcused. After five (5) unexcused early dismissals, the student will be issued a referral form that will be placed in the student's permanent record. Please be advised: Receiving any three referrals in a school year may result in loss of re-enrollment privileges. 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 after 3:00 pm the following day, at which time a parent/student conference will be required. Notwithstanding the aforementioned, the school may keep any such unauthorized items until the end of the school year. After three (3) violations of this policy, the student will be issued a referral form that will be placed in the student's permanent record. Please be advised: Receiving any three referrals in a school year may result in loss of re-enrollment privileges. 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.
- **Transportation:** Transportation must be provided or arranged by the parent or guardian. Transportation shall be provided in accordance with applicable law.
- **Uniform Policy:** Uniforms must be worn everyday (refer to Schools uniform policy). Students who arrive to school without proper uniform may be sent home, and a warning documenting violation of this policy will be issued. After three (3) violations of this policy, the student will be issued a referral form that will be placed in the

student’s permanent record. Please be advised: Receiving any three referrals in a school year may result in loss of re-enrollment privileges.

- **Volunteer Hours:** Parental/Guardian involvement is a critical component of your child’s educational success. [INSERT ENTITY NAME] prides itself on the success of our students and therefore requires that parents/guardians become active stakeholders in their child’s future. All [INSERT ENTITY NAME] parents/guardians are asked to complete thirty (30) volunteer hours, or the equivalent thereof, per academic year. All parent/guardian volunteer hours must be completed prior to the last day of school. Failure to complete the thirty (30) hours, or their equivalent, may result in a loss of re-enrollment privileges for the following school year.
- **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. Where a lack of attendance at such causes a loss of academic proficiency, it may result in loss of re-enrollment privileges for the following 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 [INSERT ENTITY NAME and SCHOOL NAME] 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.
- **School-specific policies:** Each [INSERT ENTITY NAME] school has specific policies and forms that may need to be signed in order to register your child. Registration is contingent on the adherence to these policies.
- **County Public Schools:** Please note: all students enrolled in [INSERT ENTITY NAME] are students of _____ County Public Schools, subject to applicable policies.

We understand the policies set forth in this [Insert Entity Name] Parent Contract and will abide by them.

Student’s Name: _____

Grade: _____ **Date:** _____

Parent Name: _____

X

Parent Signature



buildinghope

QUALITY/RESULTS/GROWTH FOR PUBLIC CHARTER SCHOOLS

June 16, 2011

RE: Somerset Academy Cutler Bay, Miami Dade County, FL

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 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

July 20, 2011

Mr. John L. Winn
Commissioner of Education
Office of the Commissioner
In Care Of Adam Miller
Charter Schools Director
Office of Independent Education and Parental Choice
Florida Department of Education
325 W. Gaines Street, Suite 522
Tallahassee, FL 32399-0400

RE: Somerset Academy, Inc. Request for High-Performing System Designation

We have audited the financial statements of all Somerset Academy, Inc. schools for the past three years as follows:

1. 2007-2008 Fiscal Year
2. 2008-2009 Fiscal Year
3. 2009-2010 Fiscal Year

We certify that during each year we issued an unqualified opinion on our audit report and found that the schools were not in a state of financial emergency.

The following are the FCAT-based school grades published by the Florida Department of Education for all Somerset Academy, Inc. charter schools eligible for high-performing status:

1. Somerset Academy, MSID #130520, Miami-Dade County
 - 2008-2009 – “B”
 - 2009-2010 – “A”
 - 2010-2011 – “A”

2. Somerset Academy Middle School, MSID #136004, Miami-Dade County

- 2008-2009 – “A”
- 2009-2010 – “A”
- 2010-2011 – “A”

3. Somerset Academy (Silver Palms), MSID #130332, Miami-Dade County

- 2008-2009 – “A”
- 2009-2010 – “A”
- 2010-2011 – “B”

4. Somerset Academy High School, MSID #137042, Miami-Dade County

- 2007-2008 – “A”
- 2008-2009 – “B”
- 2009-2010 – “A”
- 2010-2011 – Pending

5. Somerset Academy, MSID #065141, Broward County

- 2008-2009 – “A”
- 2009-2010 – “B”
- 2010-2011 – “A”

6. Somerset Academy Middle School, MSID #065151, Broward County

- 2008-2009 – “A”
- 2009-2010 – “A”
- 2010-2011 – “A”

7. Somerset Academy High School, MSID #065221, Broward County

- 2007-2008 – “B”
- 2008-2009 – “A”
- 2009-2010 – “A”
- 2010-2011 – Pending

8. Somerset Academy (Miramar Campus), MSID #065405, Broward County

- 2008-2009 – “A”
- 2009-2010 – “A”
- 2010-2011 – “A”

9. Somerset Academy Middle School (Miramar Campus), MSID #065406, Broward County

- 2008-2009 – “A”
- 2009-2010 – “A”
- 2010-2011 – “A”

10. Somerset Academy (Davie), MSID #065211, Broward County

- 2008-2009 – “A”
- 2009-2010 – “A”
- 2010-2011 – “A”

At least 50% of the system’s eligible charter schools are high-performing, with any eligible or non-eligible school receiving a “D” serving a student population the majority of which resides in a school zone served by a public school identified as lowest performing under s.1008.33(4)(b).

Based upon the foregoing, we understand that Somerset Academy, Inc. is a high-performing charter school system pursuant to Florida Statute 1002.332.

Sincerely,



HLB GRAVIER, LLP

IV. 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 under the penalties of perjury that the information submitted in this application for a charter for Somerset Academy, Inc. is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Andreina Figueroa, Governing Board Chair, to sign as the legal correspondent for the school.



Signature

7/25/11
Date

Andreina Figueroa

Printed Name

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

**Miami-Dade County Public Schools
Charter School Operations**

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable statutes.

We have designed this disclosure form to be straightforward, while collecting the detailed information needed to ensure the appointment of effective board members.

NAME OF THE CHARTER SCHOOL: Somerset Academy, Inc.

**THIS FORM MUST BE COMPLETED BY
EVERY GOVERNING BOARD MEMBER**



**Miami-Dade County
Public Schools**

giving our students the world

Charter School Operations
1450 N.E. Second Avenue, Suite 807
Miami, Florida 33132
Ph: 305-995-1403

Personal Information

Name of Charter School: Somerset Academy, Inc.

Title/Prefix: Mrs. Mr. Ms. Miss Dr. Other _____

Name: Andreina Dielingen Figueroa
First Middle Last

Home Address: 8460 SW 184 ST
Street Number

Cutler Bay FL 33157
City State Zip Code

Home Phone: 786-242-9629 Work Phone: 786-586-7601

Fax Number: _____ Cellular Number: afigueroa@somersetacademy

Email Address: ADF@ADFconsulting.com schoools.com

Spouse's Name: Carlos Figueroa
First Middle Last

Employment: ADFconsulting LLC President
Employer Name Title/Position

Employee Address: 8460 SW 184 ST
Street Number

miami FL 33157
City State Zip Code

Will your child(ren) attend this charter school? yes If no, why not? _____

Will you be able to attend regularly scheduled board meetings? Yes No

Please check your highest education level:
 High School/GED Associate's Degree Master's Degree
 Trade/Business School BA or BS Degree MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:
 Community Service Education Finance
 Fund Raising Law Management
 Marketing Personnel Public Relations
 Parent Involvement Programs Other (please specify): Government

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

- | | | |
|--|------------------------------|--|
| 1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 8. Do you, or any of your relatives, or any companies in which you have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a member of the board of any public school district or charter school other than the board for which you have been nominated? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 12. Do you currently serve as a public official? <i>If you are being re-nominated to the same charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.</i> | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |

Ethical Issues

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?

Yes

No

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years?

Yes

No

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete a criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
initial

2. _____ I am currently charged with one or more crimes.
initial

3.  I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1022.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1022.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2) (F.S. Section 1022.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1022.33(9)(j)(2));
5. monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1022.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1022.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1022.33(9)(k));
8. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" under s. 1008.34(2) (F.S. Section 1022.33(9)(n));
9. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contract Section III, C);
10. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators. The policies must require all instructional personnel and school administrators, as defined in s. 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under ss. 39.203 and 768.095. (F.S. Section 1022.33(12)(g)(3));
11. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contract Section I, B, (19)); (Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
12. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contract Section VI, C);
13. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the

14. instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1022.33(12)(g)(4));
15. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1022.33(24)(b));
16. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1022.33(25)(a));
17. complying with and following the provisions of the school's corporate by-laws (Contract Section II, C (21));
18. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contract Section VI, E);
19. being fingerprinted by the Sponsor within thirty (30) days of appointment to the governing board (Contract Section VI, G);
20. acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contract Section VI, G);
21. not being an employee of the school while a member of the governing body (Contract Section VI, L);
22. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contract Section VI, M);
23. ensuring that governing board meetings take place locally and in a physical location and facility that is easily accessible to the school's parents, students and employees, are publicized in advance to the school community and are open to the public pursuant to Fla. Stat. § 286.011 (the Sunshine Law) (Contract Section VI, O);
24. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contract Section VI, R);
25. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Rule 6Gx13-4A-1.18, Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (Contract Section VII, C);
26. striving affirmatively to provide equal opportunity in employment (Contract Section VIII, A, 2).
27. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Operations for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes Section 1002.33 and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete.



Signature

7.12.11

Date



CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

**Miami-Dade County Public Schools
*Charter School Operations***

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable statutes.

We have designed this disclosure form to be straightforward, while collecting the detailed information needed to ensure the appointment of effective board members.

NAME OF THE CHARTER SCHOOL: Somerset Academy, Inc.

**THIS FORM MUST BE COMPLETED BY
EVERY GOVERNING BOARD MEMBER**



**Miami-Dade County
Public Schools**
giving our students the world

Charter School Operations
1450 N.E. Second Avenue, Suite 807
Miami, Florida 33132
Ph: 305-995-1403

Personal Information

Name of Charter School: Somerset Academy, Inc.

Title/Prefix: Mrs. Mr. Ms. Miss Dr. Other _____

Name: Lourdes Cristina Isla-Marrero
First Middle Last

Home Address: 14525 Mahogany Ct.
Street Number
Miami Lakes FL. 33014
City State Zip Code

Home Phone: 305 231 8661 Work Phone: 305 512 9775

Fax Number: 305 512 3708 Cellular Number: 305 298 0594

Email Address: lmarrero@matergardens.com

Spouse's Name: Rayme Marrero
First Middle Last

Employment: Mater Academy, Inc. Principal
Employer Name Title/Position

Employee Address: 9010 NW 178 Lane
Street Number
Miami FL. 33014
City State Zip Code

Will your child(ren) attend this charter school? NO If no, why not? They attend Mater Gardens Academy

Will you be able to attend regularly scheduled board meetings? Yes No

Please check your highest education level:
 High School/GED Associate's Degree Master's Degree
 Trade/Business School BA or BS Degree MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:
 Community Service Education Finance
 Fund Raising Law Management
 Marketing Personnel Public Relations
 Parent Involvement Programs Other (please specify): _____

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school? Yes No
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school? Yes No
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school? Yes No
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school? Yes No
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money? Yes No
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors? Yes No
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school? Yes No
8. Do you, or any of your relatives, or any companies in which you have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees? Yes No
9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8? Yes No
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board? Yes No
11. Do you currently serve as a member of the board of any public school district or charter school other than the board for which you have been nominated? Yes No
12. Do you currently serve as a public official? *If you are being re-nominated to the same charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.* Yes No
13. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school? Yes No

Ethical Issues

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?

Yes

No

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years?

Yes

No

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete a criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
initial

2. _____ I am currently charged with one or more crimes.
initial

3.  I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

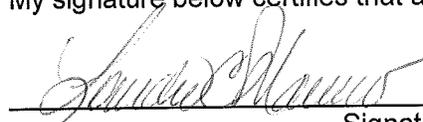
I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1022.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1022.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2) (F.S. Section 1022.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1022.33(9)(j)(2));
5. monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1022.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1022.33(9)(j)(4) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1022.33(9)(k));
8. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" under s. 1008.34(2) (F.S. Section 1022.33(9)(n));
9. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contract Section III, C);
10. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators. The policies must require all instructional personnel and school administrators, as defined in s. 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under ss. 39.203 and 768.095. (F.S. Section 1022.33(12)(g)(3));
11. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contract Section I, B, (19)); (Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
12. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contract Section VI, C);
13. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the

14. instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1022.33(12)(g)(4));
15. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1022.33(24)(b));
16. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1022.33(25)(a));
17. complying with and following the provisions of the school's corporate by-laws (Contract Section II, C (21));
18. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contract Section VI, E);
19. being fingerprinted by the Sponsor within thirty (30) days of appointment to the governing board (Contract Section VI, G);
20. acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contract Section VI, G);
21. not being an employee of the school while a member of the governing body (Contract Section VI, L);
22. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contract Section VI, M);
23. ensuring that governing board meetings take place locally and in a physical location and facility that is easily accessible to the school's parents, students and employees, are publicized in advance to the school community and are open to the public pursuant to Fla. Stat. § 286.011 (the Sunshine Law) (Contract Section VI, O);
24. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contract Section VI, R);
25. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Rule 6Gx13-4A-1.18, Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (Contract Section VII, C);
26. striving affirmatively to provide equal opportunity in employment (Contract Section VIII, A, 2).
27. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Operations for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes Section 1002.33 and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete.



 Signature

7/8/11

 Date



CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

**Miami-Dade County Public Schools
Charter School Operations**

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable statutes.

We have designed this disclosure form to be straightforward, while collecting the detailed information needed to ensure the appointment of effective board members.

NAME OF THE CHARTER SCHOOL: Somerset Academy, Inc.

**THIS FORM MUST BE COMPLETED BY
EVERY GOVERNING BOARD MEMBER**



**Miami-Dade County
Public Schools**
giving our students the world

Charter School Operations
1450 N.E. Second Avenue, Suite 807
Miami, Florida 33132
Ph: 305-995-1403

Personal Information

Name of Charter School: Somerset Academy, Inc.

Title/Prefix: Mrs. Mr. Ms. Miss Dr. Other _____

Name: Daniel D Diaz
First Middle Last

Home Address: 9301 SW 92nd Ave. C302
Street Number
Miami FL 33176
City State Zip Code

Home Phone: 305-975-8813 Work Phone: 305-982-3500

Fax Number: _____ Cellular Number: _____

Email Address: _____

Spouse's Name: _____
First Middle Last

Employment: Total Bank SVP
Employer Name Title/Position

Employee Address: 8311 SW 40th Street
Street Number
Miami FL 33155
City State Zip Code

Will your child(ren) attend this charter school? No If no, why not? My children have spent many years in a different school and I do not want to subject them to change.

Will you be able to attend regularly scheduled board meetings? Yes No

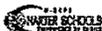
Please check your highest education level:

- | | | |
|--|---|---|
| <input type="checkbox"/> High School/GED | <input type="checkbox"/> Associate's Degree | <input checked="" type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Trade/Business School | <input type="checkbox"/> BA or BS Degree | <input type="checkbox"/> MD, DO, JD, Ph.D., etc. |

Please check each area of expertise you would contribute to the board:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Community Service | <input type="checkbox"/> Education | <input checked="" type="checkbox"/> Finance |
| <input checked="" type="checkbox"/> Fund Raising | <input type="checkbox"/> Law | <input type="checkbox"/> Management |
| <input checked="" type="checkbox"/> Marketing | <input type="checkbox"/> Personnel | <input type="checkbox"/> Public Relations |
| <input type="checkbox"/> Parent Involvement Programs | <input type="checkbox"/> Other (please specify): _____ | |

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.



Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

- | | | |
|--|------------------------------|--|
| 1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
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| 3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
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| 11. Do you currently serve as a member of the board of any public school district or charter school other than the board for which you have been nominated? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 12. Do you currently serve as a public official? <i>If you are being re-nominated to the same charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.</i> | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
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- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?

Yes

No

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years?

Yes

No

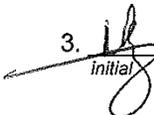
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initial

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initial

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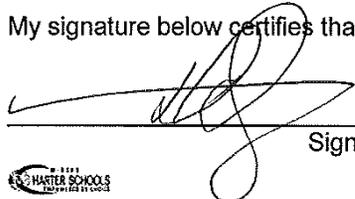
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6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1022.33(9)(j)(4)) and SBE Rule 6A-6.0784;
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8. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" under s. 1008.34(2) (F.S. Section 1022.33(9)(n));
9. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contract Section III, C);
10. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators. The policies must require all instructional personnel and school administrators, as defined in s. 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under ss. 39.203 and 768.095. (F.S. Section 1022.33(12)(g)(3));
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15. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1022.33(24)(b));
16. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1022.33(25)(a));
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20. acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contract Section VI, G);
21. not being an employee of the school while a member of the governing body (Contract Section VI, L);
22. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contract Section VI, M);
23. ensuring that governing board meetings take place locally and in a physical location and facility that is easily accessible to the school's parents, students and employees, are publicized in advance to the school community and are open to the public pursuant to Fla. Stat. § 286.011 (the Sunshine Law) (Contract Section VI, O);
24. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contract Section VI, R);
25. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Rule 6Gx13-4A-1.18, Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (Contract Section VII, C);
26. striving affirmatively to provide equal opportunity in employment (Contract Section VIII, A, 2).
27. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Operations for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes Section 1002.33 and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete.


Daniel D. D'iozi
7/8/11

 Signature Date



CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

**Miami-Dade County Public Schools
Charter School Operations**

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable statutes.

We have designed this disclosure form to be straightforward, while collecting the detailed information needed to ensure the appointment of effective board members.

NAME OF THE CHARTER SCHOOL: Somerset Academy, Inc.

**THIS FORM MUST BE COMPLETED BY
EVERY GOVERNING BOARD MEMBER**



**Miami-Dade County
Public Schools**

giving our students the world

Charter School Operations
1450 N.E. Second Avenue, Suite 807
Miami, Florida 33132
Ph: 305-995-1403

Personal Information

Name of Charter School: Somerset Academy, Inc.

Title/Prefix: Mrs. Mr. Ms. Miss Dr. Other _____

Name: Hui Fang "Angie" Huang Su
First Middle Last

Home Address: 2150 ARECA PALM Road
Street Number

Boca Raton FL 33432
City State Zip Code

Home Phone: 561-866-7430 Work Phone: 954-262-8865

Fax Number: 954-262-3826 Cellular Number: 561-866-7430

Email Address: shuifang@gmail.com

Spouse's Name: Tsung-chow Joe Su
First Middle Last

Employment: Nova Southeastern University Professor of Math. Ed.
Employer Name Title/Position

Employee Address: 1750 NE 167th St
Street Number

North Miami Beach, FL FL 33162
City State Zip Code

Will your child(ren) attend this charter school? No If no, why not? My children are grown and are professionals.

Will you be able to attend regularly scheduled board meetings? Yes No

Please check your highest education level:
 High School/GED Associate's Degree Master's Degree
 Trade/Business School BA or BS Degree MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:
 Community Service Education Finance
 Fund Raising Law Management
 Marketing Personnel Public Relations
 Parent Involvement Programs Other (please specify): Expertise in field of STEM

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.



Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

- | | | |
|--|---|--|
| 1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 8. Do you, or any of your relatives, or any companies in which you have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-7? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a member of the board of any public school district or <u>charter school</u> other than the board for which you have been nominated? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| 12. Do you currently serve as a public official? <i>If you are being re-nominated to the same charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.</i> | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |

Ethical Issues

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

• Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?

Yes

No

• Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years?

Yes

No

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete a criminal records check for each nominee.

Instructions - Complete this section by placing your initials in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
initial

2. I am currently charged with one or more crimes.
initial

3. APS I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

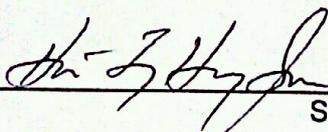
I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1022.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1022.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2) (F.S. Section 1022.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1022.33(9)(j)(2));
5. monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1022.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1022.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1022.33(9)(k));
8. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" under s. 1008.34(2) (F.S. Section 1022.33(9)(n));
9. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contract Section III, C);
10. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators. The policies must require all instructional personnel and school administrators, as defined in s. 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under ss. 39.203 and 768.095. (F.S. Section 1022.33(12)(g)(3));
11. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contract Section I, B, (19)); (Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
12. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contract Section VI, C);
13. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the

14. instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1022.33(12)(g)(4));
15. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1022.33(24)(b));
16. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1022.33(25)(a));
17. complying with and following the provisions of the school's corporate by-laws (Contract Section II, C (21));
18. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contract Section VI, E);
19. being fingerprinted by the Sponsor within thirty (30) days of appointment to the governing board (Contract Section VI, G);
20. acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contract Section VI, G);
21. not being an employee of the school while a member of the governing body (Contract Section VI, L);
22. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contract Section VI, M);
23. ensuring that governing board meetings take place locally and in a physical location and facility that is easily accessible to the school's parents, students and employees, are publicized in advance to the school community and are open to the public pursuant to Fla. Stat. § 286.011 (the Sunshine Law) (Contract Section VI, O);
24. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contract Section VI, R);
25. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Rule 6Gx13-4A-1.18, Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (Contract Section VII, C);
26. striving affirmatively to provide equal opportunity in employment (Contract Section VIII, A, 2).
27. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Operations for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes Section 1002.33 and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete.



Signature

5/20/11

Date



CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

**Miami-Dade County Public Schools
*Charter School Operations***

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable statutes.

We have designed this disclosure form to be straightforward, while collecting the detailed information needed to ensure the appointment of effective board members.

NAME OF THE CHARTER SCHOOL: Somerset Charter

**THIS FORM MUST BE COMPLETED BY
EVERY GOVERNING BOARD MEMBER**



Miami-Dade County
Public Schools
giving our students the world

Charter School Operations
1450 N.E. Second Avenue, Suite 807
Miami, Florida 33132
Ph: 305-995-1403

Personal Information

Name of Charter School: _____

Title/Prefix: Mrs. Mr. Ms. Miss Dr. Other _____

Name: David Concepcion
First Middle Last

Home Address: 4729 NE 14th
Street Number

Miami FL 33137
City State Zip Code

Home Phone: _____ Work Phone: 305-883-5800

Fax Number: 305-883-5814 Cellular Number: 305-9842626

Email Address: distoffice2003@yahoo.com

Spouse's Name: NA
First Middle Last

Employment: City of Hialeah City Clerk / Chief of Staff
Employer Name Title/Position

Employee Address: 501 Palm Ave
Street Number

Hialeah FL 33010
City State Zip Code

Will your child(ren) attend this charter school? No If no, why not? _____

Will you be able to attend regularly scheduled board meetings? Yes No

Please check your highest education level:

- High School/GED Associate's Degree Master's Degree
 Trade/Business School BA or BS Degree MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

- Community Service Education Finance
 Fund Raising Law Management
 Marketing Personnel Public Relations
 Parent Involvement Programs Other (please specify): _____

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

- | | | |
|--|------------------------------|--|
| 1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
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| 9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-7? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
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No

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years?

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No

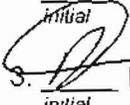
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initial

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initial

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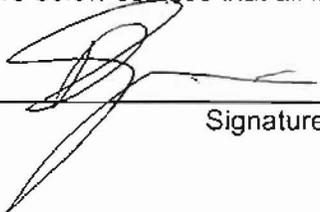
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18. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contract Section VI, E);
19. being fingerprinted by the Sponsor within thirty (30) days of appointment to the governing board (Contract Section VI, G);
20. acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contract Section VI, G);
21. not being an employee of the school while a member of the governing body (Contract Section VI, L);
22. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contract Section VI, M);
23. ensuring that governing board meetings take place locally and in a physical location and facility that is easily accessible to the school's parents, students and employees, are publicized in advance to the school community and are open to the public pursuant to Fla. Stat. § 286.011 (the Sunshine Law) (Contract Section VI, O);
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My signature below certifies that all information provided in this disclosure is true and complete.



 Signature

5/19/11

 Date



Charter School Operations

STUDENT ENROLLMENT CHART

Year 1 2012-2013		Year 2 2013-2014		Year 3 2014-2015		Year 4 2015-2016		Year 5 2016-2017	
Grade	Up to # Students								
K	124	K	124	K	123	K	123	K	123
1	124	1	124	1	123	1	123	1	123
2	106	2	124	2	123	2	123	2	123
3	88	3	106	3	123	3	123	3	123
4	65	4	108	4	129	4	129	4	129
5	43	5	65	5	129	5	129	5	129
TOTAL	550	TOTAL	650	TOTAL	750	TOTAL	750	TOTAL	750

Form may be downloaded at: http://charterschools.dadeschools.net/opening/open_intro.asp



Budget Summary

Somerset Academy Cutler Bay K-5

	Year 1	Year 1 Low	Year 2	Year 2 Low	Year 3	Year 3 Low	Year 4	Year 4 Low	Year 5	Year 5 Low
Grades	K-5									
Students per grade (average)	92	92	108	108	125	125	125	125	125	125
Total # Students	550	275	650	325	750	375	750	375	750	375
Per Student Revenue *	6,139	6,139	6,293	6,293	6,450	6,450	6,611	6,611	6,777	6,777
			2.5%		2.5%		2.5%		2.5%	

REVENUE

Maximum Gross Revenue (\$)	3,376,592	1,688,296	4,090,281	2,045,140	4,837,544	2,418,772	4,958,482	2,479,241	5,082,444	2,541,222
Expected Attrition (%)	-	-	-	-	-	-	-	-	-	-
Likely Gross Revenue (\$)	3,376,592	1,688,296	4,090,281	2,045,140	4,837,544	2,418,772	4,958,482	2,479,241	5,082,444	2,541,222

EXPENDITURES

Facility Budget										
Maximum Facility Expense	495,652	224,225	588,993	271,225	714,008	318,550	731,858	326,513	750,155	334,676
Minimum Building Size (Sqft)	27,500	13,750	32,500	16,250	37,500	18,750	37,500	18,750	37,500	18,750
Maximum cost per student	\$ 700.00	\$ 700.00	\$ 717.50	\$ 717.50	\$ 735.44	\$ 735.44	\$ 753.82	\$ 753.82	\$ 772.67	\$ 772.67
Operating and Fixed Costs	110,652	31,725	122,618	38,038	162,430	42,760	166,491	43,829	170,653	44,925
Mortgage Payments/Rent	385,000	192,500	466,375	233,188	551,578	275,789	565,368	282,684	579,502	289,751

Teacher Staffing Budget										
Average Class Size	18	18	19	19	19	19	19	19	19	19
# of Teachers	36	18	43	22	48	24	48	24	48	24
Salary Benefits per Teacher	9,375	9,194	9,547	9,547	9,850	9,850	10,096	10,096	10,348	10,049

MAXIMUM FOR OTHER EXPENDITURES	1,653,495	802,573	1,969,637	985,081	2,283,509	1,126,246	2,335,328	1,151,543	2,388,442	1,177,472
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* See All Charter School Calculator for Assumptions for the calculation of per pupil FTE

Budget Detail

Somerset Academy Cutler Bay K-5

			YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
			50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment	
ENROLLMENT	Cost	Basis	30	15	35	18	40	20	40	20	40	20
Classrooms			550	275	650	325	750	375	750	375	750	375
K - 5												
6 - 8			-	-	-	-	-	-	-	-	-	-
9 - 12			-	-	-	-	-	-	-	-	-	-
Total Enrollment			550	275	650	325	750	375	750	375	750	375
REVENUES												
State Sources			\$ 3,376,592.14	\$ 1,688,296.07	\$ 4,090,280.93	\$ 2,045,140.47	\$ 4,837,543.80	\$ 2,418,771.90	\$ 4,958,482.39	\$ 2,479,241.20	\$ 5,082,444.45	\$ 2,541,222.23
Federal Sources - NSLP funds 50% of students	\$ 2.77	50%	\$ 137,115.00	\$ 68,557.50	\$ 166,096.13	\$ 83,048.06	\$ 196,440.61	\$ 98,220.30	\$ 201,351.62	\$ 100,675.81	\$ 206,385.42	\$ 103,192.71
Local Sources - Lunch program paid students	\$ 2.75	35%	\$ 95,287.50	\$ 47,643.75	\$ 115,427.81	\$ 57,713.91	\$ 136,515.59	\$ 68,257.79	\$ 139,928.48	\$ 69,964.24	\$ 143,426.69	\$ 71,713.34
Capital Outlay	\$ 350.00	Per Student	\$ 192,500.00	\$ 96,250.00	\$ 233,187.50	\$ 116,593.75	\$ 275,789.06	\$ 137,894.53	\$ 282,683.79	\$ 141,341.89	\$ 289,750.88	\$ 144,875.44
Other Sources												
Total Revenues			\$ 3,801,494.64	\$ 1,900,747.32	\$ 4,604,992.37	\$ 2,302,496.19	\$ 5,446,289.05	\$ 2,723,144.53	\$ 5,582,446.28	\$ 2,791,223.14	\$ 5,722,007.44	\$ 2,861,003.72
EXPENDITURES												
Instruction												
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan		\$ 1,350,000.00	\$ 662,000.00	\$ 1,642,050.00	\$ 821,025.00	\$ 1,891,125.00	\$ 945,562.50	\$ 1,938,403.13	\$ 969,201.56	\$ 1,986,863.20	\$ 964,732.47
Fringe Benefits			\$ 337,500.00	\$ 165,500.00	\$ 410,512.50	\$ 205,256.25	\$ 472,781.25	\$ 236,390.63	\$ 484,600.78	\$ 242,300.39	\$ 496,715.80	\$ 241,183.12
Contracted Professional Services (includes Therapists & other contracted instructional services)	\$ 350.00	ESE Student	\$ 19,250.00	\$ 9,625.00	\$ 23,318.75	\$ 11,659.38	\$ 27,578.91	\$ 13,789.45	\$ 28,268.38	\$ 14,134.19	\$ 28,975.09	\$ 14,487.54
Classroom Supplies & Equipment	\$ 90.00	Student	\$ 49,500.00	\$ 24,750.00	\$ 59,962.50	\$ 29,981.25	\$ 70,917.19	\$ 35,458.59	\$ 72,690.12	\$ 36,345.06	\$ 74,507.37	\$ 37,253.69
Teacher Supplies	\$ 35.00	Student	\$ 19,250.00	\$ 9,625.00	\$ 23,318.75	\$ 11,659.38	\$ 27,578.91	\$ 13,789.45	\$ 28,268.38	\$ 14,134.19	\$ 28,975.09	\$ 14,487.54
Textbooks	\$ 175.00	Student	\$ 96,250.00	\$ 48,125.00	\$ 116,593.75	\$ 58,296.88	\$ 137,894.53	\$ 68,947.27	\$ 141,341.89	\$ 70,670.95	\$ 144,875.44	\$ 72,437.72
Student Activities	\$ 40.00	Student	\$ 22,000.00	\$ 11,000.00	\$ 26,650.00	\$ 13,325.00	\$ 31,518.75	\$ 15,759.38	\$ 32,306.72	\$ 16,153.36	\$ 33,114.39	\$ 16,557.19
Computer - Equipment & Repairs for Instruction	\$ 1,500.00	Classroom	\$ 45,000.00	\$ 22,500.00	\$ 53,812.50	\$ 27,675.00	\$ 63,037.50	\$ 31,518.75	\$ 64,613.44	\$ 32,306.72	\$ 66,228.77	\$ 33,114.39
Software for Instruction	\$ 500.00	Classroom	\$ 15,000.00	\$ 7,500.00	\$ 17,937.50	\$ 9,225.00	\$ 21,012.50	\$ 10,506.25	\$ 21,537.81	\$ 10,768.91	\$ 22,076.26	\$ 11,038.13
<i>Sub-Total Instruction</i>			\$ 1,953,750.00	\$ 960,625.00	\$ 2,374,156.25	\$ 1,188,103.13	\$ 2,743,444.53	\$ 1,371,722.27	\$ 2,812,030.64	\$ 1,406,015.32	\$ 2,882,331.41	\$ 1,405,291.79
Pupil Personnel Services												
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan		\$ 40,000.00	\$ 40,000.00	\$ 41,000.00	\$ 41,000.00	\$ 42,025.00	\$ -	\$ 43,075.63	\$ -	\$ 44,152.52	\$ 44,152.52
Fringe Benefits			\$ 10,000.00	\$ 10,000.00	\$ 10,250.00	\$ 10,250.00	\$ 10,506.25	\$ -	\$ 10,768.91	\$ -	\$ 11,038.13	\$ 11,038.13
Contracted Professional Services (counseling and psychological, contracted nurse services)	\$ 50.00	ESE Student	\$ 2,750.00	\$ 1,375.00	\$ 3,331.25	\$ 1,665.63	\$ 3,939.84	\$ 1,969.92	\$ 4,038.34	\$ 2,019.17	\$ 4,139.30	\$ 2,069.65
<i>Sub-Total Pupil Personnel Services</i>			\$ 52,750.00	\$ 51,375.00	\$ 54,581.25	\$ 52,915.63	\$ 56,471.09	\$ 1,969.92	\$ 57,882.87	\$ 2,019.17	\$ 59,329.94	\$ 57,260.29
Media Services												
Salaries (includes Librarian)	See Staffing Plan		\$ 40,000.00	\$ -	\$ 41,000.00	\$ -	\$ 42,025.00	\$ -	\$ 43,075.63	\$ -	\$ 44,152.52	\$ -
Fringe Benefits			\$ 10,000.00	\$ -	\$ 10,250.00	\$ -	\$ 10,506.25	\$ -	\$ 10,768.91	\$ -	\$ 11,038.13	\$ -
Library Books	\$ 2,500.00	School	\$ 2,500.00	\$ 2,500.00	\$ 2,562.50	\$ 2,562.50	\$ 2,626.56	\$ 2,626.56	\$ 2,692.23	\$ 2,692.23	\$ 2,759.53	\$ 2,759.53
Audio Visual Materials		School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Media Services</i>			\$ 52,500.00	\$ 2,500.00	\$ 53,812.50	\$ 2,562.50	\$ 55,157.81	\$ 2,626.56	\$ 56,536.76	\$ 2,692.23	\$ 57,950.18	\$ 2,759.53
Curriculum Development												
Salaries (includes Curriculum Specialist)			\$ 38,500.00	\$ 19,250.00	\$ 39,462.50	\$ 19,731.25	\$ 40,449.06	\$ 40,449.06	\$ 41,460.29	\$ 41,460.29	\$ 42,496.80	\$ 42,496.80
Fringe Benefits			\$ 9,625.00	\$ 4,812.50	\$ 9,865.63	\$ 4,932.81	\$ 10,112.27	\$ 10,112.27	\$ 10,365.07	\$ 10,365.07	\$ 10,624.20	\$ 10,624.20
Curriculum Planning, Research, Development and Evaluation	\$ 115.00	Student	\$ 63,250.00	\$ 31,625.00	\$ 76,618.75	\$ 38,309.38	\$ 90,616.41	\$ 45,308.20	\$ 92,881.82	\$ 46,440.91	\$ 95,203.86	\$ 47,601.93
Development Supplies		Student	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Activities	\$ 30.00	Student	\$ 16,500.00	\$ 8,250.00	\$ 19,987.50	\$ 9,993.75	\$ 23,639.06	\$ 11,819.53	\$ 24,230.04	\$ 12,115.02	\$ 24,835.79	\$ 12,417.90
<i>Sub-Total Curriculum Development</i>			\$ 127,875.00	\$ 63,937.50	\$ 145,934.38	\$ 72,967.19	\$ 164,816.80	\$ 107,689.06	\$ 168,937.22	\$ 110,381.29	\$ 173,160.65	\$ 113,140.82
Staff Development												
Workshops	\$ 500.00	Teacher	\$ 18,000.00	\$ 9,000.00	\$ 21,500.00	\$ 10,750.00	\$ 24,000.00	\$ 12,000.00	\$ 24,000.00	\$ 12,000.00	\$ 24,000.00	\$ 12,000.00
Travel		Teacher	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Services	\$ 500.00	Teacher	\$ 18,000.00	\$ 9,000.00	\$ 21,500.00	\$ 10,750.00	\$ 24,000.00	\$ 12,000.00	\$ 24,000.00	\$ 12,000.00	\$ 24,000.00	\$ 12,000.00
<i>Sub-Total Staff Development</i>			\$ 36,000.00	\$ 18,000.00	\$ 43,000.00	\$ 21,500.00	\$ 48,000.00	\$ 24,000.00	\$ 48,000.00	\$ 24,000.00	\$ 48,000.00	\$ 24,000.00
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	\$ 1,230.00	\$ 1,230.00	\$ 1,260.75	\$ 1,260.75	\$ 1,292.27	\$ 1,292.27	\$ 1,324.58	\$ 1,324.58
Hardware Maintenance	\$ 400.00	Classroom	\$ 12,000.00	\$ 6,000.00	\$ 14,350.00	\$ 7,380.00	\$ 16,810.00	\$ 8,405.00	\$ 17,230.25	\$ 8,615.13	\$ 17,661.01	\$ 8,830.50
Computer Learning Labs		School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Instruction Related Technology</i>			\$ 13,200.00	\$ 7,200.00	\$ 15,580.00	\$ 8,610.00	\$ 18,070.75	\$ 9,665.75	\$ 18,522.52	\$ 9,907.39	\$ 18,985.58	\$ 10,155.08
Board												
Professional Services (Legal)	\$ 2,500.00	School	\$ 2,500.00	\$ 2,500.00	\$ 2,562.50	\$ 2,562.50	\$ 2,626.56	\$ 2,626.56	\$ 2,692.23	\$ 2,692.23	\$ 2,759.53	\$ 2,759.53
Insurance	\$ 450.00	Classroom	\$ 13,500.00	\$ 6,750.00	\$ 16,143.75	\$ 8,302.50	\$ 18,911.25	\$ 9,455.63	\$ 19,384.03	\$ 9,692.02	\$ 19,868.63	\$ 9,934.32
Travel	\$ 2,000.00	Board Mem	\$ 2,000.00	\$ 2,000.00	\$ 2,050.00	\$ 2,050.00	\$ 2,101.25	\$ 2,101.25	\$ 2,153.78	\$ 2,153.78	\$ 2,207.63	\$ 2,207.63
<i>Sub-Total Board</i>			\$ 18,000.00	\$ 11,250.00	\$ 20,756.25	\$ 12,915.00	\$ 23,639.06	\$ 14,183.44	\$ 24,230.04	\$ 14,538.02	\$ 24,835.79	\$ 14,901.47
General Administration												
Management Fees	\$ 225.00	Student	\$ 123,750.00	\$ 61,875.00	\$ 149,906.25	\$ 74,953.13	\$ 177,292.97	\$ 88,646.48	\$ 181,725.29	\$ 90,862.65	\$ 186,268.43	\$ 93,134.21

Budget Detail

Somerset Academy Cutler Bay K-5

			YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
			50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment	
Internal Technology Support												
Technology Personnel												
Systems Operation	\$ 750.00	Per Classroom	\$ 22,500.00	\$ 11,250.00	\$ 26,906.25	\$ 13,837.50	\$ 31,518.75	\$ 15,759.38	\$ 32,306.72	\$ 16,153.36	\$ 33,114.39	\$ 16,557.19
Systems Planning & Analysis												
<i>Sub-Total Administrative Technology Services</i>			<i>\$ 22,500.00</i>	<i>\$ 11,250.00</i>	<i>\$ 26,906.25</i>	<i>\$ 13,837.50</i>	<i>\$ 31,518.75</i>	<i>\$ 15,759.38</i>	<i>\$ 32,306.72</i>	<i>\$ 16,153.36</i>	<i>\$ 33,114.39</i>	<i>\$ 16,557.19</i>
After Care Programs												
After Care Salary												
Fringe Benefits												
<i>Sub-Total After Care Programs</i>			<i>\$ -</i>									
Debt Service												
Redemption of Principal			\$ 25,000.00									
Interest (Interest Only at 6%)			\$ 1,500.00									
<i>Sub-Total Debt Service</i>			<i>\$ 26,500.00</i>	<i>\$ -</i>								
Contingency												
Operating expense contingency - 3% of FEFP	3%		\$ 114,208.88	\$ -	\$ 138,149.77	\$ -	\$ 163,388.67	\$ -	\$ 167,473.39	\$ -	\$ 171,660.22	\$ -
<i>Sub-Total Contingency</i>			<i>\$ 114,208.88</i>	<i>\$ -</i>	<i>\$ 138,149.77</i>	<i>\$ -</i>	<i>\$ 163,388.67</i>	<i>\$ -</i>	<i>\$ 167,473.39</i>	<i>\$ -</i>	<i>\$ 171,660.22</i>	<i>\$ -</i>
Total Expenditures			\$ 3,768,174.91	\$ 1,861,125.53	\$ 4,460,059.08	\$ 2,248,191.29	\$ 5,220,721.21	\$ 2,657,719.10	\$ 5,345,970.49	\$ 2,721,302.70	\$ 5,474,351.00	\$ 2,805,792.62
Excess of Revenues over Expenditures			\$ 33,319.73	\$ 39,621.79	\$ 144,933.29	\$ 54,304.89	\$ 225,567.85	\$ 65,425.43	\$ 236,475.79	\$ 69,920.44	\$ 247,656.44	\$ 55,211.10

Somerset Academy Cutler Bay K-5

													YEAR 1
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources	281,383	281,383	281,383	281,383	281,383	281,383	281,383	281,383	281,383	281,383	281,383	281,383	\$ 3,376,592.14
Federal Sources - NSLP funds 50% of students			13,712	13,712	13,712	13,712	13,712	13,712	13,712	13,712	13,712	13,712	\$ 137,115.00
Local Sources - Lunch program paid students			9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	\$ 95,287.50
Capital Outlay			21,389	21,389	21,389	21,389	21,389	21,389	21,389	21,389	21,389	21,389	\$ 192,500.00
Other Sources													\$ -
Total Revenues	281,383	281,383	304,623	326,012	\$ 3,801,494.64								
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		61,364	128,864	128,864	128,864	128,864	128,864	128,864	128,864	128,864	128,864	128,864	\$ 1,350,000.00
Fringe Benefits		15,341	32,216	32,216	32,216	32,216	32,216	32,216	32,216	32,216	32,216	32,216	\$ 337,500.00
Contracted Professional Services (includes Therapists & other contracted instructional services)			2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	\$ 19,250.00
Classroom Supplies & Equipment		16,335	16,335	16,830									\$ 49,500.00
Teacher Supplies		6,353	6,353	6,545									\$ 19,250.00
Textbooks		31,763	31,763	32,725									\$ 96,250.00
Student Activities		7,260	7,260	7,480									\$ 22,000.00
Computer - Equipment & Repairs for Instruction		14,850	14,850	15,300									\$ 45,000.00
Software for Instruction		4,950	4,950	5,100									\$ 15,000.00
<i>Sub-Total Instruction</i>	-	158,215	242,590	247,198	163,218	163,218	163,218	163,218	163,218	163,218	163,218	163,218	\$ 1,953,750.00
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			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	\$ 10,000.00
Contracted Professional Services (counseling and psychological, contracted nurse services)			275	275	275	275	275	275	275	275	275	275	\$ 2,750.00
<i>Sub-Total Pupil Personnel Services</i>	-	-	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	\$ 52,750.00
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		455	955	955	955	955	955	955	955	955	955	955	\$ 10,000.00
Library Books		1,250	1,250										\$ 2,500.00
Audio Visual Materials		-	-										\$ -
<i>Sub-Total Media Services</i>	-	3,523	6,023	4,773	4,773	4,773	4,773	4,773	4,773	4,773	4,773	4,773	\$ 52,500.00
Curriculum Development													
Salaries (includes Curriculum Specialist)		1,750	3,675	3,675	3,675	3,675	3,675	3,675	3,675	3,675	3,675	3,675	\$ 38,500.00
Fringe Benefits		438	919	919	919	919	919	919	919	919	919	919	\$ 9,625.00
Curriculum Planning, Research, Development and Evaluation	5,271	5,271	5,271	5,271	5,271	5,271	5,271	5,271	5,271	5,271	5,271	5,271	\$ 63,250.00
Development Supplies		-	-										\$ -
Student Activities		8,250	8,250										\$ 16,500.00
<i>Sub-Total Curriculum Development</i>	5,271	15,708	18,115	9,865	9,865	9,865	9,865	9,865	9,865	9,865	9,865	9,865	\$ 127,875.00
Staff Development													
Workshops		9,000							9,000				\$ 18,000.00
Travel		-							-				\$ -
Professional Services		9,000							9,000				\$ 18,000.00
<i>Sub-Total Staff Development</i>	-	18,000	-	-	-	-	-	-	18,000	-	-	-	\$ 36,000.00
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
EduSoft Software and Scanner		600	600										\$ 1,200.00
Hardware Maintenance		-	-	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	\$ 12,000.00
Computer Learning Labs		-	-										\$ -
<i>Sub-Total Instruction Related Technology</i>	-	600	600	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	\$ 13,200.00
Board													

Somerset Academy Cutler Bay K-5

													YEAR 1
Salaries (Custodian, crossing guards, security)	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	\$ 41,601.60
Fringe benefits	867	867	867	867	867	867	867	867	867	867	867	867	\$ 10,400.40
Purchased Service (Custodial, fire and alarm, pest control etc)	188	188	188	188	188	188	188	188	188	188	188	188	\$ 2,250.00
Lawn Maintenance	500	500	500	500	500	500	500	500	500	500	500	500	\$ 6,000.00
Pest Control	100	100	100	100	100	100	100	100	100	100	100	100	\$ 1,200.00
Security Services	100	100	100	100	100	100	100	100	100	100	100	100	\$ 1,200.00
Property Insurance	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	\$ 18,000.00
Telephone Services	300	300	300	300	300	300	300	300	300	300	300	300	\$ 3,600.00
Water & Sewer	200	200	200	200	200	200	200	200	200	200	200	200	\$ 2,400.00
Electricity	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	\$ 24,000.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Operation of Plant</i>	<i>9,221</i>	<i>9,221</i>	<i>9,221</i>	<i>9,221</i>	<i>9,221</i>	<i>9,221</i>	<i>9,221</i>	<i>9,221</i>	<i>9,221</i>	<i>9,221</i>	<i>9,221</i>	<i>9,221</i>	<i>\$ 110,652.00</i>
Maintenance of Plant													
Repairs & Maintenance		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	\$ 13,750.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Maintenance of Plant</i>	<i>-</i>	<i>1,250</i>	<i>1,250</i>	<i>1,250</i>	<i>1,250</i>	<i>1,250</i>	<i>1,250</i>	<i>1,250</i>	<i>1,250</i>	<i>1,250</i>	<i>1,250</i>	<i>1,250</i>	<i>\$ 13,750.00</i>
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	\$ 22,500.00
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Administrative Technology Services</i>	<i>1,875</i>	<i>1,875</i>	<i>1,875</i>	<i>1,875</i>	<i>1,875</i>	<i>1,875</i>	<i>1,875</i>	<i>1,875</i>	<i>1,875</i>	<i>1,875</i>	<i>1,875</i>	<i>1,875</i>	<i>\$ 22,500.00</i>
After Care Programs													
After Care Salary			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total After Care Programs</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>\$ -</i>
Debt Service													
Redemption of Principal												25,000	\$ 25,000.00
Interest (Interest Only at 6%)		136	136	136	136	136	136	136	136	136	136	136	\$ 1,500.00
<i>Sub-Total Debt Service</i>	<i>-</i>	<i>136</i>	<i>136</i>	<i>136</i>	<i>136</i>	<i>136</i>	<i>136</i>	<i>136</i>	<i>136</i>	<i>136</i>	<i>136</i>	<i>25,136</i>	<i>\$ 26,500.00</i>
Contingency													
Operating expense contingency - 3% of FEFP												114,209	\$ 114,208.88
<i>Sub-Total Contingency</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>114,209</i>	<i>\$ 114,208.88</i>
Total Expenditures	\$ 77,399.67	\$ 282,867.62	\$ 381,361.71	\$ 381,378.93	\$ 293,223.93	\$ 293,848.93	\$ 297,223.93	\$ 293,848.93	\$ 321,015.60	\$ 296,598.93	\$ 293,223.93	\$ 556,182.81	\$ 3,768,174.91
Excess of Revenues over Expenditures	\$ 203,983.01	\$ (1,484.95)	\$ (76,738.78)	\$ (55,367.11)	\$ 32,787.89	\$ 32,162.89	\$ 28,787.89	\$ 32,162.89	\$ 4,996.22	\$ 29,412.89	\$ 32,787.89	\$ (230,170.99)	\$ 33,319.73
Fund Balance	\$ 203,983.01	\$ 202,498.06	\$ 125,759.29	\$ 70,392.17	\$ 103,180.06	\$ 135,342.95	\$ 164,130.84	\$ 196,293.72	\$ 201,289.95	\$ 230,702.83	\$ 263,490.72	\$ 33,319.73	

Somerset Academy Cutler Bay K-5

													YEAR 2	
													100 % Enrollment	
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
REVENUES														
State Sources	340,857	340,857	340,857	340,857	340,857	340,857	340,857	340,857	340,857	340,857	340,857	340,857	\$	4,090,280.93
Federal Sources - NSLP funds 50% of students			16,610	16,610	16,610	16,610	16,610	16,610	16,610	16,610	16,610	16,610	\$	166,096.13
Local Sources - Lunch program paid students			11,543	11,543	11,543	11,543	11,543	11,543	11,543	11,543	11,543	11,543	\$	115,427.81
Capital Outlay				25,910	25,910	25,910	25,910	25,910	25,910	25,910	25,910	25,910	\$	233,187.50
Previous Years Balance Carry Forward	33,320												\$	33,319.73
Total Revenues	374,176	340,857	369,009	394,919	\$	4,638,312.10								
EXPENDITURES														
Instruction														
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		74,639	156,741	156,741	156,741	156,741	156,741	156,741	156,741	156,741	156,741	156,741	\$	1,642,050.00
Fringe Benefits		18,660	39,185	39,185	39,185	39,185	39,185	39,185	39,185	39,185	39,185	39,185	\$	410,512.50
Contracted Professional Services (includes Therapists & other contracted instructional services)			2,591	2,591	2,591	2,591	2,591	2,591	2,591	2,591	2,591	2,591	\$	23,318.75
Classroom Supplies & Equipment		19,788	19,788	20,387									\$	59,962.50
Teacher Supplies		7,695	7,695	7,928									\$	23,318.75
Textbooks		38,476	38,476	39,642									\$	116,593.75
Student Activities		8,795	8,795	9,061									\$	26,650.00
Computer - Equipment & Repairs for Instruction		17,758	17,758	18,296									\$	53,812.50
Software for Instruction		5,919	5,919	6,099									\$	17,937.50
Sub-Total Instruction	-	191,729	294,357	299,931	198,517	\$	2,374,156.25							
Pupil Personnel Services														
Salaries (includes counselor, school nurse, health assistant)			4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	\$	41,000.00
Fringe Benefits			1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	\$	10,250.00
Contracted Professional Services (counseling and psychological, contracted nurse services)			333	333	333	333	333	333	333	333	333	333	\$	3,331.25
Sub-Total Pupil Personnel Services	-	-	5,458	\$	54,581.25									
Media Services														
Salaries (includes Librarian)		1,864	3,914	3,914	3,914	3,914	3,914	3,914	3,914	3,914	3,914	3,914	\$	41,000.00
Fringe Benefits		466	978	978	978	978	978	978	978	978	978	978	\$	10,250.00
Library Books		1,281	1,281										\$	2,562.50
Audio Visual Materials		-	-										\$	-
Sub-Total Media Services	-	3,611	6,173	4,892	\$	53,812.50								
Curriculum Development														
Salaries (includes Curriculum Specialist)		1,794	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	\$	39,462.50
Fringe Benefits		448	942	942	942	942	942	942	942	942	942	942	\$	9,865.63
Curriculum Planning, Research, Development and Evaluation	6,385	6,385	6,385	6,385	6,385	6,385	6,385	6,385	6,385	6,385	6,385	6,385	\$	76,618.75
Development Supplies		-	-										\$	-
Student Activities		9,994	9,994										\$	19,987.50
Sub-Total Curriculum Development	6,385	18,621	21,087	11,093	\$	145,934.38								
Staff Development														
Workshops		10,750							10,750				\$	21,500.00
Travel		-							-				\$	-
Professional Services		10,750							10,750				\$	21,500.00
Sub-Total Staff Development	-	21,500	-	-	-	-	-	-	21,500	-	-	-	\$	43,000.00
Instruction Related Technology														
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$	-
EduSoft Software and Scanner		615	615										\$	1,230.00
Hardware Maintenance		-	-	1,594	1,594	1,594	1,594	1,594	1,594	1,594	1,594	1,594	\$	14,350.00
Computer Learning Labs		-	-										\$	-
Sub-Total Instruction Related Technology	-	615	615	1,594	\$	15,580.00								
Board														
Professional Services (Legal)	2,563												\$	2,562.50
Insurance	4,036			4,036			4,036			4,036			\$	16,143.75

Somerset Academy Cutler Bay K-5

													YEAR 2	
													100 % Enrollment	
Travel	2,050												\$	2,050.00
Sub-Total Board	8,648	-	-	4,036	-	-	4,036	-	-	4,036	-	-	\$	20,756.25
General Administration														
Management Fees	12,492	12,492	12,492	12,492	12,492	12,492	12,492	12,492	12,492	12,492	12,492	12,492	\$	149,906.25
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Sub-Total General Administration	12,492	12,492	12,492	12,492	12,492	12,492	12,492	12,492	12,492	12,492	12,492	12,492	\$	149,906.25
School Administration														
Salaries (includes Principal, Secretary & other Office Personnel)	13,124	13,124	13,124	13,124	13,124	13,124	13,124	13,124	13,124	13,124	13,124	13,124	\$	157,483.71
Fringe Benefits	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	\$	39,370.93
Equipment Rental / Lease	308	308	308	308	308	308	308	308	308	308	308	308	\$	3,690.00
Travel				820									\$	820.00
Advertising and Promotion	11,104	11,104	11,104										\$	33,312.50
License Fees	205												\$	205.00
Uniforms	308												\$	307.50
Postage			179	179	179	179	179	179	179	179	179	179	\$	1,793.75
Printing	8,969	815	815	815	815	815	815	815	815	815	815	815	\$	17,937.50
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	4,100												\$	4,100.00
Computer Equipment	2,050												\$	2,050.00
Sub-Total School Administration	48,322	29,961	30,140	19,856	19,036	19,036	19,036	19,036	19,036	19,036	19,036	19,036	\$	280,570.88
Facilities Acquisition & Construction														
Building Lease / Rent - (See Budget Summary for Calculation)		42,398	42,398	42,398	42,398	42,398	42,398	42,398	42,398	42,398	42,398	42,398	\$	466,375.00
Remodeling & Renovations	-												\$	-
Purchase of Buildings & Fixed Equipment	-												\$	-
Land	-												\$	-
Sub-Total Facilities Acquisition & Construction	-	42,398	42,398	42,398	42,398	42,398	42,398	42,398	42,398	42,398	42,398	42,398	\$	466,375.00
Fiscal Services														
Salaries (Accounting & Bookkeeping Personnel)	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Fee to County School Board - up to 250 students	6,555	6,555	6,555	6,555	6,555	6,555	6,555	6,555	6,555	6,555	6,555	6,555	\$	78,659.25
Planning, Research, Development and Evaluation	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107	\$	73,287.50
Professional Services (payroll, accounting, auditing)	641	641	641	641	641	641	641	641	641	641	641	641	\$	7,687.50
Sub-Total Fiscal Services	13,303	13,303	13,303	13,303	13,303	13,303	13,303	13,303	13,303	13,303	13,303	13,303	\$	159,634.25
Food Services														
Salaries (Food Service Workers)			2,870	2,870	2,870	2,870	2,870	2,870	2,870	2,870	2,870	2,870	\$	28,700.00
Fringe Benefits			718	718	718	718	718	718	718	718	718	718	\$	7,175.00
Food			-	-	-	-	-	-	-	-	-	-	\$	-
Materials & Supplies - Vendor provided meals 85% Participation			23,445	23,445	23,445	23,445	23,445	23,445	23,445	23,445	23,445	23,445	\$	234,453.38
Equipment Rental / Lease			-	-	-	-	-	-	-	-	-	-	\$	-
Inspection fees			-	-	-	-	-	-	-	-	-	-	\$	-
Sub-Total Food Services	-	-	27,033	27,033	27,033	27,033	27,033	27,033	27,033	27,033	27,033	27,033	\$	270,328.38
Pupil Transportation Services														
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$	-
Contracted Transportation Services - \$225 per bus 23% utilization			12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	\$	121,500.00
Insurance			-	-	-	-	-	-	-	-	-	-	\$	-
Buses			-	-	-	-	-	-	-	-	-	-	\$	-
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	\$	-
Fuel			-	-	-	-	-	-	-	-	-	-	\$	-
Sub-Total Pupil Transportation Services	-	-	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	\$	121,500.00
Operation of Plant														
Salaries (Custodian, crossing guards, security)	3,553	3,553	3,553	3,553	3,553	3,553	3,553	3,553	3,553	3,553	3,553	3,553	\$	42,641.64
Fringe benefits	888	888	888	888	888	888	888	888	888	888	888	888	\$	10,660.41
Purchased Service (Custodial, fire and alarm, pest control etc)	224	224	224	224	224	224	224	224	224	224	224	224	\$	2,690.63
Lawn Maintenance	598	598	598	598	598	598	598	598	598	598	598	598	\$	7,175.00

Somerset Academy Cutler Bay K-5

														YEAR 2	
														100 % Enrollment	
Pest Control	120	120	120	120	120	120	120	120	120	120	120	120	120	\$	1,435.00
Security Services	103	103	103	103	103	103	103	103	103	103	103	103	103	\$	1,230.00
Property Insurance	1,794	1,794	1,794	1,794	1,794	1,794	1,794	1,794	1,794	1,794	1,794	1,794	1,794	\$	21,525.00
Telephone Services	308	308	308	308	308	308	308	308	308	308	308	308	308	\$	3,690.00
Water & Sewer	239	239	239	239	239	239	239	239	239	239	239	239	239	\$	2,870.00
Electricity	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	\$	28,700.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Operation of Plant</i>	<i>10,218</i>	<i>10,218</i>	<i>10,218</i>	<i>10,218</i>	<i>10,218</i>	<i>10,218</i>	<i>10,218</i>	<i>10,218</i>	<i>10,218</i>	<i>10,218</i>	<i>10,218</i>	<i>10,218</i>	<i>10,218</i>	\$	<i>122,617.68</i>
Maintenance of Plant															
Repairs & Maintenance		1,477	1,477	1,477	1,477	1,477	1,477	1,477	1,477	1,477	1,477	1,477	1,477	\$	16,250.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Maintenance of Plant</i>	<i>-</i>	<i>1,477</i>	<i>1,477</i>	<i>1,477</i>	<i>1,477</i>	<i>1,477</i>	<i>1,477</i>	<i>1,477</i>	<i>1,477</i>	<i>1,477</i>	<i>1,477</i>	<i>1,477</i>	<i>1,477</i>	\$	<i>16,250.00</i>
Administrative Technology Services															
Internal Technology Support		-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Technology Personnel		-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Systems Operation	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	\$	26,906.25
Systems Planning & Analysis		-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Administrative Technology Services</i>	<i>2,242</i>	<i>2,242</i>	<i>2,242</i>	<i>2,242</i>	<i>2,242</i>	<i>2,242</i>	<i>2,242</i>	<i>2,242</i>	<i>2,242</i>	<i>2,242</i>	<i>2,242</i>	<i>2,242</i>	<i>2,242</i>	\$	<i>26,906.25</i>
After Care Programs															
After Care Salary			-	-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total After Care Programs</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	\$	<i>-</i>
Debt Service															
Redemption of Principal		-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Debt Service</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	\$	<i>-</i>
Contingency															
Operating expense contingency - 3% of FEFP													138,150	\$	138,149.77
<i>Sub-Total Contingency</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>138,150</i>	\$	<i>138,149.77</i>
Total Expenditures	\$ 101,611.17	\$ 348,167.15	\$ 479,144.52	\$ 468,174.45	\$ 361,905.02	\$ 361,905.02	\$ 365,940.95	\$ 361,905.02	\$ 383,405.02	\$ 365,940.95	\$ 361,905.02	\$ 500,054.79	\$	4,460,059.08	
Excess of Revenues over Expenditures	\$ 272,565.30	\$ (7,310.40)	\$(110,135.38)	\$(73,255.59)	\$ 33,013.84	\$ 33,013.84	\$ 28,977.91	\$ 33,013.84	\$ 11,513.84	\$ 28,977.91	\$ 33,013.84	\$(105,135.93)	\$	178,253.03	
Fund Balance	\$ 272,565.30	\$ 265,254.90	\$ 155,119.52	\$ 81,863.93	\$ 114,877.77	\$ 147,891.61	\$ 176,869.52	\$ 209,883.36	\$ 221,397.20	\$ 250,375.11	\$ 283,388.95	\$ 178,253.03	\$		

Somerset Academy Cutler Bay K-5

	YEAR 3												
	100 % Enrollment												
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources	403,129	403,129	403,129	403,129	403,129	403,129	403,129	403,129	403,129	403,129	403,129	403,129	\$ 4,837,543.80
Federal Sources - NSLP funds 50% of students			19,644	19,644	19,644	19,644	19,644	19,644	19,644	19,644	19,644	19,644	\$ 196,440.61
Local Sources - Lunch program paid students			13,652	13,652	13,652	13,652	13,652	13,652	13,652	13,652	13,652	13,652	\$ 136,515.59
Capital Outlay				30,643	30,643	30,643	30,643	30,643	30,643	30,643	30,643	30,643	\$ 275,789.06
Previous Years Balance Carry Forward	178,253												\$ 178,253.03
Total Revenues	581,382	403,129	436,424	467,067	\$ 5,624,542.08								
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		85,960	180,516	180,516	180,516	180,516	180,516	180,516	180,516	180,516	180,516	180,516	\$ 1,891,125.00
Fringe Benefits		21,490	45,129	45,129	45,129	45,129	45,129	45,129	45,129	45,129	45,129	45,129	\$ 472,781.25
Contracted Professional Services (includes Therapists & other contracted instructional services)			3,064	3,064	3,064	3,064	3,064	3,064	3,064	3,064	3,064	3,064	\$ 27,578.91
Classroom Supplies & Equipment		23,403	23,403	24,112									\$ 70,917.19
Teacher Supplies		9,101	9,101	9,377									\$ 27,578.91
Textbooks		45,505	45,505	46,884									\$ 137,894.53
Student Activities		10,401	10,401	10,716									\$ 31,518.75
Computer - Equipment & Repairs for Instruction		20,802	20,802	21,433									\$ 63,037.50
Software for Instruction		6,934	6,934	7,144									\$ 21,012.50
<i>Sub-Total Instruction</i>	-	223,597	341,792	348,376	228,710	228,710	228,710	228,710	228,710	228,710	228,710	228,710	\$ 2,743,444.53
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			4,203	4,203	4,203	4,203	4,203	4,203	4,203	4,203	4,203	4,203	\$ 42,025.00
Fringe Benefits			1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051	\$ 10,506.25
Contracted Professional Services (counseling and psychological, contracted nurse services)			394	394	394	394	394	394	394	394	394	394	\$ 3,939.84
<i>Sub-Total Pupil Personnel Services</i>	-	-	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	\$ 56,471.09
Media Services													
Salaries (includes Librarian)		1,910	4,011	4,011	4,011	4,011	4,011	4,011	4,011	4,011	4,011	4,011	\$ 42,025.00
Fringe Benefits		478	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	\$ 10,506.25
Library Books		1,313	1,313										\$ 2,626.56
Audio Visual Materials		-	-										\$ -
<i>Sub-Total Media Services</i>	-	3,701	6,328	5,014	5,014	5,014	5,014	5,014	5,014	5,014	5,014	5,014	\$ 55,157.81
Curriculum Development													
Salaries (includes Curriculum Specialist)		1,839	3,861	3,861	3,861	3,861	3,861	3,861	3,861	3,861	3,861	3,861	\$ 40,449.06
Fringe Benefits		460	965	965	965	965	965	965	965	965	965	965	\$ 10,112.27
Curriculum Planning, Research, Development and Evaluation	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	\$ 90,616.41
Development Supplies		-	-										\$ -
Student Activities		11,820	11,820										\$ 23,639.06
<i>Sub-Total Curriculum Development</i>	7,551	21,669	24,197	12,378	12,378	12,378	12,378	12,378	12,378	12,378	12,378	12,378	\$ 164,816.80
Staff Development													
Workshops		12,000							12,000				\$ 24,000.00
Travel		-							-				\$ -
Professional Services		12,000							12,000				\$ 24,000.00
<i>Sub-Total Staff Development</i>	-	24,000	-	-	-	-	-	-	24,000	-	-	-	\$ 48,000.00
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
EduSoft Software and Scanner		630	630										\$ 1,260.75
Hardware Maintenance		-	-	1,868	1,868	1,868	1,868	1,868	1,868	1,868	1,868	1,868	\$ 16,810.00
Computer Learning Labs		-	-										\$ -
<i>Sub-Total Instruction Related Technology</i>	-	630	630	1,868	1,868	1,868	1,868	1,868	1,868	1,868	1,868	1,868	\$ 18,070.75
Board													
Professional Services (Legal)	2,627												\$ 2,626.56
Insurance	4,728			4,728			4,728			4,728			\$ 18,911.25

Somerset Academy Cutler Bay K-5

													YEAR 3	
													100 % Enrollment	
Travel	2,101												\$	2,101.25
Sub-Total Board	9,456	-	-	4,728	-	-	4,728	-	-	4,728	-	-	\$	23,639.06
General Administration														
Management Fees	14,774	14,774	14,774	14,774	14,774	14,774	14,774	14,774	14,774	14,774	14,774	14,774	\$	177,292.97
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Sub-Total General Administration	14,774	14,774	14,774	14,774	14,774	14,774	14,774	14,774	14,774	14,774	14,774	14,774	\$	177,292.97
School Administration														
Salaries (includes Principal, Secretary & other Office Personnel)	18,705	18,705	18,705	18,705	18,705	18,705	18,705	18,705	18,705	18,705	18,705	18,705	\$	224,458.30
Fringe Benefits	4,676	4,676	4,676	4,676	4,676	4,676	4,676	4,676	4,676	4,676	4,676	4,676	\$	56,114.57
Equipment Rental / Lease	315	315	315	315	315	315	315	315	315	315	315	315	\$	3,782.25
Travel				841									\$	840.50
Advertising and Promotion	13,133	13,133	13,133										\$	39,398.44
License Fees	210												\$	210.13
Uniforms	315												\$	315.19
Postage			210	210	210	210	210	210	210	210	210	210	\$	2,101.25
Printing	10,506	955	955	955	955	955	955	955	955	955	955	955	\$	21,012.50
Office Supplies	5,625	1,534	1,534	1,534	1,534	1,534	1,534	1,534	1,534	1,534	1,534	1,534	\$	22,500.00
Office Equipment	4,203												\$	4,202.50
Computer Equipment	2,101												\$	2,101.25
Sub-Total School Administration	59,789	39,318	39,528	27,236	26,396	26,396	26,396	26,396	26,396	26,396	26,396	26,396	\$	377,036.87
Facilities Acquisition & Construction														
Building Lease / Rent - (See Budget Summary for Calculation)		50,143	50,143	50,143	50,143	50,143	50,143	50,143	50,143	50,143	50,143	50,143	\$	551,578.13
Remodeling & Renovations	-												\$	-
Purchase of Buildings & Fixed Equipment	-												\$	-
Land	-												\$	-
Sub-Total Facilities Acquisition & Construction	-	50,143	50,143	50,143	50,143	50,143	50,143	50,143	50,143	50,143	50,143	50,143	\$	551,578.13
Fiscal Services														
Salaries (Accounting & Bookkeeping Personnel)	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Fee to County School Board - up to 250 students	6,719	6,719	6,719	6,719	6,719	6,719	6,719	6,719	6,719	6,719	6,719	6,719	\$	80,625.73
Planning, Research, Development and Evaluation	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	\$	86,676.56
Professional Services (payroll, accounting, auditing)	657	657	657	657	657	657	657	657	657	657	657	657	\$	7,879.69
Sub-Total Fiscal Services	14,598	14,598	14,598	14,598	14,598	14,598	14,598	14,598	14,598	14,598	14,598	14,598	\$	175,181.98
Food Services														
Salaries (Food Service Workers)			4,413	4,413	4,413	4,413	4,413	4,413	4,413	4,413	4,413	4,413	\$	44,126.25
Fringe Benefits			1,103	1,103	1,103	1,103	1,103	1,103	1,103	1,103	1,103	1,103	\$	11,031.56
Food			-	-	-	-	-	-	-	-	-	-	\$	-
Materials & Supplies - Vendor provided meals 85% Participation			27,729	27,729	27,729	27,729	27,729	27,729	27,729	27,729	27,729	27,729	\$	277,286.20
Equipment Rental / Lease			-	-	-	-	-	-	-	-	-	-	\$	-
Inspection fees			-	-	-	-	-	-	-	-	-	-	\$	-
Sub-Total Food Services	-	-	33,244	33,244	33,244	33,244	33,244	33,244	33,244	33,244	33,244	33,244	\$	332,444.02
Pupil Transportation Services														
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$	-
Contracted Transportation Services - \$225 per bus 23% utilization			12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	\$	121,500.00
Insurance			-	-	-	-	-	-	-	-	-	-	\$	-
Buses			-	-	-	-	-	-	-	-	-	-	\$	-
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	\$	-
Fuel			-	-	-	-	-	-	-	-	-	-	\$	-
Sub-Total Pupil Transportation Services	-	-	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	\$	121,500.00
Operation of Plant														
Salaries (Custodian, crossing guards, security)	5,463	5,463	5,463	5,463	5,463	5,463	5,463	5,463	5,463	5,463	5,463	5,463	\$	65,561.52
Fringe benefits	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	\$	16,390.38
Purchased Service (Custodial, fire and alarm, pest control etc)	263	263	263	263	263	263	263	263	263	263	263	263	\$	3,151.88
Lawn Maintenance	700	700	700	700	700	700	700	700	700	700	700	700	\$	8,405.00

Somerset Academy Cutler Bay K-5

														YEAR 3		
														100 % Enrollment		
Pest Control	140	140	140	140	140	140	140	140	140	140	140	140	140	140	\$	1,681.00
Security Services	105	105	105	105	105	105	105	105	105	105	105	105	105	105	\$	1,260.75
Property Insurance	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	\$	25,215.00
Telephone Services	315	315	315	315	315	315	315	315	315	315	315	315	315	315	\$	3,782.25
Water & Sewer	280	280	280	280	280	280	280	280	280	280	280	280	280	280	\$	3,362.00
Electricity	2,802	2,802	2,802	2,802	2,802	2,802	2,802	2,802	2,802	2,802	2,802	2,802	2,802	2,802	\$	33,620.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Operation of Plant</i>	<i>13,536</i>	<i>13,536</i>	<i>13,536</i>	<i>13,536</i>	<i>13,536</i>	<i>13,536</i>	<i>13,536</i>	<i>13,536</i>	<i>13,536</i>	<i>13,536</i>	<i>13,536</i>	<i>13,536</i>	<i>13,536</i>	<i>13,536</i>	\$	<i>162,429.78</i>
Maintenance of Plant																
Repairs & Maintenance		1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	\$	18,750.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Maintenance of Plant</i>	<i>-</i>	<i>1,705</i>	<i>1,705</i>	<i>1,705</i>	<i>1,705</i>	<i>1,705</i>	<i>1,705</i>	<i>1,705</i>	<i>1,705</i>	<i>1,705</i>	<i>1,705</i>	<i>1,705</i>	<i>1,705</i>	<i>1,705</i>	\$	<i>18,750.00</i>
Administrative Technology Services																
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Systems Operation	2,627	2,627	2,627	2,627	2,627	2,627	2,627	2,627	2,627	2,627	2,627	2,627	2,627	2,627	\$	31,518.75
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Administrative Technology Services</i>	<i>2,627</i>	<i>2,627</i>	<i>2,627</i>	<i>2,627</i>	<i>2,627</i>	<i>2,627</i>	<i>2,627</i>	<i>2,627</i>	<i>2,627</i>	<i>2,627</i>	<i>2,627</i>	<i>2,627</i>	<i>2,627</i>	<i>2,627</i>	\$	<i>31,518.75</i>
After Care Programs																
After Care Salary			-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total After Care Programs</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	\$	<i>-</i>
Debt Service																
Redemption of Principal		-	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Debt Service</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	\$	<i>-</i>
Contingency																
Operating expense contingency - 3% of FEFP														163,389	\$	163,388.67
<i>Sub-Total Contingency</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>163,389</i>	\$	<i>163,388.67</i>
Total Expenditures	\$ 122,331.67	\$ 410,299.04	\$ 560,900.61	\$ 548,024.62	\$ 422,790.12	\$ 422,790.12	\$ 427,517.93	\$ 422,790.12	\$ 446,790.12	\$ 427,517.93	\$ 422,790.12	\$ 586,178.79	\$ 5,220,721.21			
Excess of Revenues over Expenditures	\$ 459,050.01	\$ (7,170.39)	\$(124,476.35)	\$(80,957.12)	\$ 44,277.38	\$ 44,277.38	\$ 39,549.56	\$ 44,277.38	\$ 20,277.38	\$ 39,549.56	\$ 44,277.38	\$(119,111.29)	\$ 403,820.87			
Fund Balance	\$ 459,050.01	\$ 451,879.62	\$ 327,403.28	\$ 246,446.15	\$ 290,723.53	\$ 335,000.91	\$ 374,550.47	\$ 418,827.85	\$ 439,105.22	\$ 478,654.79	\$ 522,932.17	\$ 403,820.87				

Somerset Academy Cutler Bay K-5

													YEAR 4	
													100 % Enrollment	
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
REVENUES														
State Sources	413,207	413,207	413,207	413,207	413,207	413,207	413,207	413,207	413,207	413,207	413,207	413,207	\$	4,958,482.39
Federal Sources - NSLP funds 50% of students			20,135	20,135	20,135	20,135	20,135	20,135	20,135	20,135	20,135	20,135	\$	201,351.62
Local Sources - Lunch program paid students			13,993	13,993	13,993	13,993	13,993	13,993	13,993	13,993	13,993	13,993	\$	139,928.48
Capital Outlay				31,409	31,409	31,409	31,409	31,409	31,409	31,409	31,409	31,409	\$	282,683.79
Previous Years Balance Carry Forward	403,821												\$	403,820.87
Total Revenues	817,028	413,207	447,335	478,744	\$	5,986,267.15								
EXPENDITURES														
Instruction														
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		88,109	185,029	185,029	185,029	185,029	185,029	185,029	185,029	185,029	185,029	185,029	\$	1,938,403.13
Fringe Benefits		22,027	46,257	46,257	46,257	46,257	46,257	46,257	46,257	46,257	46,257	46,257	\$	484,600.78
Contracted Professional Services (includes Therapists & other contracted instructional services)				3,141	3,141	3,141	3,141	3,141	3,141	3,141	3,141	3,141	\$	28,268.38
Classroom Supplies & Equipment		23,988	23,988	24,715									\$	72,690.12
Teacher Supplies		9,329	9,329	9,611									\$	28,268.38
Textbooks		46,643	46,643	48,056									\$	141,341.89
Student Activities		10,661	10,661	10,984									\$	32,306.72
Computer - Equipment & Repairs for Instruction		21,322	21,322	21,969									\$	64,613.44
Software for Instruction		7,107	7,107	7,323									\$	21,537.81
<i>Sub-Total Instruction</i>	-	229,187	350,337	357,086	234,428	234,428	234,428	234,428	234,428	234,428	234,428	234,428	\$	2,812,030.64
Pupil Personnel Services														
Salaries (includes counselor, school nurse, health assistant)			4,308	4,308	4,308	4,308	4,308	4,308	4,308	4,308	4,308	4,308	\$	43,075.63
Fringe Benefits			1,077	1,077	1,077	1,077	1,077	1,077	1,077	1,077	1,077	1,077	\$	10,768.91
Contracted Professional Services (counseling and psychological, contracted nurse services)			404	404	404	404	404	404	404	404	404	404	\$	4,038.34
<i>Sub-Total Pupil Personnel Services</i>	-	-	5,788	5,788	5,788	5,788	5,788	5,788	5,788	5,788	5,788	5,788	\$	57,882.87
Media Services														
Salaries (includes Librarian)		1,958	4,112	4,112	4,112	4,112	4,112	4,112	4,112	4,112	4,112	4,112	\$	43,075.63
Fringe Benefits		489	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	\$	10,768.91
Library Books		1,346	1,346										\$	2,692.23
Audio Visual Materials		-	-										\$	-
<i>Sub-Total Media Services</i>	-	3,794	6,486	5,140	5,140	5,140	5,140	5,140	5,140	5,140	5,140	5,140	\$	56,536.76
Curriculum Development														
Salaries (includes Curriculum Specialist)		1,885	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	\$	41,460.29
Fringe Benefits		471	989	989	989	989	989	989	989	989	989	989	\$	10,365.07
Curriculum Planning, Research, Development and Evaluation	7,740	7,740	7,740	7,740	7,740	7,740	7,740	7,740	7,740	7,740	7,740	7,740	\$	92,881.82
Development Supplies		-	-										\$	-
Student Activities		12,115	12,115										\$	24,230.04
<i>Sub-Total Curriculum Development</i>	7,740	22,211	24,802	12,687	12,687	12,687	12,687	12,687	12,687	12,687	12,687	12,687	\$	168,937.22
Staff Development														
Workshops		12,000							12,000				\$	24,000.00
Travel		-							-				\$	-
Professional Services		12,000							12,000				\$	24,000.00
<i>Sub-Total Staff Development</i>	-	24,000	-	-	-	-	-	-	24,000	-	-	-	\$	48,000.00

Somerset Academy Cutler Bay K-5

													YEAR 4	
													100 % Enrollment	
Instruction Related Technology														
Salaries (includes Technology Personnel)													\$	-
Fringe Benefits													\$	-
EduSoft Software and Scanner	646	646											\$	1,292.27
Hardware Maintenance			1,914	1,914	1,914	1,914	1,914	1,914	1,914	1,914	1,914	1,914	\$	17,230.25
Computer Learning Labs													\$	-
Sub-Total Instruction Related Technology	646	646	1,914	\$	18,522.52									
Board														
Professional Services (Legal)	2,692												\$	2,692.23
Insurance	4,846		4,846				4,846				4,846		\$	19,384.03
Travel	2,154												\$	2,153.78
Sub-Total Board	9,692	-	4,846	-	-	4,846	-	-	4,846	-	-	4,846	\$	24,230.04
General Administration														
Management Fees	15,144	15,144	15,144	15,144	15,144	15,144	15,144	15,144	15,144	15,144	15,144	15,144	\$	181,725.29
Administrative Fee													\$	-
Sub-Total General Administration	15,144	\$	181,725.29											
School Administration														
Salaries (includes Principal, Secretary & other Office Personnel)	19,172	19,172	19,172	19,172	19,172	19,172	19,172	19,172	19,172	19,172	19,172	19,172	\$	230,069.76
Fringe Benefits	4,793	4,793	4,793	4,793	4,793	4,793	4,793	4,793	4,793	4,793	4,793	4,793	\$	57,517.44
Equipment Rental / Lease	323	323	323	323	323	323	323	323	323	323	323	323	\$	3,876.81
Travel				862									\$	861.51
Advertising and Promotion	13,461	13,461	13,461										\$	40,383.40
License Fees	215												\$	215.38
Uniforms	323												\$	323.07
Postage			215	215	215	215	215	215	215	215	215	215	\$	2,153.78
Printing	10,769	979	979	979	979	979	979	979	979	979	979	979	\$	21,537.81
Office Supplies	5,625	1,534	1,534	1,534	1,534	1,534	1,534	1,534	1,534	1,534	1,534	1,534	\$	22,500.00
Office Equipment	4,308												\$	4,307.56
Computer Equipment	2,154												\$	2,153.78
Sub-Total School Administration	61,143	40,263	40,478	27,879	27,017	\$	385,900.30							
Facilities Acquisition & Construction														
Building Lease / Rent - (See Budget Summary for Calculation)		51,397	51,397	51,397	51,397	51,397	51,397	51,397	51,397	51,397	51,397	51,397	\$	565,367.58
Remodeling & Renovations													\$	-
Purchase of Buildings & Fixed Equipment													\$	-
Land													\$	-
Sub-Total Facilities Acquisition & Construction	-	51,397	\$	565,367.58										
Fiscal Services														
Salaries (Accounting & Bookkeeping Personnel)													\$	-
Fringe Benefits													\$	-
Fee to County School Board - up to 250 students	6,887	6,887	6,887	6,887	6,887	6,887	6,887	6,887	6,887	6,887	6,887	6,887	\$	82,641.37
Planning, Research, Development and Evaluation	7,404	7,404	7,404	7,404	7,404	7,404	7,404	7,404	7,404	7,404	7,404	7,404	\$	88,843.48
Professional Services (payroll, accounting, auditing)	673	673	673	673	673	673	673	673	673	673	673	673	\$	8,076.68
Sub-Total Fiscal Services	14,963	\$	179,561.53											
Food Services														
Salaries (Food Service Workers)			4,523	4,523	4,523	4,523	4,523	4,523	4,523	4,523	4,523	4,523	\$	45,229.41
Fringe Benefits			1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131	\$	11,307.35
Food													\$	-
Materials & Supplies - Vendor provided meals 85% Participation			28,422	28,422	28,422	28,422	28,422	28,422	28,422	28,422	28,422	28,422	\$	284,218.36
Equipment Rental / Lease													\$	-
Inspection fees													\$	-
Sub-Total Food Services	-	-	34,076	\$	340,755.12									

Somerset Academy Cutler Bay K-5

													YEAR 4		
													100 % Enrollment		
Pupil Transportation Services															
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	\$	-	
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$	-	
Contracted Transportation Services - \$225 per bus 23% utilization			12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	\$	121,500.00	
Insurance			-	-	-	-	-	-	-	-	-	-	\$	-	
Buses			-	-	-	-	-	-	-	-	-	-	\$	-	
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	\$	-	
Fuel			-	-	-	-	-	-	-	-	-	-	\$	-	
Sub-Total Pupil Transportation Services			12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	\$	121,500.00	
Operation of Plant															
Salaries (Custodian, crossing guards, security)	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	\$	67,200.56
Fringe benefits	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	\$	16,800.14	
Purchased Service (Custodial, fire and alarm, pest control etc)	269	269	269	269	269	269	269	269	269	269	269	269	\$	3,230.67	
Lawn Maintenance	718	718	718	718	718	718	718	718	718	718	718	718	\$	8,615.13	
Pest Control	144	144	144	144	144	144	144	144	144	144	144	144	\$	1,723.03	
Security Services	108	108	108	108	108	108	108	108	108	108	108	108	\$	1,292.27	
Property Insurance	2,154	2,154	2,154	2,154	2,154	2,154	2,154	2,154	2,154	2,154	2,154	2,154	\$	25,845.38	
Telephone Services	323	323	323	323	323	323	323	323	323	323	323	323	\$	3,876.81	
Water & Sewer	287	287	287	287	287	287	287	287	287	287	287	287	\$	3,446.05	
Electricity	2,872	2,872	2,872	2,872	2,872	2,872	2,872	2,872	2,872	2,872	2,872	2,872	\$	34,460.50	
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$	-	
Sub-Total Operation of Plant	13,874	13,874	13,874	13,874	13,874	13,874	13,874	13,874	13,874	13,874	13,874	13,874	\$	166,490.52	
Maintenance of Plant															
Repairs & Maintenance		1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	\$	18,750.00	
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$	-	
Sub-Total Maintenance of Plant		1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	\$	18,750.00	
Administrative Technology Services															
Internal Technology Support		-	-	-	-	-	-	-	-	-	-	-	\$	-	
Technology Personnel		-	-	-	-	-	-	-	-	-	-	-	\$	-	
Systems Operation	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	\$	32,306.72	
Systems Planning & Analysis		-	-	-	-	-	-	-	-	-	-	-	\$	-	
Sub-Total Administrative Technology Services	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	\$	32,306.72	
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 - 3% of FEFP														\$	167,473.39
Sub-Total Contingency														\$	167,473.39
Total Expenditures	\$ 125,249.33	\$ 419,875.55	\$ 574,538.41	\$ 561,340.52	\$ 432,975.16	\$ 432,975.16	\$ 437,821.17	\$ 432,975.16	\$ 456,975.16	\$ 437,821.17	\$ 432,975.16	\$ 600,448.55	\$	5,345,970.49	
Excess of Revenues over Expenditures	\$ 691,778.40	\$ (6,668.68)	\$ (127,203.54)	\$ (82,596.34)	\$ 45,769.03	\$ 45,769.03	\$ 40,923.02	\$ 45,769.03	\$ 21,769.03	\$ 40,923.02	\$ 45,769.03	\$ (121,704.36)	\$	640,296.66	
Fund Balance	\$ 691,778.40	\$ 685,109.72	\$ 557,906.19	\$ 475,309.85	\$ 521,078.88	\$ 566,847.90	\$ 607,770.92	\$ 653,539.95	\$ 675,308.98	\$ 716,232.00	\$ 762,001.03	\$ 640,296.66			

Somerset Academy Cutler Bay K-5

													YEAR 4
													100 % Enrollment
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources	423,537	423,537	423,537	423,537	423,537	423,537	423,537	423,537	423,537	423,537	423,537	423,537	\$ 5,082,444.45
Federal Sources - NSLP funds 50% of students			20,639	20,639	20,639	20,639	20,639	20,639	20,639	20,639	20,639	20,639	\$ 206,385.42
Local Sources - Lunch program paid students			14,343	14,343	14,343	14,343	14,343	14,343	14,343	14,343	14,343	14,343	\$ 143,426.69
Capital Outlay			32,195	32,195	32,195	32,195	32,195	32,195	32,195	32,195	32,195	32,195	\$ 289,750.88
Previous Years Balance Carry Forward	640,297												\$ 640,296.66
Total Revenues	1,063,834	423,537	458,518	490,713	\$ 6,362,304.10								
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		90,312	189,655	189,655	189,655	189,655	189,655	189,655	189,655	189,655	189,655	189,655	\$ 1,986,863.20
Fringe Benefits		22,578	47,414	47,414	47,414	47,414	47,414	47,414	47,414	47,414	47,414	47,414	\$ 496,715.80
Contracted Professional Services (includes Therapists & other contracted instructional services)			3,219	3,219	3,219	3,219	3,219	3,219	3,219	3,219	3,219	3,219	\$ 28,975.09
Classroom Supplies & Equipment		24,587	24,587	25,333									\$ 74,507.37
Teacher Supplies		9,562	9,562	9,852									\$ 28,975.09
Textbooks		47,809	47,809	49,258									\$ 144,875.44
Student Activities		10,928	10,928	11,259									\$ 33,114.39
Computer - Equipment & Repairs for Instruction		21,855	21,855	22,518									\$ 66,228.77
Software for Instruction		7,285	7,285	7,506									\$ 22,076.26
<i>Sub-Total Instruction</i>	-	234,916	359,095	366,013	240,288	240,288	240,288	240,288	240,288	240,288	240,288	240,288	\$ 2,882,331.41
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			4,415	4,415	4,415	4,415	4,415	4,415	4,415	4,415	4,415	4,415	\$ 44,152.52
Fringe Benefits			1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	\$ 11,038.13
Contracted Professional Services (counseling and psychological, contracted nurse services)			414	414	414	414	414	414	414	414	414	414	\$ 4,139.30
<i>Sub-Total Pupil Personnel Services</i>	-	-	5,933	5,933	5,933	5,933	5,933	5,933	5,933	5,933	5,933	5,933	\$ 59,329.94
Media Services													
Salaries (includes Librarian)		2,007	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	\$ 44,152.52
Fringe Benefits		502	1,054	1,054	1,054	1,054	1,054	1,054	1,054	1,054	1,054	1,054	\$ 11,038.13
Library Books		1,380	1,380										\$ 2,759.53
Audio Visual Materials		-	-										\$ -
<i>Sub-Total Media Services</i>	-	3,888	6,648	5,268	5,268	5,268	5,268	5,268	5,268	5,268	5,268	5,268	\$ 57,950.18
Curriculum Development													
Salaries (includes Curriculum Specialist)		1,932	4,057	4,057	4,057	4,057	4,057	4,057	4,057	4,057	4,057	4,057	\$ 42,496.80
Fringe Benefits		483	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	\$ 10,624.20
Curriculum Planning, Research, Development and Evaluation	7,934	7,934	7,934	7,934	7,934	7,934	7,934	7,934	7,934	7,934	7,934	7,934	\$ 95,203.86
Development Supplies		-	-										\$ -
Student Activities		12,418	12,418										\$ 24,835.79
<i>Sub-Total Curriculum Development</i>	7,934	22,766	25,422	13,004	13,004	13,004	13,004	13,004	13,004	13,004	13,004	13,004	\$ 173,160.65
Staff Development													
Workshops		12,000							12,000				\$ 24,000.00
Travel		-							-				\$ -
Professional Services		12,000							12,000				\$ 24,000.00
<i>Sub-Total Staff Development</i>	-	24,000	-	-	-	-	-	-	24,000	-	-	-	\$ 48,000.00
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
EduSoft Software and Scanner		662	662										\$ 1,324.58
Hardware Maintenance		-	-	1,962	1,962	1,962	1,962	1,962	1,962	1,962	1,962	1,962	\$ 17,661.01
Computer Learning Labs		-	-										\$ -
<i>Sub-Total Instruction Related Technology</i>	-	662	662	1,962	1,962	1,962	1,962	1,962	1,962	1,962	1,962	1,962	\$ 18,985.58
Board													

Somerset Academy Cutler Bay K-5

													YEAR 4	
													100 % Enrollment	
Salaries (Custodian, crossing guards, security)	5,740	5,740	5,740	5,740	5,740	5,740	5,740	5,740	5,740	5,740	5,740	5,740	\$	68,880.57
Fringe benefits	1,435	1,435	1,435	1,435	1,435	1,435	1,435	1,435	1,435	1,435	1,435	1,435	\$	17,220.14
Purchased Service (Custodial, fire and alarm, pest control etc)	276	276	276	276	276	276	276	276	276	276	276	276	\$	3,311.44
Lawn Maintenance	736	736	736	736	736	736	736	736	736	736	736	736	\$	8,830.50
Pest Control	147	147	147	147	147	147	147	147	147	147	147	147	\$	1,766.10
Security Services	110	110	110	110	110	110	110	110	110	110	110	110	\$	1,324.58
Property Insurance	2,208	2,208	2,208	2,208	2,208	2,208	2,208	2,208	2,208	2,208	2,208	2,208	\$	26,491.51
Telephone Services	331	331	331	331	331	331	331	331	331	331	331	331	\$	3,973.73
Water & Sewer	294	294	294	294	294	294	294	294	294	294	294	294	\$	3,532.20
Electricity	2,944	2,944	2,944	2,944	2,944	2,944	2,944	2,944	2,944	2,944	2,944	2,944	\$	35,322.01
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Operation of Plant</i>	14,221	14,221	14,221	14,221	14,221	14,221	14,221	14,221	14,221	14,221	14,221	14,221	\$	170,652.78
Maintenance of Plant														
Repairs & Maintenance		1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	\$	18,750.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Maintenance of Plant</i>		1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	\$	18,750.00
Administrative Technology Services														
Internal Technology Support		-	-	-	-	-	-	-	-	-	-	-	\$	-
Technology Personnel		-	-	-	-	-	-	-	-	-	-	-	\$	-
Systems Operation	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	\$	33,114.39
Systems Planning & Analysis		-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Administrative Technology Services</i>	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	\$	33,114.39
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 - 3% of FEFP												171,660	\$	171,660.22
<i>Sub-Total Contingency</i>												171,660	\$	171,660.22
Total Expenditures	\$ 128,239.94	\$ 429,691.47	\$ 588,517.16	\$ 574,989.32	\$ 443,414.82	\$ 443,414.82	\$ 448,381.98	\$ 443,414.82	\$ 467,414.82	\$ 448,381.98	\$ 443,414.82	\$ 615,075.04	\$	5,474,351.00
Excess of Revenues over Expenditures	\$ 935,593.76	\$ (6,154.43)	\$ (129,998.91)	\$ (84,276.53)	\$ 47,297.97	\$ 47,297.97	\$ 42,330.81	\$ 47,297.97	\$ 23,297.97	\$ 42,330.81	\$ 47,297.97	\$ (124,362.25)	\$	887,953.10
Fund Balance	\$ 935,593.76	\$ 929,439.33	\$ 799,440.42	\$ 715,163.89	\$ 762,461.86	\$ 809,759.83	\$ 852,090.64	\$ 899,388.61	\$ 922,686.58	\$ 965,017.39	#####	\$ 887,953.10		

Somerset Academy Cutler Bay K-5

Enter District: Dade

ESE Percent	10.00%				
ESOL Percent	15.00%				
Free & Reduced Lunch Percent	50.00%				
Occupancy		98%	98%	98%	98%

Homeroom Classrooms

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	7	7	7	7	7
1st Grade	7	7	7	7	7
2nd Grade	6	7	7	7	7
3rd Grade	5	6	7	7	7
4th Grade	3	5	6	6	6
5th Grade	2	3	6	6	6
6th Grade					
7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade					
	30	35	40	40	40

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	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
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

Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	124	124	123	123	123
1st Grade	124	124	123	123	123
2nd Grade	106	124	123	123	123
3rd Grade	88	106	123	123	123
4th Grade	65	108	129	129	129
5th Grade	43	65	129	129	129
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
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
	550	650	750	750	750

ESE Guaranteed Allocation:	Grade Level	Matrix Level	FTE
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. <i>The total should equal all FTE from programs 111, 112 & 113 above.</i>	K-3	251	44
	K-3	252	
	K-3	253	
	4-8	251	11
	4-8	252	
	4-8	253	
	9-12	251	0
	9-12	252	
	9-12	253	
	Total ESE:		

Staffing Matrix

Staffing Matrix

Somerset Academy Cutler Bay K-5

Fringe Benefit Rate	25.00%	
FICA	6.20%	
Medicare	1.45%	
FUTA	\$ 189.00	
SUTA	\$ 189.00	
Workers Comp	0.88%	
401K Contribution	3.00%	
Health Insurance per Employee	\$ 4,620.00	\$385 Per month per Employee
Average Pay	\$ 35,994.56	

		Yr1		Yr2		Yr3		Yr4		Yr5	
		High	Low								
Instruction Staff											
Homeroom Teachers	38,500	30	15	35	18	40	20	40	20	40	20
Substitute Teachers	1,100	30	15	35	18	40	20	40	20	40	20
Other Teachers (ESE, ESOL, Reading/Math Coaches)	40,000	3	1	4	2	4	2	4	2	4	1
Paraprofessionals	14,000	3	2	4	2	4	2	4	2	4	3
	93,600	36	18	43	22	48	24	48	24	48	24
Pupil Personnel Services											
Counselor / ESE	40,000	1.00	1	1	1	1	1	1	1	1	1
	40,000	1	1	1	1	1	-	1	-	1	1
Media Services											
Media Specialist	40,000	1.00		1		1		1		1	
	40,000	1	-	1	-	1	-	1	-	1	-
Curriculum Development											
Service Learning Advisor	38,500	1	1	1	0.50	1	1	1	1	1	1
	38,500	1	1	1	1	1	1	1	1	1	1
School Administration											
Principal	85,000	1.00	0.75	1.00	0.75	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal	60,000	-	-	-	-	1	1	1	1	1	1
Administrative Assistant	24,961	1	1	1	1	1	1	1	1	1	1
Registrar	22,881	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Other Clerical	20,801	1		1		1	1	1	1	1	1
	213,643	4.00	3	4	3	5	5	5	5	5	5
Food Services											
Food Service Workers	14,000	2	1	2	1	3	1	3	1	3	1
	14,000	2	1	2	1	3	1	3	1	3	1
Operation of Plant											
Custodian	20,801	1		1		2		2		2	
Security	20,801	1		1		1		1		1	
	41,602	2	-	2	-	3	-	3	-	3	-
TOTAL EMPLOYEES		47	23	54	27	62	31	62	31	62	32
Salary Inflation	2.5%										
Instruction Staff											
Homeroom Teachers		1,155,000	577,500	1,381,188	690,594	1,617,963	808,981	1,658,412	829,206	1,699,872	849,936
Substitute Teachers		33,000	16,500	39,463	19,731	46,228	23,114	47,383	23,692	48,568	24,284
Other Teachers (ESE, ESOL, Reading/Math Coaches)		120,000	40,000	164,000	82,000	168,100	84,050	172,303	86,151	176,610	88,153
Paraprofessionals		42,000	28,000	57,400	28,700	58,835	29,418	60,306	30,153	61,814	30,907
		1,350,000	662,000	1,642,050	821,025	1,891,125	945,563	1,938,403	969,202	1,986,863	964,732
Benefits:		337,500	165,500	410,513	205,256	472,781	236,391	484,601	242,300	496,716	241,183
Pupil Personnel Services											
Counselor		40,000	40,000	41,000	41,000	42,025	-	43,076	-	44,153	44,153
		40,000	40,000	41,000	41,000	42,025	-	43,076	-	44,153	44,153
Benefits:		10,000	10,000	10,250	10,250	10,506	-	10,769	-	11,038	11,038
Media Services											
Media Specialist		40,000	-	41,000	-	42,025	-	43,076	-	44,153	-
		40,000	-	41,000	-	42,025	-	43,076	-	44,153	-
Benefits:		10,000	-	10,250	-	10,506	-	10,769	-	11,038	-
Curriculum Development											
Curriculum Specialist		38,500	19,250	39,463	19,731	40,449	40,449	41,460	41,460	42,497	42,497
		38,500	19,250	39,463	19,731	40,449	40,449	41,460	41,460	42,497	42,497
Benefits:		9,625	4,813	9,866	4,933	10,112	10,112	10,365	10,365	10,624	10,624
School Administration											
Principal		85,000	63,750	87,125	65,344	89,303	89,303	91,536	91,536	93,824	93,824
Assistant Principal		-	-	-	-	63,038	63,038	64,613	64,613	66,229	66,229
Administrative Assistant		24,961	24,961	25,585	25,585	26,225	26,225	26,880	26,880	27,552	27,552
Registrar		22,881	22,881	23,453	23,453	24,039	24,039	24,640	24,640	25,256	25,256
Other		20,801	-	21,321	-	21,854	21,854	22,400	22,400	22,960	22,960
		153,643	111,592	157,484	114,382	162,458	162,458	167,076	167,076	171,824	171,824
Benefits:		38,411	27,896	39,371	28,595	40,315	40,315	41,261	41,261	42,217	42,217
Food Services											
Food Service Workers		28,000	14,000	28,700	14,350	29,412	14,709	30,129	15,076	30,792	15,453
		28,000	14,000	28,700	14,350	29,412	14,709	30,129	15,076	30,792	15,453
Benefits:		7,000	3,500	7,175	3,588	7,356	3,677	7,542	3,769	7,732	3,863
Operation of Plant											
Custodian		20,801	-	21,321	-	21,854	-	22,400	-	22,960	-
Security		20,801	-	21,321	-	21,854	-	22,400	-	22,960	-
		41,602	-	42,642	-	43,708	-	44,800	-	45,920	-
Benefits:		10,400	-	10,660	-	10,920	-	11,180	-	11,440	-
Total Payroll & Benefits		2,114,680	1,058,552	2,490,422	1,263,110	2,937,213	1,531,473	3,010,643	1,569,760	3,085,909	1,628,321

Start-up Budget

Somerset Academy Cutler Bay K-5

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 has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

Revenue Estimate Worksheet for Somerset Academy Cutler Bay K-5
Based on the First Calculation of the FEFP 2011-12

School District: **Miami-Dade**

1. 2011-12 FEFP State and Local Funding

Base Student Allocation \$3,479.22 District Cost Differential: 1.0101

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2011-12 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	331.43	1.102	365.2304	\$ 1,283,551
111 Basic K-3 with ESE Services	44.19	1.102	48.6974	\$ 171,140
102 Basic 4-8	81.02	1.000	81.0150	\$ 284,716
112 Basic 4-8 with ESE Services	10.80	1.000	10.8020	\$ 37,962
103 Basic 9-12	0.00	1.019	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.019	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.550	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.550	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.550	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.022	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.022	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.022	0.0000	\$ -
130 ESOL (Grade Level PK-3)	66.29	1.161	76.9569	\$ 270,454
130 ESOL (Grade Level 4-8)	16.20	1.161	18.8117	\$ 66,111
130 ESOL (Grade Level 9-12)	0.00	1.161	0.0000	\$ -
300 Career Education (Grades 9-12)		0.999	0.0000	\$ -
Totals	549.92		601.5134	\$ 2,113,934

ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student
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.	44.19	PK-3	251	\$ 1,070 \$ 47,283
		PK-3	252	\$ 3,455 \$ -
		PK-3	253	\$ 7,050 \$ -
	10.80	4-8	251	\$ 1,200 \$ 12,962
		4-8	252	\$ 3,584 \$ -
		4-8	253	\$ 7,179 \$ -
	0.00	9-12	251	\$ 854 \$ -
		9-12	252	\$ 3,238 \$ -
		9-12	253	\$ 6,833 \$ -
Total FTE with ESE Services	54.99			Total from ESE Guarantee \$ 60,245

3. Supplemental Academic Instruction:		Per Student
District SAI Allocation divided by district FTE (with eligible services)	##### 346,352.58	\$ 327 \$ 179,824

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 \$ 2,354,003

5. Class size Reduction Funds:	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	
PK - 3	490.8847		1.0101	1322.25	=	655,628
4-8	110.6287		1.0101	901.91	=	100,785
9-12	0.0000		1.0101	904.09	=	0
Total *	601.5134			Total Class Size Reduction Funds	\$	756,413

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

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above: 601.5134 by district's WFTE: 374,017.13 to obtain school's WFTE share. 1 0.1608%

6B. Divide school's Unweighted FTE (UFTE) total computed				
in (b) above:	<u>549.92</u>	by district's UFTE:	<u>346,352.58</u>	
to obtain school's UFTE share.				0.1588%
6C. Divide school's High School Unweighted FTE (UFTE) total computed				
in (b) above:	<u>0.00</u>	by district's UFTE:	<u>346,352.58</u>	
to obtain school's UFTE share.				0.0000%
	Letters Refer to Notes At Bottom:			
7. Other FEFP (WFTE share)	(a)	<u>9,778,182</u>	x	0.1608% \$ <u>15,723</u>
Applicable to all Charter Schools:				
Declining Enrollment		0		
Sparsity Supplement		0		
Program Related Requirements:				
Safe Schools		9,778,182		
Lab School Discretionary		0		
8. Discretionary Local Effort (WFTE share)	(d)	<u>128,688,826</u>	x	0.1608% \$ <u>206,932</u>
9. Discretionary Millage Compression Allocation				
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.1588% \$ <u>-</u>
.250 mills (UFTE share)	(b)	<u>0</u>	x	0.1588% \$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.1608% \$ <u>-</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>1,018,720</u>	x	0.1608% \$ <u>1,638</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>26,065,539</u>	x	0.1588% \$ <u>41,392</u>
Science Laboratory Materials (high school only)	(c)	<u>407,082</u>	x	0.0000% \$ <u>-</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)				
13. Student Transportation	(e)			
		Enter All Riders	x	##### \$ <u>-</u>
		Enter ESE Student Riders	x	##### \$ <u>-</u>
14. Florida Teachers Lead Program Stipend	(f)			
15. Food Service Allocation	(g)			
16. Performance Pay Plan				
				Total \$ <u>3,376,101</u>
				Per Student FEFP: \$ <u>6,139</u>

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
 - (b) District allocations multiplied by percentage from item 6B.
 - (c) District allocations multiplied by percentage from item 6C.
 - (d) Proceeds of 0.748 and 0.25 critical operating millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
(d) District allocations multiplied by percentage from item 6C.
 - (e) 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 1012.71, Florida Statutes
 - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
 - (h) If the district's decision is to use the State Fiscal Stabilization Funds, then the charter school will have to comply with the district's requirements for assurances and reporting.
 - (i) As provided in the 2008 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.
- 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 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 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%.*
- 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.*