AcadeMir at Palm Orchard
(APO)



Model Florida Charter School Application
High-Performing Charter School System Replication

Submitted to Miami-Dade County Public Schools
on

MODEL FLORIDA CHARTER SCHOOL APPLICATION HIGH-PERFORMING CHARTER SCHOOL SYSTEM REPLICATION

Rule 6A-6.0786
Form IEPC-HPS1
Effective September 2023

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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: AcadeMir at Palm Orchard (APO)

NAME OF HIGH-PERFORMING CHARTER SCHOOL SYSTEM SUBMITTING APPLICATION:

AcadeMir Charter Schools, Inc.

NAME OF NON-PROFIT GOVERNING BOARD UNDER WHICH CHARTER WILL BE OPERATED:

AcadeMir Charter Schools, Inc.

NAME AND MASTER SCHOOL IDENTIFICATION NUMBER (MSID) OF THE HIGH-PERFORMING CHARTER SCHOOL BEING REPLICATED: AcadeMir Charter School Preparatory (13-1015)

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: **Rolando Mir**
TITLE/RELATIONSHIP TO NON-PROFIT: **Senior Executive at Superior Charter School Services**
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Names, roles, and current employment of all persons on applicant group, i.e., anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

Full Name	Current Job Title & Employer	Role with Proposed School
Ms. Olivia Bernal	COO, Superior Charter School	ESP Provider
Mr. Rolando Mir	Senior Executive at Superior Charter School	ESP Provider
Mrs. Esther Mir	Superior Charter School Services	ESP Provider
Mr. Alexander Casas	Chief of Police, FIU	Governing Board Chair
Mr. Steve Gardner	CPA	Financial and Budget Development

Projected Date of School Opening (Month/Year): August 2026

X Will contract or partner with an Education Service Provider (ESP). *(See definition of an ESP in the Addendum, which applicant must complete if using an ESP.)*

Name of ESP: Superior Charter School Services

Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
K	108	126	126	162	216
1	90	108	126	126	180
2	90	90	108	126	142
3	36	90	90	126	126
4	44	44	90	110	154
5	22	44	44	110	110
6	88	88	140	176	220
7	22	88	88	154	198
8	0	22	88	110	154
TOTAL	500	700	900	1200	1500

Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Alexander Casas	Current	Board Chair	__x_ Information Sheet __x__Resume
Tirso Alonso	Current	Vice Chair	_x__ Information Sheet _x__ Resume
Joanna Pino	Current	Secretary	__x_ Information Sheet __x__Resume
Ruben Perez	Current	Member	__x_ Information Sheet __x__Resume

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 *Title*

_____ _____

Printed Name *Date*

EXECUTIVE SUMMARY

AcadeMir at Palm Orchard (APO) will be a tuition-free public charter school designed to deliver a rigorous academic program to Kindergarten through Eighth grade students who reside in Miami-Dade County. APO is intended to be a Replication of AcadeMir Charter School Preparatory (ACSP), an existing high performing school model. AcadeMir at Palm Orchard (APO), will provide students with a well-rounded K-8 education through academic rigor, emphasizing STEM (Science, Technology, Engineering, Mathematics) education, using research based instructional methods, and creating a nurturing environment that is responsive to students' needs. Through academic rigor, activities that make curriculum relevant to students' lives and through relationship building among all stakeholders, APO will establish a positive learning community to foster student growth, by providing a safe learning environment that addresses both the academic and socio-emotional needs of students.

The mission of AcadeMir at Palm Orchard (APO) is to prepare students for the academic and professional demands of the 21st century by immersing them in an educational environment where Science, Technology, Engineering, and Mathematics (STEM) are interwoven into daily instruction.

The mission is to make core subjects relevant and engaging while nurturing curiosity, a passion for learning, and the skills needed to solve real world problems. Through hands on learning, inquiry-based instruction and purposeful technology integration, students will be empowered to become logical thinkers, effective communicators and responsible global citizens.

APO will provide students with a high-quality education through the utilization of research-based programs; project based learning and state-of-the-art technology which will prepare students for the demands of the 21st century STEM related careers. APO will establish a supportive learning community that extends beyond the classroom, through the implementation of Rigor, and Relationships. AcadeMir at Palm Orchard (APO) will prepare students for the academic and professional demands of the 21st century by immersing them in an educational environment where Science, Technology, Engineering, and Mathematics (STEM) are interwoven into daily instruction.

APO's academic program integrates accelerated learning, STEM instruction, and real-world application through a vertically aligned K–8 model. Acceleration will be implemented through differentiated instruction, flexible grouping, and standards-based enrichment opportunities that extend beyond grade-level expectations, particularly in mathematics and science. Students demonstrating readiness will have access to advanced coursework, project-based extensions that deepen conceptual understanding and problem-solving skills, and Dual Enrollment. STEM integration will occur across all curricular areas through interdisciplinary, project-based learning experiences aligned to Florida B.E.S.T. Standards. Core subjects will incorporate engineering design processes, data analysis, and technology integration, ensuring that students apply academic content to real-world scenarios. Programs such as Project Lead the Way (PLTW) and STEM enrichment blocks will provide structured opportunities for hands-on learning and innovation.

To support college and career awareness, students will engage in career exploration activities, exposure to STEM-related fields, and skill development aligned to 21st-century competencies, including critical thinking, collaboration, communication, and creativity. These components are embedded within the instructional framework to ensure coherence between curriculum, instruction, and student outcomes.

APO's educational model is designed for all students including English Language Learners, Students with Disabilities, and Advanced Learners. As students progress from Kindergarten through 8th grade, they will demonstrate progress in achieving the Florida B.E.S.T. Standards and the Next Generation Sunshine State Standards. Our goal is to develop students into critical thinkers and problem solvers by providing them with hands on learning experiences that will enable all students to achieve academic success and college and career readiness. Students will receive instruction that engages, challenges, and meets their individual learning needs, as such students who benefit from specialized instruction, acceleration, remediation, and/or require accommodations will be provided with the appropriate support and resources as determined by their IEP, 504 Plans, EP, ELL Plans and/or through interventions or enrichments designed to meet individual student needs. APO will implement a multi-tiered Response to Intervention (RtI) model targeted for those students that require intensive instructional or behavioral interventions in alignment with core instruction.

AcadeMir Charter Schools maintains an educational culture of academic excellence and high expectations for students, teachers, and staff. AcadeMir at Palm Orchard (APO) will be staffed with highly qualified teachers, thus providing an enriching learning environment where students can flourish as individuals while acquiring knowledge and skills essential to their future academic and social development. APO will provide students with opportunities for college and career readiness, our commitment to educational excellence drives our efforts to implement best practices and improve student achievement. As such teacher development and support is a priority as we know they are key stakeholders in our pursuit of excellence. APO is committed to continual professional growth and development in efforts to build the instructional capacity of teachers and staff. Teachers will have an opportunity to participate in school-based professional learning communities (PLC), book studies and lesson studies, district PD's, attend conferences, and participate in common planning and cross curricular planning where educators will work collaboratively using a cycle of continuous improvement to achieve goals that align with individual students, classes, and school goals for improved student achievement.

Our families are highly valued and are integral members of the educational community. Parental and community involvement in the school is fundamental and a required part of the AcadeMir Charter School model. APO believes that student learning is enhanced when the school encourages parents to take an active role in their child's academic development. The commitment to ongoing communication between the school and the home will be critical to the success of the students and school. Parents and community members will have opportunities to become involved by participating in school wide activities and events, volunteering time and efforts, participating in EESAC, attending parent teacher conferences, and attending parent workshops. By providing parent resources and outreach opportunities we will cultivate a network of people that will help us meet the academic, social, and emotional needs of our students

AcadeMir at Palm Orchard (APO) will be governed by an established Governing Board of Directors who will play a vital role in the school and who have a successful track record overseeing other AcadeMir Schools. The Board is currently composed of members of the community who possess expertise in various areas of importance to the oversight of a charter school and currently governs six AcadeMir Charter Schools in Miami Dade County. The Governing Board will set policy, promote the vision/ mission of the school, and ensure that the school complies with its charter contract and applicable statutes. APO will enter a contractual relationship with an Education Service Provider (ESP) for the purpose of obtaining professional services for the planning, design, operations and development of APO.

Section 1: Replication Overview

A. Identify the High-Performing Charter System that is submitting the application and include as Attachment A the Commissioner of Education letter pursuant to s. 1002.332, F.S., designating the system as High-Performing. (NA)

B. Identify the High-Performing Charter School that the applicant intends to replicate and include as Attachment B the Commissioner of Education letter pursuant to s. 1002.331, F.S., designating the school as High-Performing.

AcadeMir at Palm Orchard will replicate the educational programs of AcadeMir Charter School Preparatory which has been designated as a High Performing School.

C. Describe how the proposed school will be substantially similar to the high-performing school that is being replicated.

AcadeMir at Palm Orchard will replicate the successful educational programs of AcadeMir Charter School Preparatory. AcadeMir Charter School Preparatory has established itself as a high-performing educational institution in the Miami-Dade area. The educational program is designed to improve student performance by offering a rigorous academic curriculum with a focus on STEM education, preparing students for 21st-century careers. This program has demonstrated its effectiveness in elevating academic outcomes for a diverse student population, ensuring that the school's model will significantly benefit students in the target population. With a little over 1,100 students and a 79% economically disadvantaged rate, AcadeMir Charter School Preparatory demonstrates strong academic performance across all content areas. In English Language Arts, 43.8% of students scored at Levels 4–5, surpassing both Miami-Dade (41.7%) and statewide averages (36.4%). In Mathematics, 37.2% of students achieved Levels 4–5, outperforming district (34.1%) and state (36.9%) results. Science and Social Studies scores also exceeded district and state performance levels, with a large percentage of students reaching proficiency or above. Additionally, 70% of middle school students participated in acceleration opportunities, highlighting the school's commitment to academic excellence and advanced learning pathways.

AcadeMir Charter School Preparatory is Cognia accredited and a high-performing charter school. The educational design and instructional practices implemented at this school have proven highly effective, and they will be faithfully replicated to ensure the success of the new school. In pursuit of excellence and continuous improvement, AcadeMir Charter Schools has adhered to a rigorous system of accountability and quality assurance, which is reflected in its commitment to academic success. As the Governing Board oversees the replication process, they will ensure that the same high standards that have contributed to AcadeMir's success are integrated into the new school. The proposed school will therefore operate under the same accreditation and accountability standards, ensuring the highest quality of education from its inception. AcadeMir Charter Schools has a long history of compliance with legal, organizational, and financial requirements while continuously improving academic performance across its network. Over the past ten years, AcadeMir has expanded to include five schools in Miami-Dade County. This track record of success and demand for AcadeMir's programs, including waiting lists for enrollment, demonstrates the effectiveness of the educational model, which will be replicated at the new location. The expansion of AcadeMir's educational services has been driven by its commitment to providing an innovative and academically rigorous STEM curriculum, which has successfully prepared students for future college and career opportunities. Together with its management company, Superior Charter School Services, AcadeMir has also demonstrated proficiency in facility acquisition, which will be vital for supporting the new school's

growth. The focus will be on providing a comprehensive, innovative educational experience that emphasizes mathematics, science, and critical thinking, preparing students to succeed in the 21st century.

The educational model that will be replicated is rooted in a strong commitment to the following best practices, which have contributed to AcadeMir Charter School Preparatory's success:

- Creating a safe, nurturing academic environment where all students will achieve high academic standards.
- Utilizing research-based curricula that emphasize mathematics, science, and reading.
- Providing ongoing professional development to staff and administrators to facilitate high quality teaching and leadership.
- Exposing students to challenging academic experiences and rigorous STEM learning opportunities across all subject areas.
- Ensuring the recruitment and retention of highly qualified teachers and staff.
- Meeting or exceeding state and district performance standards for student achievement.
- Serving students with specialized instructional needs through individualized plans and a multi-tiered Response to Intervention (RtI) model.

AcadeMir at Palm Orchard (APO) will serve a student population that reflects the diversity of the surrounding community and the demographic makeup of the existing AcadeMir Charter Schools. The proposed school expects to enroll students from a variety of racial, ethnic, and socioeconomic backgrounds, with a significant portion of the student body being English Language Learners (ELL) and students with disabilities (SWD). The school will aim to replicate the success of AcadeMir's current campuses by maintaining high expectations for student achievement and fostering a learning environment that supports academic growth and success for all students. (Source*https://edudata.fldoe.org/AdvancedReports.html)

Schools	ED	ELL	SWD	Hispanic	African American
Miami Community Charter Elementary School	89%	40%	9%	90%	9%
Miami Community Charter Middle School	90%	30%	9%	92%	7%
West Homestead K-8 Center	81%	59%	9%	78%	21%
Florida City Elementary	100%	26%	16%	47%	51%
Homestead Middle School	100%	24%	27%	53%	46%
AcadeMir Charter School Preparatory *School to be Replicated	79%	25%	7%	96%	2%

D. If the applicant's projected student population is substantially different than the student population in the high-performing school that is being replicated, describe any modifications to the educational program that are necessary to ensure student success.

Based on the demographic data for the surrounding area of APO, the projected student population is expected to include a higher proportion of English Language Learners (ELLs) than the current population served at ACSP. To meet the needs of these learners, the educational program will be strengthened through the hiring of ESOL endorsed teachers**.** The AcadeMir network of schools offers a competitive salary and benefits package and has consistently demonstrated high success rates in recruiting highly effective teachers with the necessary endorsements**,** ensuring the capacity to serve this population effectively. The educational

program will include ongoing ESOL training for all instructional staff, ensuring teachers are equipped with effective strategies for language acquisition, culturally responsive instruction, and differentiation to support English language learners. To strengthen family engagement, the school will host Parent Academies that provide workshops on literacy strategies, navigating school systems, and supporting learning at home. All school communications and key resources will be translated into families' home languages to promote access and involvement. Additionally, the school will develop community partnerships with local organizations to offer services such as adult English classes and wraparound supports, fostering stronger connections between families, the school, and the community.

In addition, while the economically disadvantaged population at APO is projected to be approximately slightly higher than at ACSP, the school will build upon the academic interventions, after-school tutoring, and social-emotional supports that are integrated into the educational program of the school. These existing services have a proven record of success and will be expanded to ensure students continue to receive the comprehensive support needed to achieve at the highest levels.

APO will provide services to Students with Disabilities and students accessing the general curriculum through a Section 504 Plan in full compliance with all applicable federal and state requirements. The School will ensure that all legal processes and documentation are followed to provide services and accommodations as outlined in each student's Individualized Education Plan (IEP) or Section 504 Plan. Instructional supports and accommodations will be implemented with fidelity to ensure equitable access to the curriculum, and students will be supported through a Multi-Tiered System of Supports (MTSS).

For students identified as English Language Learners (ELLs), APO will implement procedures aligned with the Sponsor's ELL plan. The School will adhere to all district guidelines to ensure appropriate identification, placement, and ongoing support of students eligible for ESOL services. Each eligible student will have a current LEP Plan and will be monitored through an active LEP committee to ensure continued progress toward English language proficiency. All ELL students will participate in the annual English language proficiency assessment (WIDA ACCESS) as required.

To ensure equitable outcomes, APO will allocate additional resources toward intensive intervention and support programs, including expanded MTSS Tier 2 and Tier 3 services, and increased ESE staffing to meet individualized student needs. The school will also strengthen family engagement and communication through multilingual outreach, parent education workshops, and targeted community partnerships. By leveraging ACSP's proven instructional model while adapting it to the needs of a more diverse student population, APO will ensure that all students, regardless of background, language, or ability, have the opportunity to succeed academically and thrive in a supportive, inclusive learning environment.

E. Explain how the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

AcadeMir Charter School, Inc. is a Florida not-for-profit educational institution with over twenty years of experience in successfully developing and operating charter schools. The institution, along with its board of directors, brings more than a decade of expertise in charter school management, operational oversight, and handling public funds. As outlined in s. 1002.331(3)(a), the School aims to replicate the educational programs already established at AcadeMir Charter School Preparatory.

The individuals overseeing the opening and operation of AcadeMir at Palm Orchard are integral to the daily management and success of the high-performing AcadeMir schools that serve as the model for this replication. The board of directors is an established and experienced team that has been successful in overseeing the operations of the AcadeMir network of schools. These leaders are actively engaged in all aspects of school management, their continued involvement is essential to ensuring the successful replication of the proven, high-performing model. The AcadeMir team has created a comprehensive approach to school management, focusing on key areas such as instruction, assessment, and professional development. This system has led to measurable improvements in student performance across all subgroups. Over the years, the team has refined these strategies to meet the diverse needs of students, including English Language Learners (ELL) and students with Special Education needs, as well as those entering school below grade level. The continued involvement of these experienced professionals ensures the sustained success of

AcadeMir Charter School, Inc. possesses the necessary resources, both financial and human, to replicate the high-quality educational design. The organization owns the intellectual property of the existing school model and has consistently demonstrated its ability to successfully replicate this model in other locations. These factors demonstrate AcadeMir's capacity to expand and implement the existing school design with a high degree of success. The replication strategy for the new school includes:

- Applying the same instructional methods and strategies used in the current AcadeMir programs
- Incorporating research-based educational concepts that have proven successful
- Utilizing the expertise of the AcadeMir team to ensure effective training and support for the new school's leadership and faculty
- Ensuring consistency in expectations for student behavior and family engagement
- Maintaining uniform professional standards and policies for staff
- Implementing strong financial oversight and management policies that have been effective in the existing schools
- Continuously assessing and adapting the operational model to meet the needs of the new school

Superior Charter School Services, will serve as the schools' Educational Service Provider (ESP) and has extensive experience in managing, acquiring, financing, constructing and designing quality school facilities successfully. The ESP works with reputable and experienced property developers who have access to a network of financial institutions ready to commit the necessary capital for build-to-lease facilities. The developers also have relationships with architect and engineering firms, as well as contractors with a proven track record of timely completion of excellent facilities meeting the needs of the schools. The Educational Service Provider together with Land Attorneys will initiate negotiations of land leases to maximize the approved application by the sponsor and meet all the necessary timelines as determined by the sponsor and contingent upon approval of the charter school application.

Section 2: Mission, Guiding Principles and Purpose

A. Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.

Mission
The mission of AcadeMir at Palm Orchard (APO) is to provide students with a well-rounded K-8 education through a challenging academic program focused on mathematics and science, utilizing innovative, research-based instructional methods within a stimulating and nurturing environment that fosters maximum student achievement. AcadeMir is committed to developing innovative leaders and productive citizens by providing scholars with access to a STEM-based curriculum that promotes a college preparatory mindset and the development of 21st-century learning skills.

Vision
The vision of AcadeMir at Palm Orchard is to provide students with a challenging and rigorous curriculum that prepares them for success in higher education and life. This vision is supported through adherence to a clear mission, shared purpose, and well-defined goals. Students will engage in a cross-curricular instructional approach aligned to the Florida Standards and benchmarks, ensuring academic rigor, relevance, and continuity of learning across all grade levels.

Purpose
The purpose of AcadeMir at Palm Orchard is to prepare students to reach their maximum potential across all subject areas, with a particular emphasis on Science, Technology, Engineering, Mathematics (STEM), and Reading through the implementation of research-based, exemplary curricula and enrichment programs. Through the establishment of a STEM Academy, students will engage in scientific exploration, mathematical application, and technology integration connected to real world experiences. Instruction will emphasize critical thinking, communication, collaboration, creativity, and technological literacy, equipping students with the skills necessary to succeed in a dynamic 21st century global economy. The school seeks to cultivate critical thinkers with a global perspective while promoting social awareness, civic responsibility, entrepreneurship, and personal growth.

Implementation of Proven Best Practices

AcadeMir at Palm Orchard will implement established best practices successfully demonstrated within the AcadeMir Charter School network to support the achievement of its mission and vision. These practices include:

- Creating a safe, supportive, and nurturing academic environment where all students are expected and supported to achieve high academic standards.
- Utilizing research-based curricula that emphasize excellence in mathematics, science, and reading instruction.
- Providing ongoing professional development for teachers and administrators to support high quality instruction and leadership, including the effective integration of technology and continuous evaluation of instructional practices to maximize student learning.
- Ensuring students are exposed to diverse cultural and academic experiences that prepare them for success in a global society and promote collaboration and teamwork.
- Maintaining high quality resources necessary to achieve the school's mission, including the recruitment and retention of highly qualified instructional and support staff.
- Striving to meet or exceed academic performance outcomes of comparable student populations within the district.
- Serving all students requiring specialized instructional services in accordance with their Individualized Education Plans (IEPs), Educational Plans (EPs), Section 504 Plans, and English

Language Learner (ELL) plans, while implementing a Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) framework to ensure the academic success of all students.

B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

In accordance with the law, charter schools shall be guided by the following principles:

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.* PAGE(S) 8-22; 33-36
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.* PAGE(S)58-64
- *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.* PAGE(S) 30

C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.

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

- *Improve student learning and academic achievement.* PAGE(S) 58-64
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.* PAGE(S) 26-32
- *Encourage the use of innovative learning methods.* PAGE(S) 8-22
- *Require the measurement of learning outcomes.* PAGE(S) 36-38; 58-64

Section 3: Educational Program, Curriculum, and Instructional Design

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

The educational program is grounded in a STEM centered curriculum that integrates the Florida B.E.S.T. Standards for English Language Arts and Mathematics, State Standards for Science and Social Sciences, and district expectations. This alignment ensures that students engage in a rigorous, inquiry-based learning experience where scientific exploration, mathematical reasoning, and literacy development occur in tandem. From kindergarten through eighth grade, students participate in cross curricular, project-based learning designed to foster curiosity, critical thinking, and problem-solving skills. They explore real world challenges through hands on investigations, collaborative discussions, and the use of technology and engineering design principles that promote innovation and creativity.

STEM instruction is enhanced through purposeful programming that includes a daily 30-minute STEM Enrichment Block in grades K–5, where students participate in inquiry based, hands on learning experiences designed to extend classroom instruction. Students in kindergarten through fifth grade also attend a weekly STEM Lab elective, while middle school students engage in advanced electives such as robotics, coding, environmental science, and engineering. The middle school STEM Academy exposes students to interdisciplinary coursework that integrates science, technology, engineering, and mathematics while exploring career interests and potential certification pathways.

APO will implement the nationally recognized STEM-enrichment curriculum offered by Project Lead The Way (PLTW). PLTW's project-based, hands-on engineering-design pedagogy enables students to engage in scientific inquiry, mathematical application, and technology integration, building critical-thinking and

creative problem-solving skills. Research shows that PLTW students report significantly greater interest in STEM careers (e.g., 92% of high-school participants) and are more likely to declare STEM majors compared to non-participants (Project Lead The Way, 2024; Xu, 2024). Furthermore, PLTW has demonstrated measurable gains in student math achievement (e.g., a 5-point test score increase in Iowa) and college and career readiness outcomes (Vilorio & Whitson, 2014). By embedding PLTW into our enrichment structure, APO will position its students to capitalize on 21st-century opportunities in STEM fields. Through the adoption of Project Lead the Way (PLTW), students follow the Engineering Design Process to research, plan, build, test, and refine their ideas, strengthening their ability to think critically and apply academic concepts to practical problems.

Project Lead the Way (PLTW) will be implemented as a structured component of the school's STEM program and integrated within the master schedule to ensure consistent student access. In grades K–5, PLTW Launch modules will be delivered through a combination of a dedicated STEM enrichment block and weekly STEM lab specials, where students engage in interdisciplinary, hands-on learning aligned to core academic standards. These modules will reinforce concepts taught in mathematics, science, and ELA through problem-based learning and the engineering design process.

In grades 6–8, PLTW Gateway modules will be embedded within the middle school schedule and coursework. These modules will complement core science and mathematics instruction by providing opportunities for applied learning, collaboration, and real-world problem solving.

PLTW implementation will be aligned to Florida's B.E.S.T. Standards and the Next Generation Sunshine State Standards through intentional vertical planning and cross-curricular integration. Teachers will collaborate during common planning time to ensure that PLTW experiences reinforce grade-level academic content and support mastery of standards. Additionally, teachers delivering PLTW will participate in required PLTW professional development to ensure fidelity of implementation and effective instructional delivery. Through this structured approach, PLTW serves as an integrated extension of core curriculum, ensuring coherence across the school's STEM-focused educational model.

PLTW K-5 Launch curriculum consists of 24 interdisciplinary modules that bring STEM education to life. The program empowers students to adopt a design thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them. As students engage in hands on activities in computer science, engineering, mathematics, technology and biomedical science, students develop essential skills such as critical thinking, communication, collaboration and creativity problem solvers. Students will have an opportunity to go through four modules per grade level. This will also allow for extensive community connection throughout the course of the module by bringing in real word connections to life as student get to participate in field trips related to area of study, have community members and speakers come to the classrooms to expose students to careers in STEM related fields.

The Project Lead the Way (PLTW) Gateway program for grades 6–8 is designed as a series of engaging, interdisciplinary modules that bring STEM education to life through real-world application. The program encourages students to develop a design-thinking mindset through hands-on activities, projects, and problem-based learning experiences that build upon one another and connect to real-world challenges. Through modules in areas such as computer science, engineering, biomedical science, and automation, students strengthen critical skills including problem-solving, collaboration, communication, and creativity. Students will have the opportunity to engage in multiple modules per grade level, allowing for both depth and exposure across STEM fields. Each module is intentionally designed to incorporate real-world

connections, including opportunities for field experiences, guest speakers, and partnerships with community members. These experiences help students make meaningful connections between their learning and future STEM careers, while fostering engagement and relevance throughout the program.

STEM Middle School Academy 6-8: The STEM Academy provides a challenging and rigorous interdisciplinary approach to the middle school program that will create a fusion of Science, Technology, Engineering, and Mathematics. The program will prepare students with the ability to think critically, solve complex problems, and drive advancements in science and technology. In addition, through the Engineering strands students will learn how to design, program and operate Robots. Students will be required to take the academy Courses as one of their annual elective courses. Each course will be an 18-week course, and worth .5 credit.

	6th Grade	7th Grade	8th Grade
Semester 1	Exploration of Engineering Technology (.5)	Exploration of Robotics Technology (.5)	Coding Fundamentals (.5)
Semester 2	Exploration of Engineering Tech and Career Planning (.5)	Exploration of Robotics Technology and Career Planning (.5)	Exploration of Technology Design Technology and Career Planning (.5)

STEM	Core Curriculum	Middle School 6th-8th Project Lead the Way (PLTW) Gateway© 2018 Project Lead The Way, Inc
	Supplemental	VEX IQ 6-8th grade © 2002-2018 VEX Robotics Inc Amazon Future Engineers Project STEM

STEM 6-8

In support of the school wide STEM focus and initiative, the APO seeks to increase the level of rigor, coherence, and clarity in the application of real-world mathematics. The School will develop students' understanding of mathematical concepts as well as their ability to engage to reason, communicate, and problem solve, making them able to remain competitive in an ever changing, fast paced and technology rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel in our ever-changing world.

APO will use Project Lead the Way Gateway a research-based 6th -8th grade STEM program which focus on providing opportunities for students to gain exposure to Science, Technology, Engineering, and Mathematics, in a student-centered inquiry-based learning environment. Project Lead the Way is designated to complement and enhance the core science curriculum being used through the incorporation of innovative

programs. In PLTW students are exposed to the engineering design process that will allow them to develop problem solving skills and experiences while promoting collaborative engagement with high expectations for student success. The program encourages innovation to engage students in their desired STEM discipline and provides innovative solutions to real world problems in their communities. This program aims to building a strong STEM based foundation to prepare students for college and career readiness in the 21st century.

PLTW Gateway builds on the K-5 PLTW launch and provides 10 units of instruction that build on a strong foundation for high school, college, and career readiness. Each PLTW Gateway unit engages students in activities that not only build knowledge and skills in areas including computer science, engineering, robotics, coding and biomedical science, but also empowers students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.

Design and Modeling
Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

Automation and Robotics
Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program traffic lights, robotic arms, and more.

App Creators
This unit will expose students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development and will convey the positive impact of the application of computer science to other disciplines and to society.

Computer Science for Innovators and Makers
Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects.

Energy and the Environment
Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They use what they've learned to design and model alternative energy sources, as well as evaluate options for reducing energy consumption.

Flight and Space
The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil.

Science of Technology Science impacts the technology of yesterday, today, and the future. In this unit, students apply the concepts of physics, chemistry, and nanotechnology to activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nanomaterials.
Magic of Electrons In this unit, students examine the behavior and parts of atoms as well as the impact of electricity on the world around them. They learn skills in basic circuitry design and use what they know to propose designs such as a burglar alarm for an art museum.

Green Architecture In this unit, students learn how to apply green concepts to the fields of architecture and construction. They explore dimensioning, measuring, and architectural sustainability

and apply what they have learned to design affordable housing units using Autodesk's® 3D architectural design software.

Magic of Electrons

In this unit, students examine the behavior and parts of atoms as well as the impact of electricity on the world around them. They learn skills in basic circuitry design and examine the impact of electricity on the world around them. They use what they know to propose designs such as a burglar alarm for an art museum.

Medical Detectives

Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands on projects and labs, measure and interpret vital signs, dissect a sheep brain, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction.

Additionally, APO will also utilize VEX IQ a robotics platform designated to integrate Robotics into STEM education for students in grades 6th -8th grade. This program will supplement and support PLTW as both programs work closely together as a resource to implement a high-quality STEM Robotics program into the classroom. Each PLTW Launch module engages students in cross disciplinary activities that spark a lifelong love of learning and builds knowledge and skills in STEM areas.

Amazon Future Engineers Project STEM will also be implemented and is a 3-year project-based computer science and STEM program that provides opportunities for students to participate in real world problem solving, comprised of 3 computer science courses for middle school. CS Exploration 1 (6th Grade): MyCS Scratch is an introductory course based on the MyCS Scratch curriculum, that empowers students to engage in computer science to create, communicate and solve problems. CS Exploration 2 (7th Grade): AI in our World- is an in introductory course that implemented the MIT AI curricular course reroutes for K12 which is designed to help students explore artificial intelligence and the societal impact it has on the world. CS and Creative Media (8th Grade): CS Exploration 3, is designed to transition students from block-based programming to text-based programming in Python, and engages students in units and project that explore CS through the lens of music, movies and innovating tools for creative and social expressions

M/J STEM Physical Science: This course is an integrated Science, Technology, Engineering and Mathematics (STEM) course for middle school students. This course includes an integration of standards from science, mathematics, and English/language arts (ELA) through the application to STEM problem solving using physical science knowledge and science and engineering practices. Physical sciences through applications such as aeronautics, robotics, rocketry, mechanical, electrical, and civil engineering, are emphasized in this course. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by other using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations.

Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC, 2006, p. 77; NSTA, 2007).

Science and Engineering Practices (NRC Framework for K-12 Science Education, 2010)

- Asking questions (for science) and defining problems (for engineering).
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

M/J STEM Environmental Science: This course is an integrated Science, Technology, Engineering and Mathematics (STEM) course for middle school students. This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p.3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have skills to aggregate, interpret, and present the resulting data (NRC, 2006, p.77; NSTA, 2007).

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- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

M/J STEM Life Science: This course is an integrated Science, Technology, Engineering and Mathematics (STEM) course for middle school students. This course includes an integration of standards from science, mathematics, and English Language Arts (ELA) through the application to STEM problem solving using life science knowledge and science and engineering practices. Life science through applications such as biotechnology and biomedical engineering, are emphasized in this course. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and

technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77).

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- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

The purpose of the STEM Academy is to increase student achievement through the cross-curricular integration of STEM. Students will have opportunities to conduct hands on investigations, enhance team building and leadership skills, and interact with community stakeholders to develop solutions for real world challenges. Instruction is student-centered, data-driven, and differentiated to meet the diverse needs of learners. Teachers serve as facilitators, guiding students through exploration and inquiry while incorporating the Mathematical Thinking and Reasoning (MTR) Standards in math instruction and across content areas to support deep mathematical understanding. By promoting creativity, collaboration, and critical thinking within a STEM framework, the school ensures that all students are prepared to excel academically and develop the problem-solving mindset essential for college, career, and lifelong success.

AcadeMir at Palm Orchard will prepare students to reach their maximum potential in all subjects, with a particular emphasis on Science, Technology, Engineering, Mathematics (STEM), and Reading, using research-based, proven exemplary curricula and enhancement programs. The school program incorporates critical thinking, communication, collaboration, creativity, and technological literacy to prepare students for post-secondary studies and the career demands of the 21st Century. With a challenging and rigorous curriculum, students are well prepared for higher education and life through adherence to a strong mission, shared purpose, and articulated goals. Students will experience a cross-curricular instructional approach in math, science, and reading. Our program allows for scientific exploration and mathematical application, and technology integration through real world connections: by incorporating critical thinking, communication, collaboration, creativity, and technological literacy that goes beyond basic knowledge to meet the challenges of the 21st-century global economy. Our goal is to develop students into critical thinkers and problem solvers by providing them with hands on learning experiences to achieve academic success and become lifelong learners.

The APO educational program will focus on research-based methods and strategies to best meet the learning needs of all students and help them achieve the Florida BEST Standards, as applicable to course and grade level expectations, to accomplish this mission. The school will ensure academic rigor by intentionally designing instruction that requires students to engage in higher-order thinking, problem solving, and application of knowledge across disciplines. Rigor will be defined not by workload, but by the cognitive demand of tasks and the depth of student thinking, aligned to grade-level standards. Teachers will design lessons and assessments using Webb's Depth of Knowledge (DOK) framework to ensure students move beyond recall to analysis, justification, and extended reasoning. Research demonstrates that instructional tasks aligned to higher cognitive demand promote deeper understanding and stronger transfer of learning (Webb, 2007; Hess et al., 2009).

In STEM classrooms, rigor will be evident through multi-step problem solving, data analysis, scientific inquiry, and engineering design challenges that require students to explain reasoning, test hypotheses, revise solutions, and synthesize information. Instruction will be scaffolded to support access for all learners while maintaining high expectations. Teachers will collaboratively review lesson plans, assessments, and student work to ensure alignment to intended rigor and grade-level standards, reinforcing a consistent culture of academic excellence across K–8.

The school will promote relevancy by connecting learning to real world contexts, student interests, and authentic applications of knowledge. Research indicates that students are more engaged and motivated when learning is meaningful and connected to real-life experiences (National Research Council, 2012). STEM instruction will emphasize real world problem solving, interdisciplinary connections, and project-based learning experiences that mirror how knowledge is used beyond the classroom.

Students will regularly engage in tasks that address real challenges, such as designing solutions to environmental problems, analyzing data related to community issues, or applying mathematical reasoning to engineering scenarios. Curriculum will be vertically aligned to build relevance across grade levels, with increasing complexity and independence as students' progress from elementary to middle school. By embedding relevance into instructional design, the school fosters student engagement, persistence, and ownership of learning, key indicators of long-term academic success.

Strong relationships between students, teachers, and families will serve as a foundational component of the school's instructional model. Research consistently shows that positive student-teacher relationships significantly impact academic achievement, engagement, and social-emotional development (Pianta, Hamre, & Allen, 2012). The school will intentionally cultivate a supportive learning environment where students feel known, valued, and challenged. Teachers will implement relationship-centered practices such as collaborative learning, purposeful feedback, consistent communication, and opportunities for student voice and choice. Instructional strategies will promote collaboration, discourse, and teamwork, particularly within STEM learning experiences, allowing students to develop both academic and interpersonal skills. Family partnerships will be strengthened through regular communication, shared academic expectations, and opportunities for engagement in the learning process. By prioritizing relationships, the school creates a culture of trust and belonging that supports rigorous and relevant instruction.

The school is committed to fostering a 21st-century learning program that offers inquiry-based, applied learning experiences emphasizing collaboration, investigation, and problem solving. AcadeMir Schools strive to promote academic excellence and leadership development as key components of our educational programs. To this end, the school will offer students opportunities to engage in hands on learning

experiences through high quality programs that promote community engagement beyond the classroom, all while preparing students for success in college and the workforce. Students will engage in service-learning projects that encourage leadership in the community by participating in projects such as preparing and delivering food for the homeless, beach clean-ups, canned food drives, toy drives, book drives, partnering with local charity organizations, fundraising for a good cause, tutoring elementary students, and other service projects that promote civic engagement, responsibility, and leadership skills.

The proposed school is a replication of the AcadeMir Charter School Preparatory model. It is the belief that offering students a program focused on mathematics and science will better prepare them with the skills necessary for post-secondary studies and 21st-century careers as scientists, engineers, and innovators. The mission is to make core subjects like math and science relevant for students while fostering creativity, curiosity, and a passion for problem solving. Students should be prepared to think deeply to better understand the world, the systems within it, and to become leaders capable of solving the most challenging problems facing society. STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators.

APO will offer students a STEM education that is active and student-centered. Students will engage in questioning, problem solving, collaboration, and hands on activities as they address real world issues. In STEM education, teachers serve as classroom facilitators, guiding students through the problem-solving process and planning projects that lead to mastery of content and STEM proficiency. STEM-proficient students can answer complex questions, investigate global issues, and develop solutions for challenges and real-world problems while applying the rigor of science, technology, engineering, and mathematics scientifically, and mathematically literate.

By focusing on the teaching of math and science, APO introduces students to the tactics of problem solving, developing in them a mindset for finding solutions and not just computational skills. The educational program at APO has been developed in accordance with the Florida B.E.S.T. Standards for ELA, the Florida B.E.S.T. Standards for Math, and the State Standards for Science and Social Sciences, along with the guidelines delineated in the Student Progression Plan for Miami-Dade County Public Schools. This educational program is driven by annual academic standards, integration of effective research-based reading strategies, grade-level expectations, and the STEM 21st Century Framework for Learning. The educational program at APO will utilize high quality, research-based instructional materials aligned with the Florida B.E.S.T. Standards for ELA and Math, State Standards for Science and Social Sciences, as well as district requirements. The school will offer a student-centered, project-based learning environment enhanced with data-driven instruction to ensure remediation, enrichment, and support for diverse learning styles. Students will benefit from a daily 30-minute STEM Enrichment Block designed to provide hands on, inquiry-based explorations that incorporate all components of STEM education. Technology integration will enhance the educational experience, enabling real world connections and the application of learned concepts. Additionally, APO will offer a STEM Lab elective once a week for 60 minutes in kindergarten through fifth grade.

In addition to its emphasis on mathematics and science, APO will encourage the use of innovative learning methods to meet the differentiated needs of all children. All learners possess areas of strength and areas of growth and therefore express and receive knowledge in different ways. Effective teachers understand the need to differentiate instruction for all students to promote learning and growth. Understanding a student's learning style or preference allows teachers to positively impact learning outcomes. Teachers will observe student behaviors, assess their approaches to learning, and provide the necessary feedback and support to

strengthen understanding and application of new concepts. Students must be able to make sense of what is taught if they are to apply their learning to real world situations.

To support the effective integration of technology and ensure high quality digital learning experiences, APO will implement the Cognia Effective Learning Environments Observation Tool (ELEOT) Digital Learning Standards. These standards emphasize that learners use digital tools and technology to gather, evaluate, and apply information for learning; conduct research, solve problems, and create original works using digital tools; and communicate and collaborate digitally to support learning. Teachers will be trained to use technology to augment learning through ongoing professional development and the support of instructional coaches, who will model lessons, assist in interpreting data, and provide targeted training to integrate technology effectively into instruction. This includes the development of digital tools, collaborative websites, and blended instructional practices designed to extend learning between school and home. By embedding both the Project Lead The Way (PLTW) curriculum and the Cognia ELEOT Digital Learning Standards, APO will create a dynamic and engaging learning environment that fosters innovation, digital fluency, and STEM readiness for the 21st century. Additional instructional methods will include project-based learning, inquiry-based instruction, and interdisciplinary blended learning. APO will encourage its teachers to integrate long-term project-based learning activities across the curriculum, allowing students to work independently or collaboratively at their own pace. Students will explore topics of interest, guided by rubrics and problem-based inquiry, promoting expertise, collaboration, and critical thinking.

The curriculum and lesson design will be flexible, allowing teachers to create multidisciplinary and blended-learning opportunities that meet diverse learning needs. Instructional delivery will shift between direct instruction, collaboration, and online learning, with teachers providing targeted support as needed. This model increases student ownership and engagement in the learning process. The program will build both language and scientific literacy by integrating reading and writing across the sciences. Students will engage with nonfiction and informational texts, emphasizing science vocabulary and academic language to deepen understanding. Similarly, mathematics will be integrated across all subject areas, including Art, Music, P.E., History, after school clubs, and school-wide initiatives.

Examples of mathematical integration include:

- Art: Exploring geometry through 3D shapes, symmetry, and cultural designs that reflect mathematical patterns.
- P.E.: Reinforcing counting, fractions, and angles through physical activities.
- Music: Understanding fractions and rhythm through musical notation and songs.
- Social Studies: Applying data analysis, probability, and statistics to real world events and financial trends.
- Afterschool Clubs: Using math in cooking, budgeting, and time management.
- Positive Behavior Support (PBS): Implementing a token economy where students apply budgeting and reasoning skills.

APO will incorporate inquiry-based learning, data-driven interventions, and enrichment strategies tailored to individual student needs. Horizontal and vertical alignment will ensure instructional coherence through collaborative planning and professional development. Tutoring, differentiated instruction, scaffolding, cooperative learning, and gradual release of responsibility will be integral to the instructional framework. Novel studies and writing in response to text will be strategically embedded within reading instruction to enhance comprehension, critical thinking, and cross-curricular connections. Through explicit instruction,

modeling, and feedback, students will strengthen their ability to analyze complex texts and develop strong writing skills that support deeper learning across disciplines.

English Language Arts-The English Language Arts (ELA) curriculum at APO is designed to cultivate strong readers, writers, speakers, and critical thinkers through instruction aligned to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. These standards emphasize mastery of reading, writing, speaking, listening, and language skills that build upon one another to ensure students can analyze increasingly complex texts, communicate effectively, and express ideas with clarity and purpose. Instruction will focus on developing a deep understanding of both literary and informational texts, the effective use of language conventions, and the application of the writing process to produce well-organized argumentative, informative, and narrative compositions. Students will engage in rich discussions, collaborative learning, and evidence-based analysis to strengthen comprehension and oral communication skills. The curriculum will also integrate higher-order thinking, vocabulary development, grammar, and study skills essential for academic success. Teachers will use ongoing assessment data, including results from the Florida Assessment of Student Thinking (FAST), to monitor progress and differentiate instruction to meet diverse learner needs. Students will complete a three-year sequence of middle school ELA courses that emphasize literature, informational text, writing, speaking and listening, and language skills, preparing them to meet the rigor of the B.E.S.T. Standards and achieve proficiency on state assessments while fostering a lifelong appreciation for reading and learning.

Mathematics-The mathematics curriculum at APO is designed to develop students' mastery of mathematical concepts while fostering their ability to reason, communicate, and solve problems using mathematics. These skills are essential for success in a fast-paced, technology-driven society. Through a rigorous and standards-aligned program, students will acquire numerical literacy, conceptual understanding, and mathematical communication skills that enable them to perform at or above grade-level expectations. The curriculum is aligned with Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, emphasizing a balanced approach that builds procedural fluency, conceptual understanding, and real-world application. Instruction will intentionally integrate the Mathematical Thinking and Reasoning (MTR) Practices, encouraging students to make sense of problems, reason abstractly and quantitatively, communicate their thinking clearly, model with mathematics, use tools strategically, attend to precision, and reflect on and critique the reasoning of others. Teachers will use data from the Florida Assessment of Student Thinking (FAST) to monitor progress, guide instruction, and provide targeted interventions that meet individual student needs. Students will complete a comprehensive sequence of three annual middle school mathematics courses aligned to the Florida course descriptions for grades 6–8, preparing them for the FAST and B.E.S.T. end-of-course assessments while promoting real world problem solving and mathematical reasoning that extend beyond the classroom.

Science-The science curriculum will prepare students to achieve the Florida Standards by incorporating an inquiry-based approach to learning the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method. The program will emphasize hands on, project-based learning and help students understand and appreciate the relevance of science in their own lives and the world around them. Students will engage in cross-disciplinary activities that spark a lifelong love of learning and build skills in areas including computer science, engineering, and biomedical science. The program encourages problem solving, critical and creative thinking, communication, collaboration, and perseverance through the design process. All students will participate in science labs and inquiry-based instruction, ensuring consistent engagement with scientific concepts and exploration.

Social Studies-APO will provide a Social Science curriculum aligned with the state standards, promoting knowledge of political and social issues while fostering loyalty and love for country and community. Students will gain an understanding of democratic principles and good citizenship. The curriculum will emphasize content from the social sciences, humanities, and, where appropriate, mathematics and the natural sciences. Students in 7th grade will take the Civics EOC Exam, which will constitute 30% of their course grade and 100 points of the school's accountability grade. Additionally, APO will integrate Florida's Resiliency Education Standards, which are designed to support students in developing character, emotional intelligence, and coping strategies for success in school and life. These standards emphasize perseverance, problem solving, personal responsibility, and respect for others, core traits that reinforce good citizenship and leadership. Teachers will incorporate resiliency lessons into social studies instruction through activities that promote reflection, teamwork, and civic-minded behavior.

Health, Physical Education and Safety-AcadeMir at Palm Orchard intends to develop a physical education program that promotes appreciation for sports, physical activity, health education and safety to promote habits of healthy living. Physical Education and Health Education are state requirements, and we understand that physical activity is important for the prevention of teen obesity and to ensure the health of adolescents. The P.E. program will consist of a standard based, balanced, sequential and progressive program-involving moderate to vigorous physical activity. 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. In Grades 6th -8th, the equivalent of one class period per day of physical education for one semester of each year is required. 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. APO will be designated a "Drug Free School Zone" and a smoke-free worksite.

Medical Exemption: Principals may exempt a student from physical education only after meeting with the student's parents and/or guardians, consulting with the physical education staff and receiving written verification that the exemption is necessary for validated medical reasons.

Academic Exemption: A principal may exempt a student from the physical education requirement for the following reasons:

- If academic courses required in Florida Statute and/or the requirements of the student's IEP do not leave a class period available during a middle school year for enrollment in physical education.
- The student is enrolled in a remedial course.
- The student's parent indicates in writing to the school each year that: The parent requests that the student enroll in another course from among those courses offered as options by the school; or the student is participating in physical activities outside the school day which are equal to or more than the mandated requirement.

Parents will be notified of the waiver options before scheduling students in physical education. Students may elect additional physical education courses.

Foreign Language-Students in Middle School grades will receive Spanish instruction using Encuentros Level I, II, III Vista Higher Learning Publishing. The Spanish curriculum encompasses systematic development of phonemic awareness, reading, writing, and listening skills through learning strategies for native and non-native Spanish speaking students. These skills reinforce a full understanding of the Spanish

language and Hispanic culture. In addition, our teachers will use online resources e-books to support their instructional core program. Reading and writing will be introduced as students gain mastery over the sounds, structures, and vocabulary in the instructional program. Reading and writing serve not only to reinforce control over the oral language, but also to develop literacy skills. APO will focus on developing students' understanding of cross-cultural issues as well as their ability to communicate in more than one language. In grades 6-8 students will be able to take a Spanish course elective each year. The course will be available at the following levels: Beginning, Intermediate or Advanced.

Art -AcadeMir at Palm Orchard will offer art education as an elective course; this course will follow the Florida Standards/NGSS for Visual Arts. At APO the goal of art education is to allow students the opportunity to explore and develop their creative potential. APO will follow the Florida standards and will expose students to the many components of art including production, history, criticism and aesthetics. In replicating our sister school ACSP, APO will participate in district exhibitions, competitions, participate in community-based art experiences and will display their creations in an annual Art show hosted at the school. Our goal is to develop students' critical thinking skills, creative confidence, hands on skills, visual literacy, self-esteem and an appreciation for the arts. Middle school students will have the opportunity to choose a Fine Arts course as their second elective during the regular school day.

Music-AcadeMir at Palm Orchard will follow the Florida Standards/NGSS and offer a music program that will instill instruction in music skills and appreciation for various genres of music. The curriculum will follow the Florida Standards and skills that involve singing, playing instruments, interpretation of music, and creative expression. The music teacher(s) will have an opportunity to collaborate with core instructional teachers to assist in interdisciplinary projects or assignments. This will follow with our mission of integrating math, science and reading into all subject areas and we believe that music education greatly enhances students' understanding and achievement in non-musical subjects. For example: in math a correlation between rhythm instruction and spatial-temporal reasoning, which is integral in the acquisition of important math skills. The transfer can be explained by the fact that rhythm training emphasizes proportions, patterns, fractions, and ratios, which are expressed as mathematical relations. Practicing music reinforces teamwork, communication skills, self-discipline, and creativity. Furthermore, students at the middle school level will have the opportunity to choose a fine arts Music elective as a second elective. This course will be offered at the Beginning, Intermediate or Advanced levels. M/J Music Techniques 1, students will be offered to students and will focus on the development of skills and techniques through scales, etudes, and solo literature.

Electives -Grades 6-8 Electives: Some of the other elective courses that may be offered depending on student selection and placement may include, M/J Computer Science Discoveries I, and II; Coding Fundamentals; M/J Journalism I; Advanced Academies Pert Prep Course; SLS 1510 MDC (Dual Enrollment).

Electives	Grades
Engineering and Robotics	
Exploration of Engineering Technology Term 1	6
Exploration of Engineering Technology and Career Planning Term 2	6

Exploration of Robotic Technology Term 1	7
Exploration of Robotic Technology and Career Planning Term 2	7
Coding Fundamentals Term 1	8
Exploration of Technology Design Technology and Career Planning Term 2	8
PE/Dance	
M/J Fitness Grade 6	6
M/J Comprehensive Physical Education Grade 6	6
M/J Comprehensive Physical Education Grade 7	7
M/J Team Sports	7
M/J Individual/Dual Sports	8
Foreign Language	
M/J Spanish, Beginning (Non-Spanish Speaker)	6
M/J Spanish for Spanish Speakers Beginning	7
Spanish for Spanish Speakers (High School Credit)	8
Other	
M/J Computer Science Discoveries I	6
M/J Computer Science Discoveries II	7
Coding Fundamentals	6
M/J Journalism I	6
M/J Two-Dimensional Studio Art I	6
Advance Academics Pert Prep Course	6/7
SLS 1510 MDC	7/8
M/J Music Techniques 1	6

Enrichment Programs-APO will offer an array of enrichment and sports activities such as Music Classes, Dance, Basketball, Soccer, Volleyball and Cheerleading. Lastly, we will offer academic enrichments to help maintain and enrich academic performance by offering Morning Homework Help, After-School Tutoring, FSA Enrichment Academy and Saturday Success Academy. Refer to Section 9 for additional information.

The Robotics Program at APO will offer a rigorous robotics program after school three times a week. Robotics helps address our mission of providing our students a well-rounded education through academic rigor that emphasizes the demand for teaching science, technology, engineering and math in our school. As well as exemplifying technology directly by programming the robots, students also learn about science, engineering and math and get an understanding of how these subjects link together. This program will allow students to explore real world scientific concepts through research, teamwork, construction, and imagination as students prepare for local and state competitions. The students in 6th -8th grade will utilize VEX IQ program. Offering co-curricular after school enrichment programs that support what they are learning in school can help children to see that STEM is more than a class to assignment. Having activities that show real-life implication of STEM can pull together these ideas presented in school and help to show how they benefit our society and even our world. Students can see that what they are learning now is pertinent to their future and the future of the whole world, creating an interest often lacking when learning new concepts that do not seem to carry real world application.

APO will establish the following best practices that have shown success in achieving its goals and fulfilling its mission and vision at ACSP:

- Create a safe, nurturing academic environment where all students will achieve high academic standards.
- Utilize research-based exemplary curricula to emphasize the teaching of mathematics, science, and reading.
- Provide ongoing professional development to staff and administrators to ensure high quality teaching/leadership by implementing new technology tools and evaluating teaching/leadership effectiveness for maximum student learning.
- Expose students to a broad range of cultural and academic experiences in preparation for success in a global economy, while also helping them understand the importance of international collaboration and teamwork.
- Ensure high quality resources are available to achieve the mission, including recruiting and retaining highly qualified teachers and motivated staff.
- Meet or exceed performance benchmarks by comparable student populations within the district.
- Serve all students needing specialized instructional services according to their IEP, EP, 504, ELL plans, and follow a multi-tiered Response to Intervention (RtI) support model.
- Continuously improve academic achievement for all students.

B. Describe the basic learning environment (classroom-based, independent study, blended learning, etc.).

The mission of APO is to improve student learning and achievement through a rigorous instructional program with an emphasis on mathematics and science. The educational program will use mathematics and science in a stimulating environment to foster maximum student achievement and inspire curiosity. The school's programs will emphasize high academic and behavioral expectations using methods that provide remediation to students who need additional support and a challenging curriculum to those who are ready to extend their learning and maximize their potential. APO will offer a challenging educational program

built upon a strong academic foundation, highly qualified teachers and school leaders, alignment to the Florida Standards, research-based instructional strategies, a focus on reading and literacy, and a deep emphasis on science and math.

APO will offer a rigorous math and science program integrated throughout the curriculum to the greatest extent possible in a student-centered learning environment. This environment is driven by problem solving, discovery, and exploratory learning that requires students to actively engage in project-based and inquiry-based learning. Collaboration, communication, and critical thinking skills are threaded throughout the curriculum, supported by instructional materials aligned with the Florida B.E.S.T. Standards for English Language Arts and Mathematics, the Florida Standards for Science, and Social Sciences. Classroom instruction will be data-driven to meet the diverse needs of learners, incorporating differentiated instruction, scaffolding, and targeted interventions. Teachers will serve as facilitators who guide students through the problem-solving process and gradually release responsibility to students as they demonstrate mastery. The learning environment will foster exploration through real world problem solving, the use of the Engineering Design Process, and cross-curricular integration of science, technology, mathematics, and reading in ways that reflect the Framework for 21st Century Learning.

At the elementary level (K–5), students will benefit from daily inquiry-based, hands-on STEM instruction through a 30-minute STEM Enrichment Block and an additional weekly STEM Lab elective utilizing Project Lead the Way (PLTW) Launch. Using programs such as Lego Education in grades K–3 and VEX IQ in grades 4–5, students will participate in engaging lessons that connect science and math concepts to real world applications. These experiences encourage creativity, problem solving, and teamwork while making math and science fun, relevant, and accessible. The lab-based instruction and daily enrichment lessons provide hands on and minds-on learning opportunities in cooperative settings where students build confidence in STEM concepts and develop curiosity about the world around them. By exposing students early to STEM-related concepts, APO hopes to spark a lasting interest in math, science, and engineering, laying the foundation for future academic and career pathways.

In grades 6–8, the middle school STEM curriculum will follow Project Lead the Way (PLTW) Gateway, which offers ten units of instruction designed to build a strong foundation for high school, college, and career readiness. Each PLTW Gateway unit engages students in activities that build knowledge and skills in computer science, engineering, robotics, coding, and biomedical science while developing essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance. The purpose of the STEM Academy is to increase student achievement through the cross-curricular integration of STEM and to create opportunities for students to explore potential careers and industry certifications. Students will engage in hands on investigations, develop leadership and teamwork skills, and collaborate with community partners to solve real world problems. Through this interdisciplinary model, students will gain a deep understanding of how science, technology, engineering, and mathematics connect to their daily lives and the global economy.

Instruction at APO will also be enhanced using technology and innovative teaching strategies. Classrooms will be equipped with interactive whiteboards, technology stations, and mobile laptop carts to support digital learning. Students will use technology to set goals, conduct research, and demonstrate mastery through online platforms such as Houghton Mifflin Harcourt 180, Khan Academy, Imagine Learning, and ConnectEd (Mcgraw-Hill), and Big Ideas Math (Cengage). Teachers will integrate technology meaningfully into the curriculum to enhance instruction and increase student engagement. The instructional program will

be supported by ongoing professional development to ensure teachers are equipped to implement innovative, research-based methods that promote digital literacy, creativity, and collaboration.

To support high quality instruction and classroom management, class sizes will be capped at a student-to-teacher ratio of 18:1 in grades K–3 and 22:1 in grades 4–8. This structure ensures personalized attention, effective differentiation, and an optimal environment for inquiry-based, collaborative learning. Through its comprehensive STEM-focused approach, APO will develop critical thinkers and lifelong learners prepared to succeed academically, socially, and professionally in an increasingly complex and technology-driven world.

C. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level. In particular, describe the mathematics curriculum and differentiated strategies that will be used for students performing at grade level or higher and a separate mathematics curriculum and strategies for students who are performing below grade level.

APO will adopt the district adopted instructional materials, for core and supplemental instruction. APO's curriculum is designed to provide a rigorous, engaging, and standards-aligned educational experience that prepares students to meet and exceed the expectations of the Florida B.E.S.T. Standards for English Language Arts and Mathematics and the State Standards for Science and Social Science. Instruction across all core content areas integrates literacy, mathematics, science, and technology through real world, project-based, and inquiry-based experiences. The educational program emphasizes a strong foundation in reading and literacy, mathematics, and science while fostering creativity, problem solving, and collaboration through a STEM-centered approach. From kindergarten through eighth grade, students participate in interdisciplinary lessons where science and mathematics concepts are applied across content areas, encouraging deeper understanding and authentic connections to the world around them. The integration of the Mathematical Thinking and Reasoning (MTR) Standards across the curriculum ensures that students not only master content knowledge but also develop habits of mind that enable them to analyze, reason, and communicate their understanding effectively.

Teachers at APO will employ research-based instructional strategies that support high academic achievement for all students. Core strategies include the Gradual Release of Responsibility model, project-based and inquiry-based learning, small-group instruction, and integration of the Engineering Design Process to foster exploration and critical thinking. The GRR framework, as described by Frey and Fisher (2013), is a research-based instructional model that intentionally shifts the cognitive load from teacher modeling to student independence through guided practice and collaborative learning. Similarly, Lin, Wu, Hsu, and Williams (2021) found that embedding the Engineering Design Process within STEM project-based learning enhances students' problem-solving skills, creativity, and capacity for critical thinking by engaging them in iterative, hands-on exploration. Together, these approaches promote deeper understanding and empower students to take ownership of their learning. Instruction is student-centered and data-driven, with teachers acting as facilitators who guide students through problem solving and hands on investigations. Lessons incorporate real world applications, collaborative learning, and opportunities for students to demonstrate creativity and innovation. Instructional materials will be aligned to the Florida

B.E.S.T. Standards and tailored to meet the needs of a diverse student body. Teachers will receive ongoing professional development focused on differentiating instruction, integrating technology, and promoting digital literacy. This approach ensures that every student, including English Language Learners (ELLs), Students with Disabilities (SWD), and those performing above or below grade level, is engaged, supported, and challenged to reach their fullest potential.

Differentiated instruction will be a cornerstone of APO's instructional framework. Teachers will intentionally design lessons that address the diverse academic, linguistic, and social-emotional needs of students by varying content, process, product, and learning environment. Instruction will be guided by ongoing formative and summative assessments, enabling teachers to identify student readiness levels, learning profiles, and interests. Flexible grouping will allow students to work in whole-group, small-group, or individual settings depending on their specific learning goals. Teachers will use evidence-based strategies such as tiered assignments, scaffolded supports, and enrichment opportunities to ensure all students, whether they require remediation or acceleration, are appropriately challenged and supported. Teachers will use formative and summative data to plan instruction and group students flexibly. The Multi-Tiered System of Supports (MTSS) will provide structured interventions at three tiers. Tier 1 offers high quality, evidence-based core instruction to all students. Tier 2 provides targeted small-group instruction and intervention, while Tier 3 delivers intensive, individualized support. ELL students will receive instruction aligned with the WIDA English Language Development Standards ensuring equitable access to grade-level content while simultaneously developing academic language proficiency. Teachers will incorporate sheltered instructional strategies, visual supports, modeling, and explicit vocabulary instruction to strengthen comprehension and active engagement. SWD students will be supported through individualized education plans (IEPs), and 504's that outline specific goals, accommodations, and services. Teachers, the ESE Specialist, and administration will collaborate to ensure that each student receives differentiated supports within the least restrictive environment.

In mathematics, the curriculum will emphasize conceptual understanding, procedural fluency, and real-world application. For students performing at or above grade level, instruction will include advanced problem solving, enrichment projects, and opportunities to participate in STEM-related competitions and cross-curricular investigations. These students will be encouraged to apply mathematical reasoning to authentic challenges, deepening their understanding through inquiry and exploration. For students performing below grade level, targeted interventions will include scaffolded lessons, the use of manipulatives and visual models, and small-group reteaching focused on foundational skills. Technology-based supports such as I-Ready, and Khan Academy will reinforce skill mastery through adaptive practice and immediate feedback. Teachers will integrate reading and writing strategies into mathematics to support vocabulary development and comprehension of word problems, particularly for ELLs and struggling learners. Through this comprehensive and inclusive approach, APO ensures that all students, regardless of background or ability, are equipped with the knowledge, skills, and confidence to meet Florida's academic standards and thrive as problem-solvers and innovators in a rapidly evolving world.

In alignment with the Miami-Dade County Public Schools Student Progression Plan (SPP), APO will implement Middle School Foundational Skills in Mathematics courses to provide targeted academic support for students who demonstrate a need for intervention based on state assessment data and ongoing progress monitoring. Students in grades 6–8 who score below proficiency on FAST Mathematics assessments or who demonstrate significant skill gaps will be scheduled into a Foundational Skills in Mathematics course in addition to their core mathematics course, as required by MDCPS guidelines. These courses will focus on strengthening foundational numeracy, problem-solving, and conceptual understanding aligned to grade-

level standards. Instruction within these courses will be data-driven and aligned to the school's Multi-Tiered System of Supports (MTSS), incorporating small-group instruction, targeted interventions, and progress monitoring to ensure student growth. Placement decisions will be based on multiple data points, including FAST results, classroom performance, and teacher recommendations, and will be reviewed regularly to adjust support as needed.

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Webb, N. L. (2007). *Issues related to judging the alignment of curriculum standards and assessments*. Council of Chief State School Officers.

D. Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Reading instructional strategies for foundational skills shall include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Include the school's reading curriculum as Attachment C.

Reading will be a primary focus at APO and will serve as the foundation for all areas of learning. The school's literacy framework will be grounded in the Florida B.E.S.T. English Language Arts Standards and will follow the evidence-based instructional practices outlined in the Miami-Dade County Public Schools (M-DCPS) Comprehensive Evidence-Based Reading Plan (CERP). In addition, APO will align with Florida's Formula for Reading Success (6 + 4 + T1 + T2 + T3), which encompasses the six essential components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension), the four types of classroom assessment (screening, progress monitoring/diagnostic, summative), and the three tiers of instruction and intervention (Tier 1 core instruction, Tier 2 supplemental interventions, Tier 3 intensive individualized interventions). APO will implement a reading program that emphasizes systematic, explicit instruction in the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The goal will be to ensure that all students become proficient readers capable of understanding and analyzing complex texts across all subject areas. Instruction will use

phonics-based decoding and encoding as the primary strategy for word reading and will not employ the three-cueing system or visual memory strategies as a basis for teaching word reading.

In grades K–2, teachers will implement a systematic and explicit phonics curriculum designed to develop foundational reading skills through daily instruction in phonological awareness, phonics, and word study. Instruction will be delivered using research-based materials aligned to the B.E.S.T. Standards and the district's Comprehensive Evidence-Based Reading Plan. Students will engage in structured literacy lessons that will include modeling, guided practice, and independent application. In grades 3–8, reading instruction will focus on vocabulary development, fluency, and comprehension strategies to promote a deeper understanding of increasingly complex texts. Teachers will use data from the Florida Assessment of Student Thinking (FAST), i-Ready diagnostics, and other progress monitoring tools to guide instructional decisions, adjust pacing, and provide differentiated supports. Reading will also be integrated across the curriculum through content-based literacy tasks in science, social studies, and mathematics to strengthen cross-disciplinary literacy and reinforce comprehension.

Students performing at or above grade level will receive enrichment through extended reading projects, novel studies, and text-based writing tasks that promote critical thinking and analysis. These students will engage with complex literary and informational texts that challenge their reasoning and interpretation skills. For students reading below grade level, APO will provide daily intensive reading instruction within a Multi-Tiered System of Supports (MTSS) framework. APO will follow the Miami-Dade County Public Schools (M-DCPS) Reading Decision Trees as outlined in the district's Comprehensive Evidence-Based Reading Plan (CERP) to guide the identification, intervention, and monitoring of students demonstrating reading deficiencies. Teachers will use diagnostic and ongoing progress-monitoring data to determine the intensity and duration of interventions and to group students based on specific skill deficits.

Tier 2 interventions will include targeted small-group instruction focusing on specific areas such as decoding, fluency, or comprehension, depending on student need. Evidence-based resources such as the i-Ready Toolkit, i-Ready Personalized Instruction, Reading Horizons, HMHRead 180, and will be used to reinforce foundational skills and strengthen application through guided practice. Students will participate in Tier 2 interventions for a minimum of 30 minutes per day, five days per week, in addition to core ELA instruction. Teachers will use data from i-Ready Growth Monitoring, FAST PM1–PM3, and classroom-based assessments to monitor progress every two to three weeks. Students demonstrating growth will either return to Tier 1 supports or continue receiving Tier 2 interventions as needed to ensure mastery of targeted skills.

In alignment with the Miami-Dade County Public Schools Student Progression Plan (SPP), and the Comprehensive Evidenced Based Reading Plan (CERP), APO will implement Intensive Reading courses in grades 6–8 to provide targeted literacy intervention for students demonstrating reading deficiencies. Students who score below proficiency on the FAST English Language Arts (ELA) assessment, will be scheduled into an Intensive Reading course in addition to their core ELA instruction, in accordance with MDCPS guidelines.

These courses will focus on strengthening foundational literacy skills, including phonics, fluency, vocabulary, and reading comprehension, while supporting students in accessing grade-level complex texts. Instruction will be grounded in the Science of Reading and aligned to the district's Comprehensive Evidence-Based Reading Plan (CERP), ensuring explicit, systematic, and scaffolded instruction tailored to student needs. Instruction within Intensive Reading will be data-driven and aligned to the school's Multi-Tiered System of Supports (MTSS), incorporating small-group instruction, differentiated supports, and targeted interventions.

Students will receive frequent progress monitoring to assess growth and adjust instruction accordingly. Placement and continuation in Intensive Reading will be based on multiple data points and reviewed regularly to ensure that students receive the appropriate level of support and are progressing toward grade-level proficiency.

Tier 3 interventions will provide intensive, individualized instruction for students who demonstrate significant reading deficiencies or limited progress after Tier 2 support. These programs will target phonics, multisyllabic decoding, and text comprehension through explicit, systematic instruction and continuous feedback. Progress in Tier 3 will be monitored weekly using diagnostic and curriculum-based measures (CBMs), fluency probes, and growth monitoring within i-Ready, and HMH Read 180. Tier 3 interventions will take place in addition to Tier 1 and 2 instruction. In alignment with the MDCPS Comprehensive Evidence-Based Reading Plan (CERP), Tier 3 students will receive an average of 90 minutes per week of teacher led small group instruction.

APO will implement the same programs and curricular choices as the sponsor for both Tier 2 and Tier 3.

AcadeMir at Palm Orchard is committed to ensuring that all students are engaged in the curriculum and learn. Thus, the school will follow the sponsor's Comprehensive Evidence-Based Reading Plan (CERP), that calls for the implementation of adequate interventions for students that need assistance and are at risk of not meeting academic requirements. APO will develop goals and measurable objectives to target student performance and be able to identify student academic needs. The school will use the MTSS/RTI model for the implementation of research-based instruction and interventions. These practices will be monitored and re-evaluated on a continuous basis. This will allow for the adjustment of instruction, strategies, curricula and other relevant programs and services with the intention of significantly improving student achievement. Such adjustments will ultimately be incorporated into the school's improvement plan to provide a tool for continuous, reflective improvement, monitoring, accountability and overall academic success.

APO 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 for identifying students with learning disabilities or special needs. English Language Learners and Exceptional Educational Students and/or students below grade level or identified as at risk of or not meeting academic requirements. Teachers will differentiate instruction as needed to assist students are successful and provide necessary interventions required by the MTSS/RtI and/or as detailed in a student's IEP, ELL plan. The MTSS/RtI implementation at the school will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality and provide all students opportunities to be successful.

APO will offer supplemental intensive instruction/intervention and enrichments opportunities for students falling in the lowest 25%. Reading strategies in the content areas will be provided to students in addition to those taught during language arts classes. Afterschool and Saturday tutoring will be offered for those students consistently demonstrating non-mastery instruction will be provided by highly qualified teachers who have had success with low performing readers demonstrating deficiencies.

APO will participate in the Florida State Accountability System as required by Florida Statute as well as any other age-appropriate assessments. APO will identify students that are not making adequate progress toward mastery or proficiency of the Florida Standards (with emphasis on low performing students and students that have reading deficiencies). Students will be progress monitored consistently and will be provided

supplemental and intensive support to ensure student academic success. The school wide MTSS/RTI model will have the following essential components:

- Students identified with a substantial reading deficiency (Grades K-3) and/or a substantial mathematics deficiency (Grades K-4) are required to have an IPMP that is designed to address the student's specific reading and/or mathematics deficiency and meets the requirements set forth in F.S.1008.25. IPMS will be developed within 45 days after the results of the F.A.S.T PM assessment becomes available.
- A school-wide multilevel instructional and behavioral system for preventing school failure, screenings, progress monitoring, database decision making for instruction and movement within the multi-level system.

Each one will be classified under one of the three levels of prevention:

- **Tier I** is school wide research-based core instructional and behavioral methodologies, practices and supports designed for all students provide the foundation in general education
- **Tier II** 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. These interventions are developed in response to targeted goals based on a student's level of performance in comparison to peer or grade level performance.
- **Tier III** 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 to assist the student in making progress to a targeted instructional goal.
    - The IPMP is a personalized plan designed for students with an identified substantial deficiency (Tier 3) in Grades K-3 reading and Grades K-4 mathematics, detailing specific interventions, support services, and strategies for family and home involvement.

The MTSS team, which will include the school principal, ESE Specialist, and classroom teachers, will review progress-monitoring data during monthly MTSS meetings to make data-driven decisions regarding the continuation, intensification, or modification of interventions. Growth monitoring will be a continuous process embedded within the instructional framework. APO will utilize multiple data points, FAST assessments, i-Ready diagnostics and growth checks, and formative assessments to measure progress and determine mastery of reading standards. Teachers will track student performance using data binders and digital dashboards to document growth and guide instructional adjustments. The school administrator will collaborate with teachers during data chats to review trends, identify gaps, and plan targeted instructional responses. Students not demonstrating adequate progress will receive individualized intervention plans, which will be reviewed and adjusted at six- to eight-week intervals. Parents will receive regular updates regarding their child's progress and ongoing support strategies through communication logs, progress reports, and family literacy meetings.

APO will provide timely and documented parental notification for any student identified with a reading deficiency. Parents or guardians will receive written communication using the district-approved notification letter outlining the nature of the deficiency, the interventions being provided, and strategies that can be implemented at home to support reading growth. Letters will be sent home after each progress monitoring window and will include clear, accessible information about the student's current performance, progress

toward grade-level expectations, and whether the student continues to require additional reading support. Parents will also be informed of their child's progress through conferences, progress reports, and access to student data via the school's communication system. The school will maintain records of all notifications, intervention plans, and follow-up actions as part of each student's MTSS documentation.

Through the use of the M-DCPS decision trees and consistent, transparent communication with families, APO will ensure that all stakeholders are informed and actively engaged in the reading intervention process. This collaborative approach will promote early identification, continuous support, and shared accountability for student literacy achievement. English Language Learners (ELLs) will receive integrated reading and language instruction aligned with the WIDA English Language Development Standards to ensure equitable access to grade-level content while developing academic language proficiency. Teachers will use sheltered instructional strategies, visuals, and academic vocabulary scaffolds to strengthen comprehension and oral language development. Students with Disabilities (SWD) will receive specialized instruction aligned to their Individualized Education Plans (IEPs), incorporating accommodations, assistive technology, and small-group instruction to ensure access to the general education curriculum.

Through this comprehensive, research-based approach, APO will ensure that reading instruction and intervention are implemented with fidelity, systematically monitored, and continually refined based on student data. This process will enable all students, regardless of their proficiency level, language background, or learning needs, to make measurable progress in reading and literacy achievement, ensuring long-term academic success and preparedness for future college and career pathways.

E. Describe how the educational program, curriculum and instructional design is substantially similar to the high-performing charter school that is being replicated.

The educational program, curriculum, and instructional design at APO will be substantially similar to that of the high-performing charter school being replicated, AcadeMir Charter School Preparatory (ACSP). As part of the AcadeMir family of schools, APO will implement the same rigorous academic framework, curriculum alignment, and instructional methodologies that have demonstrated consistent success across the network. The AcadeMir model is grounded in high academic expectations, research-based instructional strategies, and a strong emphasis on mathematics and science within a STEM-integrated learning environment. This proven model has led to measurable gains in student achievement and sustained performance across multiple campuses, including schools recognized as High-Performing Charter Schools by the Florida Department of Education. APO will adopt the same core curriculum and instructional materials utilized by ACSP, ensuring vertical and horizontal alignment with the Florida B.E.S.T. Standards for English Language Arts and Mathematics, and the State Standards for Science and Social Sciences. Instruction will be structured around the Gradual Release of Responsibility model, integrating direct instruction, guided practice, and independent application. Teachers will implement project-based learning and inquiry-based strategies that encourage problem solving, collaboration, and critical thinking. The instructional program will also incorporate the Engineering Design Process and the Mathematical Thinking and Reasoning (MTR) Standards, which are embedded throughout the AcadeMir network to promote logical reasoning and application of knowledge across disciplines.

A substantial similarity across all schools in the AcadeMir network, including the replicated school, and the high performing school being replicated, is the implementation of an extended school day. AcadeMir at Palm Orchard will include an additional 30 minutes of instruction daily to support its mission of providing students with an enriched math and science program.

Kindergarten and 1st Grade	8:30 a.m.-2:30 p.m.
2nd Grade through 8th Grade	8:30 a.m.-3:30 p.m.

There is an early dismissal on Wednesdays for students in grades K-5, and there is a 30-minute daily lunch period. The teachers will be departmentalized in grades 1st - 5th. Teachers will teach specific core subjects (i.e., ELA/Writing and Math/Science/SS). However, Kindergarten will follow a traditional kindergarten self-contained setting. Instructional time in K-5th grade will be allocated as follows:

Subjects	Allocated Time	Times Per Week	Grade Levels
Reading/English Language Arts	90 minutes of uninterrupted daily instruction	Daily (5x per week) **additional intervention sessions will be provided as needed)	K-5
Writing	30 minutes Daily	Daily (5x per week)	K-5
Mathematics	60 minutes Daily	Daily (5x per week)	K-5
Science	150 minutes weekly 60 minutes weekly	2x per week for 1 hour 2x per week for .5 hour	2-5*additional time allocated within STEM LAB time K-1
Social Studies	120 minutes weekly 60 minutes weekly	2x per week for 1 hour 2x per week for .5 hour	2-5 K-1
Spanish	150 minutes weekly 60 minutes weekly	Will vary to meet the needs of the master schedule	2-5 K-1
Physical Education	150 minutes weekly	Daily 30 min (5x per week)	K-5
Art	60 minutes weekly	1 x per week	K-5
Music	60 minutes weekly	1 x per week	K-5
Recess	40 minutes weekly	20 minutes 2x per week	K-5
STEM LAB	60 minutes weekly	1 x per week	K-5
STEM Enrichment Block	30 minutes Daily	Daily (5x per week)	K-5

**Intervention/MTSS Schedule: Tier II students in grades K-5 will receive a minimum of 30 minutes daily uninterrupted time in addition to the reading block. Individual intervention beyond the reading block will be provided for students, which have been identified through the MTSS as Tier III. Based on their plan, time requirements for these students, including students with special needs, may be modified in art, music, Spanish and STEM Block. However, a minimum of 30 minutes of instruction each of art and music and 60 minutes of social science per week must be provided. The Physical Education schedule can also be altered for students in Tier II and III with a minimum of 60 minutes of instruction required per week.

The 6th through 8th grade, schedule is designed using an A/B block model that allows for extended instructional time. Each instructional period is evenly distributed in length, providing approximately equal time for all core and elective courses. This structure ensures that students receive consistent and balanced exposure to each subject area over the course of the week. Period 1, 3, 5, and 7 on "A" days and Period 2,4,6, and 8 on "B" Days. The bell schedule includes 3-minute transition between classes, and a lunch period.

Homeroom	8:30 a.m.-8:42 a.m.
Period 1 or 2	8:45 a.m.-10:15 a.m.
Period 3 or 4	10:18 a.m.-11:48 a.m.
Lunch	11:51 a.m.-12:24 p.m.
Period 5 or 6	12:27 p.m.-1:57 p.m.
Period 7 or 8	2:00 p.m.-3:30 p.m.

Like ACSP, APO will offer a daily STEM Enrichment Block and a dedicated STEM Lab elective utilizing Project Lead the Way (PLTW) for Grades K-5 to provide hands on, inquiry-based learning experiences that connect classroom content to real world applications. Students in grades K–5 will participate in PLTW Launch, while students in grades 6–8 will advance into PLTW Gateway, mirroring the structure and implementation at ACSP. In grades 6–8, PLTW Gateway modules will be embedded within the middle school schedule and coursework and will complement core science and mathematics instruction by providing opportunities for applied learning, collaboration, and real-world problem solving.

This vertically aligned curriculum ensures that students progressively build skills in engineering, robotics, coding, and critical thinking throughout their academic journey. Furthermore, APO will employ the same technology integration model used throughout the AcadeMir network, equipping each classroom with interactive technology, access to digital learning platforms, and data-driven assessment tools such as i-Ready and FAST to inform instruction and monitor student growth.

The instructional culture at APO will reflect the network-wide commitment to excellence that defines all AcadeMir schools. Teachers and school leaders will receive continuous professional development through the AcadeMir Professional Learning Framework, which focuses on effective data analysis, differentiated instruction, and implementation of research-based practices. The Multi-Tiered System of Supports (MTSS) used at ACSP will be replicated at APO to ensure early identification and intervention for struggling students, with targeted Tier 2 and Tier 3 supports aligned to district-approved resources and progress-monitoring protocols. Instruction for English Language Learners (ELLs) will be aligned with the WIDA English Language Development Standards, while Students with Disabilities (SWD) will receive accommodations and individualized supports consistent with their IEPs, as is standard across the AcadeMir network. By replicating the successful academic framework, rigorous instructional design, and culture of high expectations established at ACSP, APO will maintain the same level of instructional quality and student achievement outcomes. The AcadeMir network's shared mission, to provide a challenging academic program that fosters critical thinking, innovation, and college and career readiness, will serve as the guiding principle for APO's operations and instructional philosophy. Through this replication, APO will continue the AcadeMir tradition of delivering high quality, data-driven, and student-centered education that ensures all learners are equipped for success in an increasingly competitive and technology-driven world.

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Xu, Z. (2024). *Project Lead the Way: Impacts of a high school applied STEM program on early postsecondary outcomes.* Annenberg Institute at Brown University. Retrieved from https://edworkingpapers.com/sites/default/files/ai24-981_v2.pdf

Section 4: Student Performance, Assessment and Evaluation

Performance Goals

A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the specific results to be attained through instruction.

Neighborhood School Performance SY 24-25

Schools	FY25 School Grade	3rd Grade Reading Proficiency	Reading Proficiency	Reading Learning Gains	Reading L25% Learning Gains	Math Proficiency	Math Learning Gains	Math L25% Learning Gains	Science Proficiency	Social Studies Proficiency	Alg 1 Proficiency	Biology Proficiency	MS Acceleration
Miami Community Charter Elementary School	C	60	46	41	45	52	41	41	22	__	__	__	__
Miami Community Charter Middle School	C	__	35	50	51	50	58	55	28	62	89	72	67
West Homestead K-8 Center	C	26	27	53	62	50	68	66	39	40	100	__	97
Florida City Elementary	D	25	36	47	52	35	43	51	24	__	__	__	__
Homestead Middle School	B	__	43	54	52	53	70	68	47	64	73	81	96

Source*https://edudata.fldoe.org/AdvancedReports.html

Incoming Baseline Average of Neighborhood Schools Summary

English Language Arts (ELA)

- The baseline average proficiency rate on the 3rd Grade ELA FAST PM3 assessment for Spring 2025 is **37%**.
- The overall baseline average ELA proficiency rate on the FAST PM3 assessment for Spring 2025 is **37%.**
- The average baseline learning gains on the ELA FAST PM3 assessment for Spring 2025 is **49%.**
- The average baseline learning gains for the lowest 25% of students on the ELA FAST PM3 assessment for Spring 2025 is **52%**.

Mathematics

- The baseline average proficiency rate on the Mathematics FAST PM3 assessment for Spring 2025 is **51%.**
- The average baseline learning gains on the Mathematics FAST PM3 assessment for Spring 2025 is **54%**
- The average baseline learning gains for the lowest 25% of students on the Mathematics FAST PM3 assessment for Spring 2025 is **53%.**
- The baseline average proficiency rate on the Algebra 1 EOC PM3 assessment for Spring 2025 is 87%

Science

- The baseline average proficiency rate on the Science Assessment for Spring 2025 is **37%**.
- The baseline average proficiency rate on the Biology 1 EOC for Spring 2025 is 77%.

Social Studies

- The baseline average proficiency rate on the Civics Assessments for Spring 2025 is **41%.**

Middle School Acceleration

- The baseline average Middle School Acceleration Rate as reported as part of the school grade for SY24-25 is 87%.

APO Performance Goals

APO will replicate the high-performing academic model of AcadeMir Charter School Preparatory (ACSP), which has consistently achieved an "A" school grade under Florida's accountability system. As part of the AcadeMir network, APO will implement the same rigorous, STEM-centered instructional framework grounded in the Florida B.E.S.T. Standards for ELA and Mathematics, the State Standards for Science and Social Sciences. The instructional model will integrate data-driven instruction, research-based interventions, and a comprehensive STEM enrichment program that provides all students with access to high quality, engaging, and standards-aligned learning experiences.

The goal for Year 1 is for APO to earn an "A" school grade by exceeding state averages and outperforming the local feeder pattern in all tested areas. The following measurable targets will guide instructional planning and accountability:

(1) **ELA Proficiency**: Increase from a 37% incoming baseline to 60% by the end of Year 1
(2) **Math Proficiency**: Increase from a 51% incoming baseline to 65% by the end of Year 1.
(3) **Science Proficiency**: Increase from a 37% incoming baseline to 60% by the end of Year 1.
(4) **Civics Proficiency**: Increase from a 41% incoming baseline to 65% by the end of Year 1.
(5) **Learning Gains (ELA and Math)**: Achieve 65% or higher overall learning gains.
(6) **Lowest 25% Learning Gains (ELA and Math)**: Achieve 65% or higher growth through targeted interventions and progress monitoring.
(7) **Middle School Acceleration**: Maintain 90% or higher of eligible students earning high school credit through Algebra I, Geometry, Biology I, or approved STEM electives.

To sustain and enhance performance beyond Year 1, APO will establish annual benchmarks that maintain an "A" rating and demonstrate incremental growth in proficiency and learning gains over the next five years. These goals will be monitored and adjusted through the Continuous Improvement Model (CIM), ensuring data-driven instructional refinement, teacher coaching, and accountability at every grade level.

Instructional success will be evaluated using multiple measures, including FAST PM1–PM3 assessments, i-Ready diagnostics, and formative assessments. Teachers will analyze data biweekly in Professional Learning Communities (PLCs) to plan differentiated lessons, identify gaps, and provide individualized support. The Multi-Tiered System of Supports (MTSS) will ensure early identification and targeted intervention for struggling students. Tier 2 interventions will utilize evidence-based resources such as Phonics for Reading, 95 Percent Group, and i-Ready Personalized Instruction, while Tier 3 interventions will include Lexia Core5, Reading Horizons, and HMH 180 for intensive support. Growth monitoring will occur through biweekly i-Ready progress checks, FAST interim benchmarks, and quarterly data chats to ensure that all students demonstrate measurable progress toward grade-level mastery.
English Language Learners (ELLs) will receive structured literacy and language development instruction aligned with the WIDA English Language Development Standards, ensuring that language acquisition and academic growth occur simultaneously. Students with Disabilities (SWDs) will receive specialized instruction and accommodations aligned to their Individualized Education Plans (IEPs) to ensure equitable access to grade-level content and high expectations for achievement.

If the actual baseline performance differs significantly from projected levels, APO will use the initial FAST PM1 and i-Ready Diagnostic AP1 data to recalibrate goals, modify pacing, and reallocate resources to meet student needs. Instructional groups and intervention plans will be adjusted within the first quarter of operation to ensure that all students remain on track toward proficiency and schoolwide goals. By replicating the proven, data-driven model of AcadeMir Charter School Preparatory and leveraging network-level professional development, instructional coaching, and progress monitoring systems, APO will achieve an "A" school grade in its first year of operation and sustain that level of excellence over the next five years. The school will maintain its commitment to rigorous academics, differentiated instruction, and STEM innovation to ensure that every student achieves academic success and readiness for college, career, and civic life.

B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

Priority Goal 1: Improving STEM Achievement

Increasing student interest and performance in STEM require a relevant, rigorous curriculum, delivered by educators that have mastered integrated content across subjects, pedagogy, and 21st century instructional tools and assessments. Our goal is to have students and educators work in a school that has both an effective instructional STEM based curriculum and the support of school leaders, parents, and the community.

Goals:

- Increase student interest in STEM fields and in continuing their education
- Increase STEM Achievement of K-8 students
- Obtain Cognia STEM Accreditation
- Given School-wide emphasis on the mastery of the Florida B.E.S.T Standards in Mathematic in grades three through five, students in all eligible subgroups, will meet or exceed 65% proficiency on the F.A.S.T. PM3 Mathematics Assessment.
- Increase the number of educators prepared and delivering integrated STEM education

Strategy: Adopt a set of attributes for the school's STEM program that are aligned with 21st Century Skills, which included the integration of Science, Technology, Engineering and Mathematics (STEM) curriculum, aligned with state, national, and industry standards.

- Project-based learning with integrated content across STEM subjects; Connections to effective in school - and co-curricular STEM programs; Integration of technology and virtual learning.
- Authentic assessment and exhibition of STEM skills.
- Professional development on integrated STEM curriculum, community/industry partnerships and connections with postsecondary education connections.
- Outreach, support and focus on underserved, especially girls, minorities and economically disadvantaged students.
- On-going community and industry engagement
- STEM work-based learning experiences, to increase interest and abilities in fields requiring STEM skills, for each student and educator
- Business and community partnerships for career exploration, field trips, competitions, and other STEM opportunities that extend beyond the classroom walls

- Alignment with students' career pathways with other postsecondary STEM program(s)

To achieve the goals and remain focused on the priorities of our STEM program, no single measure or metric system can suffice. And, while individual programs should receive rigorous evaluation and measurement, the STEM Education program will need data-driven prioritization based on STEM Designation Rubric indicators to measure program effectiveness. Thus, both traditional education measures of student achievement and STEM program evaluation will be used.

- Increase 10 or more percentage points scoring at Achievement Level 3 or higher on State Science Assessment.
- Increase 5 or more percentage points scoring at Achievement Level 3 or higher on F.A.S.T. PM3, Mathematics Assessment
- School participation in a minimum of four STEM focused events.
- 60% of STEM teachers participate in at least two STEM focused professional development opportunities and demonstrate clear evidence of implementation in classroom instruction.
- Establish at least four businesses, community or postsecondary partnerships involved with STEM instructional program directly connected to in-class learning.

Assessment and Evaluation

C. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments). Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.

APO will collect and analyze baseline data to make determinations about teaching and learning utilizing the Florida Continuous Improvement Model (FCIM). APO will have an established leadership team and apply the problem-solving model to identify barriers and available resources by collecting the most current data on student performance as it applies to the Florida B.E.S.T. Standards. Data will be used to determine student strengths and weaknesses and to inform instructional decisions.

Baseline data will be used for initial student placement, and the school will follow the MDCPS CERP decision trees, in order to make decisions about placement. Data will be collected by the school upon registration using reports from previous schools' records as applicable (i.e., report cards, grades) and will include standardized test scores such as the Florida Assessment of Student Thinking (F.A.S.T.) Renaissance Star Early Literacy and Star Reading, the Florida Assessment of Student Thinking (F.A.S.T.), or other performance-based assessments, district baseline assessments, and i-Ready Reading/Math Diagnostic Assessments. For students with disabilities, Individual Education Plans (IEPs) and (504's) will be utilized, and for English Language Learners (ELLs), the individual ELL student plan will be obtained to ensure proper placement in accordance with their learning needs.

Additionally, baseline data will be used to set School Improvement Plan (SIP) goals and to monitor student growth throughout the school year. For example, standardized test results from one year will be compared to the next to determine educational strengths and needs of students and to measure progress over time. To the extent available, the following assessments will be used to continuously monitor student progress and ensure fidelity toward mastery of the Florida B.E.S.T. Standards.

As part of the schoolwide system of progress monitoring, instruction and interventions will be adjusted as necessary based on student academic growth and attainment of grade-level standards. Parents will be informed of their child's areas of academic need through progress reports, communication logs, and intervention plans. Intervention and intensive support courses will be provided to students who score below Level 3 on statewide standardized assessments. APO will follow the district assessment calendar to maintain continuity in serving students transferring from Miami-Dade County Public Schools and will adhere to the state assessment schedule each school year for the duration of the charter contract.

1. Formative School Assessments

- District Writing Assessment
- Grades 2–5: Biweekly Reading Comprehension Assessments (Wonders Reading Strategy and Skills)
- Grades 3-8 i-Ready Standards Mastery Assessments
- Grades K–1: Unit Assessments (Wonders)
- Grades K–5: District Math Topic Assessments
- Grades K–4: Quarterly Science Assessments (Baseline/Post)
- Grade 5: District Baseline, Midyear, and Post Science Assessments
- Grades 6-8: Savvas Assessments
    - Selection Tests to assess what was taught during Whole Group (a bi-weekly progress monitoring assessment).
    - Unit Assessments- these are key- are the Benchmark Assessments and come in two parts.
    - Performance Assessment (one for each unit)
- Grade 6-8 ELA Assessments:
    - Intensive Reading: NWEA Baseline, MYA and End of Year assessment; Read180 Mid-Point and End of Unit Assessments
- Grades 6-8 Math:
    - 6th, 7th and Pre-Algebra (Savvas)
    - Savvas Mid-Topic Assessment
    - Savvas Bi-weekly Topic Assessment via Performance Matters
    - Topic Performance Tasks
    - IXL Benchmark Quizzes
- Algebra and Geometry (Cengage Big Ideas): Baseline, Mid-Year and End of Year Assessment via Performance Matters
    - Bi-weekly Topic Assessments
    - IXL Benchmark Quizzes
- Middle School: Comprehensive Science 1 – 3: Baseline, Mid-Year, and End of Year Assessment via Performance Matters
    - Savvas Lesson Quiz
    - Topic Assessments
    - IXL Benchmark Skills
- Biology: Baseline, Mid-Year and End of Year Assessments via Performance Matters
    - Unit Assessments
    - Savvas Lesson Quiz
    - Progress Learning Benchmark Assessments

2. Progress Monitoring Assessments

- Grades K–8: i-Ready Diagnostic Assessments (Reading and Mathematics), administered three times per year

- Grades K-8-i-Ready Growth Monitoring, every 20 instructional days.
- Kindergarten: Quarterly Sight Word Fluency (SWF) Assessments
- Grades K–8: i-Ready Growth Monitoring for students in the lowest 25% and those receiving Tier 2 and Tier 3 interventions
- Grades K–1: WonderWorks Unit Assessments and Sight Word Fluency Interventions
- Grades 6–8: HMH Read 180

3. State/Standardized Assessments

- Grades K–2: Florida Assessment of Student Thinking (F.A.S.T.) – Renaissance Star Early Literacy, Star Reading, Star Mathematics
- Grades 3–8: Florida Assessment of Student Thinking (F.A.S.T.) – ELA and Mathematics
- Grade 5 and 8: Next Generation Sunshine State Standards Science Assessment
- Grades 7–8: State End-of-Course (EOC) Assessments in Civics, Algebra I, Geometry, and Biology

4. Third Grade Good Cause Promotion

- Grade 3 Student Portfolio – M-DCPS
- F.A.S.T. ELA (Level 2 or higher)
- i-Ready Reading Diagnostic AP3
- Alternative Assessment for Grade 3 – M-DCPS adopted assessment
- Third Grade Midyear Promotion Test – M-DCPS adopted assessment

5. English Language Learners (ELL) Student Testing

- OLPS-R for incoming Kindergarteners
- ACCESS for ELLs 2.0 (WIDA) – used for placement and exiting decisions
- Wida Screener (Placement/Extension of Services) – including placement for incoming students in Grades 1 and above

APO will ensure that all middle school students receive targeted instruction aligned to their assessment performance through the Multi-Tiered System of Supports (MTSS). Students demonstrating proficiency will be provided acceleration opportunities, while those requiring additional support will receive Tier 2 or Tier 3 interventions using research-based programs such as i-Ready Personalized Instruction, Reading Horizons, or HMH 180. Assessment data from F.A.S.T., i-Ready, and district benchmarks will be reviewed during biweekly Professional Learning Communities (PLCs) to monitor progress and adjust instruction as needed. In alignment with the Miami-Dade County Public Schools Student Progression Plan, APO will monitor the successful completion of middle school course requirements to ensure that students earn credits toward high school promotion and graduation eligibility. Student progress toward credit completion will be reviewed quarterly through grade reports, assessment data, and academic tracking within the school's student information system. The leadership team will identify students at risk of course failure and implement targeted supports, including additional instructional time, tutoring, and progress-monitoring conferences with teachers and families. For students who do not successfully complete a course, APO will provide access to course recovery opportunities, including virtual instruction, extended learning programs, or summer school, to ensure all students remain on track for promotion and high school readiness.

Summary of Promotion and Placement Requirements for Middle Grades Students

End of Grade	Courses Passed	Status
6	**All Courses Passed**	**Promoted to Grade 7** Regular 7th Grade Student
6	**4-5 Courses Passed** Must pass language arts* or mathematics and at least 3 other courses	**Promoted to Grade 7** Placed in grade 7 and scheduled to repeat courses not passed, as appropriate.
6	**Less than 4 Courses Passed in Grade 6**	**Retained in Grade 6**
7	**12 Cumulative Courses Passed** 6 courses passed in grade 6 and 6 courses passed in grade 7	**Promoted to Grade 8** Regular 8th grade student
7	**8-12 Cumulative Courses Passed** 4 courses passed in grade 6 including language arts*, mathematics, science, and social sciences. and 4-5 courses passed in grade 7 including 7th grade language arts* or mathematics, science or social sciences, and a course which incorporates career and educational planning.	**Promoted to Grade 8** Placed in grade 8 and scheduled to repeat courses not passed, as appropriate.
7	**7-8 Cumulative Courses Passed**	**Retained in Grade 7**
8	**15-18 Cumulative Courses Passed** Must pass 3 courses each in language arts*, mathematics, science, and social sciences including a course which incorporates career and educational planning and 3 additional courses. The student must also have completed his/her personalized academic and career plan.	**Promoted to Grade 9**
8	**14 or Fewer Cumulative Courses Passed**	**Retained in Grade 8**

* M/J Language Arts Through ESOL as appropriate

*Pg 82-83 of the MDCPS Student Progression Plan

D. Describe how student assessment and performance information will be shared with students and with parents. Describe how the school will 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.

The School will use various methods to share student assessment and performance information with students and parents, in addition to the parent and student data chats. The comprehensive assessment program will be used to inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening. The school will thereby provide parents with assessment results yearly for each year their child participates in the state assessment and EOC examinations (as applicable) and other district-based examinations. The Department of Education reports student assessment data under s. 1008.34(3)(c) and the school will then report the information to each parent of a student at the charter school, the parent of a child on a waiting list for the charter school, the district, and the governing board of the charter school. Reports will also provide parents with students with specific information regarding their child's progress and learning gains. This 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 each year spent at the School. Per legislation (under HB7069), the annual student progress evaluation report provided to parents may include the response to intervention results.

Teachers will use assessment rubrics as teaching tools in the classroom by helping students to interpret their performance and comprehend their results. Students will be allowed to participate in data chats with teachers. Moreover, students not demonstrating mastery of subject matter on standardized assessments or not performing at grade level will receive intervention to remediate deficiencies and will participate in progress monitoring data chats with their teacher to discuss their progress, monitor their growth, and goals set for their remediation. Said data chats should assist the student to identify what he/she must accomplish to meet state and district levels for proficiency. This approach will allow students to understand their strengths and weaknesses and make them active participants in their education.

The School will also ensure school-wide student assessment and performance data is shared with parents, students, and other stakeholders. The School will maintain ongoing communication with parents/guardians

throughout the school year in a variety of ways (e.g., parent access to the web-based gradebook and progress reports). Specifically, the School will ensure communication with students/parents via the following:

Written Notices - Parents will be notified, in writing, at any time during a grading period when: it is apparent that the student is doing unsatisfactory work; when course or grade assignments drop abruptly or significantly; if a student is in jeopardy of failing a course, and/or if a student is in jeopardy of failing to meet graduation requirements. Parents will also be notified in writing when a student is receiving instruction in an accelerated class or grade placement to include courses taken with Florida Virtual School and/or other district-approved online courses.

Ongoing communication between APO and parents or guardians will be maintained through progress reports, report cards, parent conferences, and other forms of written and oral communication. Each teacher will maintain parent contact logs to document communication regarding student progress. Student performance information will be available to parents through the school's online gradebook, which will provide real-time access to grades and attendance in each subject area.

APO will ensure that communication with students and parents is consistent, timely, and aligned with district-mandated reporting methods, including:

- **Report Cards:** Distributed at the end of each marking period to communicate academic performance, effort, and conduct. Report cards will not be withheld from students for any reason.
- **Interim Progress Reports:** Sent to parent's midway through each grading period (approximately four weeks) for students who are experiencing academic or behavioral difficulties, including but not limited to failing grades, a drop of two or more letter grades, unacceptable conduct, or excessive absences.
- **Data Reports:** Students and Parents will be notified of student individual performance and progress through data reports, and MYA Reports.
- **School Grades:** (School Accountability Reports) will be made available to stakeholders and the community-at-large via the School website and other means. The school will provide parents with assessment results yearly for each year their child participates in the state-mandated assessments. Following the release of assessment results, school personnel will disseminate the information to parents individually and following all student confidentiality procedures.
- **Open House and Mid Quarter Parent Conferences**: The school will also host an open house at the beginning of the school year, wherein the School's administration will make parents aware of the parent conference schedule, which will be held subsequent issuance of interim progress reports, about four to five weeks after each nine-week grading period begins.
- **Parent Workshops:** The School will also coordinate parent workshops to bring parents into the School and invite open dialogue. The School will coordinate other appropriate methods of communication with parents/guardians, as necessary, and the School will make every effort to communicate with parents in their home language.
- **Required Parental Notifications:** In accordance with section 1008.34(3)(c), Florida Statutes, all parents will receive communication regarding their child's performance on state accountability measures, including progress on the Florida Assessment of Student Thinking (F.A.S.T.) assessments, learning gains, and grade-level proficiency. Issued for students in danger of not meeting promotion requirements, including those demonstrating reading deficiencies or performing below grade level expectations, following the policies of MDCPS.

- **Parent-Teacher and Student Data Chats:** Teachers will conduct individual data chats with students and parents to review assessment results, growth toward benchmarks, and intervention plans when needed.

APO will ensure parents receive sufficient and clear information on whether their child is reading at grade level and whether they are demonstrating at least one year's worth of academic growth annually. Parents of students identified with reading deficiencies will receive written notifications and updates consistent with the state and district requirements. These notifications will explain the nature of the deficiency, the interventions being provided, and specific strategies parents can use at home to support literacy growth.

The school will provide academic assistance and progress updates through multiple layers of support, which may include:

- In-class interventions and differentiated instruction
- Pull-out intervention sessions provided by reading and math interventionists
- School-based counseling and progress monitoring meetings
- Use of instructional technology programs such as i-Ready Reading and Mathematics for individualized learning
- After-school tutoring and enrichment programs

APO will also maintain transparency through its School Improvement Plan (SIP), which will include schoolwide performance data and measurable goals. The school's annual accountability report will detail student achievement outcomes and growth measures, and copies will be made available to parents, board members, and other stakeholders each year.

Through these measures, APO will ensure that families are active partners in their child's education and have access to timely, meaningful, and actionable information to support continued academic success.

Section 5: Student Recruitment and Enrollment

A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.

The enrollment projections for APO are grounded in a comprehensive analysis of local demographic trends, community demand, and the capacity of the proposed facility. Projections were developed using a combination of county population data, school-age enrollment patterns, and evidence of parent interest in high-quality educational options within the target area. Additionally, consideration was given to the school's grade-level rollout plan and anticipated student retention across cohorts. The team involved in developing these projections has a strong track record of accurately forecasting enrollment across a network of schools with similar models and student populations. These projections are further supported by a strategic and targeted student recruitment plan designed to ensure the school meets its enrollment goals while serving a diverse student population.

APO will make great efforts to reach families reflective of the demographics of the county. A comprehensive advertising and promotional plan will include the use of print and online media, including minority and community periodicals to disseminate information about the School's educational program and open enrollment period. The goal is to reach parents by using various means of information delivery. APO will utilize a wide variety of media and promotional materials to promote the School ensuring the School reaches a wide audience and a diverse student population. The School will use social media accounts, Facebook, Instagram, Google Ads, Sponsored ads. The School will also conduct mail out campaigns with informational enrollment flyers. The School will also build relationships with local community groups and churches to ensure that harder to reach families are aware of the School and their eligibility to apply for enrolment. This information will also be posted in local public facilities, such as community centers, parks/rec centers/libraries and other locations with public access as permitted by local regulations. In order to best reach out to a diverse population, informational materials will be available in multiple languages, as needed. School representatives will also attend community, church and sports events in the area to personally speak to families and answer any questions they may have, including those related to the application and enrollment process. An easy to navigate website will also be a key component of informing the community about the School.

APO will distribute press releases and /or public service announcements to promote the open enrollment period, open house, and other essential details about the School and its program. A banner will also be posted on site with relevant information. Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the School. Local elected officials and community leaders will be invited to visit the School. They will also be given an update on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

Through these intentional strategies, APO will ensure that its student body reflects the community it serves while meeting its projected enrollment targets. The school's inclusive recruitment plan will uphold the principles of access, equity, and choice for all families.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

At APO, students will be considered for admission without regard to ethnicity, national origin, gender, disability status, or academic achievement level. The school is committed to fostering a student body that reflects the diversity of the surrounding community. To achieve this, APO will ensure that all recruitment and enrollment practices are inclusive, equitable, and accessible to all families. Informational materials will be available in multiple languages, as needed, to meet the linguistic diversity of the community. School representatives will actively participate in community events, faith-based gatherings, and local sports programs to engage directly with families and share information about the school's educational program and open enrollment process. In addition, APO will maintain an easy-to-navigate website that provides clear application instructions, open house dates, and enrollment details to support families throughout the process. The school's promotional plan aims to reach a broad and diverse audience across all racial and ethnic groups. Information about APO will be distributed through multiple channels, including minority and community publications, direct-mail postcard campaigns, and digital advertisements. Materials will also be posted in accessible community locations such as libraries, recreation centers, and local businesses.

Through these efforts, APO anticipates that the racial and ethnic composition of its student body will be reflective of the demographics of the county's public schools.

To further ensure equity and access, informational meetings will be held in a variety of community forums to allow families from diverse backgrounds to learn about the academic programs and opportunities available at the school. The governing board and administrative team will continue to collaborate with community leaders and organizations to assist in disseminating information and to promote inclusive enrollment practices across the region.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment D.

Pursuant to Section 1002.33(10)(b), Florida Statutes, APO will enroll all eligible students who submit a timely application, provided that capacity has not been reached in the applicable program, class, grade level, or building. In the event that the number of applications exceeds capacity, the school will conduct a random lottery to determine student admission. Enrollment preferences will be granted in accordance with Section 1002.33(10)(d), F.S., which allows preference for certain student populations such as siblings of enrolled students, children of employees, or students transferring from another school managed by the same governing board. Should APO receive a Charter Schools Program (CSP) grant, enrollment preferences will be adjusted as necessary to ensure full alignment with federal CSP requirements.

Being a school of choice, AcadeMir at Palm Orchard (APO) will offer academic programs that will target those students and parents interested in a deep and creative elementary and middle school education experience. APO will follow federal and state anti-discriminatory laws. The school commits to non-discrimination based on race, ethnicity, national origin, gender, or disability for any student during the school admission process. Students who are identified as needing ESE or ELL services will have an equal opportunity of being selected for enrollment in the school. Any eligible student, as described in F.S. 1002.33 (10), who applies within the time frame and whose parents accept the condition of the Parental Involvement Contract shall be considered unless the number of applications exceeds the capacity of the program, class grade level, or building capacity. If the number of applicants is less than the established capacity, supplemental registration periods may take place to reach student capacity.

AcadeMir at Palm Orchard will comply with Florida's charter school legislation, F.S. 1002.33(10) (e), which rules that schools may give enrollment preference to specific student populations, including the following:

- Students who are siblings of a student enrolled at the charter school.
- Students who are the children of a member of the Governing Board of Directors of the charter school.
- Students who are the children of an employee of the charter school.
- Students who are the children of active-duty members of any branch of the United States Armed Forces. *Please note that military preference will not be permitted for CSP subrecipient schools during the term of the grant to comply with federal regulations.

Enrollment Timeline

Activity	Timeline
Year 1	
Open Enrollment	January-May
Application Verification	February-June
Notification of Lottery	March
Lottery	March-April
Admission/Waitlist Notices Sent	March-April
Registration	March – Ongoing through Opening
Year 2 and Subsequent Years	
Recommit Letters to Current Students	December
Open Enrollment	January – April
Application Verification	February-May
Notification of Lottery	March
Lottery	March-April
Admission/Waitlist Notices Sent	March-April
Registration	March – Ongoing through Opening

D. Provide the school's projected population of students with disabilities and English Language Learners and describe how the projection was made.

APO's projected enrollment of Students with Disabilities (SWD) and English Language Learners (ELL) was developed using data from neighborhood schools serving similar grade configurations, including nearby K–5 elementary schools, 6–8 middle schools, and K–8 combination schools. The analysis included five schools within the immediate vicinity, providing a representative view of the area's demographic and educational composition.

Based on the averages of these schools, it is projected that approximately 14% of APO's student population will be identified as Students with Disabilities (SWD), and approximately 36% will be identified as English Language Learners (ELL). These projections align with the demographic trends of surrounding public schools and reflect the linguistic and academic diversity of the community that APO will serve.

These estimates will inform staffing, scheduling, and resource allocation to ensure that appropriate instructional supports, interventions, and language services are in place from the school's opening year. APO's educational program is designed to be inclusive, with a strong Multi-Tiered System of Supports (MTSS) and differentiated instructional practices to meet the needs of all learners. The school will provide services consistent with Individualized Education Plans (IEPs) for SWD students and English language development services aligned with the WIDA English Language Development Standards for ELL students.

Through these measures, APO will ensure equitable access, support, and achievement opportunities for all students, consistent with the diverse characteristics of the surrounding community.

E. Describe how the school will ensure that students with disabilities and English Language Learners will have an equal opportunity of being selected for enrollment in the charter school.

APO will ensure that Students with Disabilities (SWD) and English Language Learners (ELL) have an equal opportunity to be selected for enrollment in accordance with Section 1002.33, Florida Statutes, and all applicable state and federal nondiscrimination laws. The school will not discriminate on the basis of race, color, national origin, gender, disability, or level of academic achievement in its admission process.

Information about the school's educational program, open enrollment period, and lottery process will be clearly communicated through multiple outreach strategies designed to reach all segments of the community, including those that might otherwise have limited access to educational choice information. Recruitment and promotional materials will be provided in multiple languages reflective of the local population, ensuring accessibility for families of English Language Learners. APO representatives will attend community events, faith-based gatherings, and neighborhood meetings to explain the application and enrollment process, provide assistance with completing applications, and answer questions related to services for SWD and ELL students.

The application and lottery process will be open and transparent. APO will not request information regarding a student's disability or English language status prior to admission and enrollment. In the event that applications exceed capacity, enrollment will be determined through a random, system-generated lottery, conducted in compliance with state law and applicable federal requirements. Students with disabilities and English Language Learners will have an equal chance of selection in the lottery process. Following enrollment, APO will identify and provide appropriate services for all students through the implementation of Individualized Education Plans (IEPs) and 504 plans for SWD as well as appropriate supports for ELL students, aligned with the WIDA English Language Development Standards. The school will collaborate with families to ensure all necessary supports and accommodations are in place from the first day of school. Through these inclusive recruitment and enrollment practices, APO will ensure that all students, regardless of background or learning needs, have equitable access to its high-quality academic program.

Section 6: Management and Staffing

A. Describe the management structure of the school.

The management structure at AcadeMir at Palm Orchard will mirror that of ACSP, the school being replicated and is designed to create a clear, efficient, and collaborative framework that supports the school's mission and vision. The school will be overseen by a Governing Board, which will be responsible for ensuring that the school operates in accordance with state laws, district policies, and the school's charter agreement. The Board's responsibilities will include approving the annual budget, hiring and evaluating the school principal, overseeing the school's educational program, and ensuring compliance with all applicable regulations. The Principal will be the key administrator at AcadeMir at Palm Orchard**,** directly overseeing the day-to-day operations of the school. The Principal will report to the Governing Board and will be responsible for ensuring the successful implementation of the school's educational program, maintaining a positive school culture, managing the budget, and fostering relationships with the community and

stakeholders. The Principal will also be responsible for hiring and evaluating all instructional and non-instructional staff, ensuring that all personnel are aligned with the school's mission and goals.

Under the Principal, the school will have a Leadership Team, which may include an Assistant Principal, Dean of Students, and Curriculum Specialists. The Leadership Team will assist with the management of the school's operations, curriculum, discipline, professional development, and student support services. These leaders will work closely with teachers and staff to implement school policies, support instructional quality, and ensure that students receive a rigorous and enriching education. AcadeMir at Palm Orchard will also employ a network of specialized staff**,** including teachers, counselors, special education professionals, administrative assistants, a curriculum specialist to support teaching and learning, and support staff. These employees will work together to ensure that the school delivers high quality education, maintains a safe learning environment, and addresses the diverse needs of its students. The leadership team will also be supported by various external partners, such as community organizations and educational consultants, which may provide additional support in areas like professional development, special education, and student health services.

The Governing Board will also contract with an Educational Service Provider (ESP) to perform specific support functions as determined by the Board. The ESP will operate in an arm's-length capacity and will support the Board's strategic initiatives and the overall success of the School, while not managing or directing the day-to-day operations of the school site. Both the Principal and the ESP will report directly to the Governing Board, ensuring clear lines of accountability and governance. The Governing Board retains full authority over the employment of the Principal and the continuation or termination of the ESP agreement, ensuring that governance, oversight, and operational integrity remain firmly within the Board's control.

B. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application.

The staffing plan for AcadeMir at Palm Orchard is designed to scale in alignment with the projected growth in student enrollment over the charter term. The plan will ensure that all staffing levels meet the demands of the school's academic programs, student support services, and extracurricular activities.

- **Preoperational Year:** The staffing plan in the preoperational year will focus on recruiting key leadership personnel, including the Principal and any necessary administrative support staff, such as office managers and data coordinators. The school will also hire essential operational staff, including custodial staff and cafeteria workers. At this stage, the focus will be on establishing school policies, organizing professional development, and preparing for the arrival of students. The primary goal in this phase is to ensure that all infrastructure, processes, and systems are in place for a smooth opening.
- **First Year of School Operations**: In the first year, AcadeMir at Palm Orchard will open with an initial enrollment based on projected numbers and will hire teaching staff to cover core academic subjects, such as Mathematics, English Language Arts (ELA), Science, and Social Studies. The school will also hire Special Education teachers and staff to support students with diverse learning needs, as well as specialized teachers for subjects like Physical Education, Music, and Art. Additional administrative support may be required to ensure smooth day-to-day operations, including an administrative assistant to support the Principal and other leadership team members.

- **Year 2 and Beyond**: As enrollment increases, the staffing plan will grow to accommodate additional teachers, support staff, and potentially additional leadership roles. This will include hiring teachers for elective courses and special programs such as STEM, foreign language (Spanish), and possibly a school counselor. The school may also introduce additional leadership positions, such as an Assistant Principal or Director of Student Services, to manage specific areas of school operations, including discipline, attendance, and overall student welfare. As the school grows, the leadership team will be responsible for ensuring that the new staff members are fully integrated into the school culture and supported in their roles.
- **End of Charter Term/Full Capacity**: By the end of the charter term, when AcadeMir at Palm Orchard is projected to reach full capacity, the staffing plan will include a complete team of educators, support staff, and administrators. This will include a full complement of subject-area teachers, a diverse team of specialists, and a complete administrative team, with clearly defined roles for leadership, academic support, student services, and operations. Additionally, staff will be provided with professional development to support school growth and student achievement.

The staffing plan will be continuously reviewed to ensure that the number of staff aligns with the school's enrollment, academic needs, and operational goals.

C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?

The compensation structure at AcadeMir Charter School at Palm Orchard is designed to attract, support, and retain highly qualified instructional and non-instructional staff by offering competitive salaries, comprehensive benefits, and performance-aligned incentives within a positive and supportive professional environment. The compensation model reflects the organization's commitment to recognizing professional experience, rewarding high performance, and promoting long-term staff retention aligned with the school's mission and educational goals.

Salary Structure and Compensation Framework

Instructional personnel salaries are based on years of verified teaching experience and are competitive with surrounding districts and comparable charter schools. The current salary schedule establishes a minimum starting salary of approximately $47,500, with incremental increases based on years of experience and longevity within the AcadeMir network. Salary increases occur through both experience-based progression and internal supplements recognizing continued service and commitment to the organization.

In addition to base salary, instructional staff may receive:

- Experience-based supplements tied to years of service within AcadeMir, ranging from approximately 1% to 15.88% of salary.
- Return-to-work stipends for returning employees, reinforcing staff continuity and retention.
- Referendum supplements and additional allocated supplemental funds distributed through payroll schedules when available.
- Degree supplements added to base salary for advanced credentials, including Master's, Specialist, and Doctoral degrees.

Non-instructional and administrative staff salaries are structured based on role responsibilities, experience, and market competitiveness to ensure equitable and sustainable compensation across all employee groups.

Employment Benefits

Eligible employees are provided with a comprehensive benefits package designed to support employee wellness, financial security, and job satisfaction. Benefits include:

- Health, dental, vision, life, and disability insurance contributions
- Retirement benefits including employer contribution to a 401(k) plan
- Paid personal days, with incentives for unused days and perfect attendance
- Paid leave and attendance incentives
- Educational reimbursement for certification renewal and endorsement coursework (ESOL, Gifted, ESE)
- Professional development opportunities aligned with career growth and instructional effectiveness

These benefits support employee stability and reduce turnover by addressing both professional and personal needs of staff members.

Incentives, Supplements, and Reward Structures

AcadeMir at Palm Orchard recognizes performance, leadership, and additional contributions through multiple incentive structures, including:

- Stipends for leadership and extended responsibilities (department or grade-level chairs, testing coordinators, instructional leaders)
- Extracurricular and enrichment stipends (robotics, clubs, athletics, student organizations)
- Tutoring and enrichment opportunities providing additional compensation
- Attendance incentives and performance-based recognition
- Opportunities for supplemental income through academic support programs and after-school activities

These incentives allow staff to increase earnings while contributing directly to student achievement and school culture.

Compensation as a Component of the Staff Retention Plan

Compensation is a central component of the school's overall staff retention strategy. The structure supports retention through:

- Competitive starting salaries that attract qualified candidates.
- Longevity-based supplements, encouraging staff to remain within the organization and grow professionally.
- Return-to-work incentives, rewarding continuity and institutional knowledge.
- Advanced degree incentives, promoting professional advancement and instructional expertise.
- Opportunities for additional compensation through leadership, tutoring, and enrichment roles.

Additionally, compensation is intentionally paired with a robust staff development and professional learning plan that supports career advancement, instructional coaching, leadership pathways, and ongoing professional growth. This integrated approach increases job satisfaction, strengthens staff engagement, and promotes long-term employment stability.

Alignment with Mission and Organizational Goals

By offering a competitive compensation package aligned with performance, professional growth, and recognition of service, AcadeMir Charter School at Palm Orchard will attract and retain talented individuals committed to high academic standards, student achievement, and the school's mission and values. The compensation and benefits structure reinforce a culture of excellence, stability, and continuous improvement, which directly supports student success and organizational sustainability.

D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks. AcadeMir at Palm Orchard will adhere to rigorous hiring procedures to ensure that all personnel are qualified, capable, and aligned with the school's mission. The goal of these hiring and dismissal procedures is to maintain a professional, safe, and high-performing school environment, where all staff members are committed to supporting student success.

The procedures will include the following steps:

1. **Job Postings and Recruitment**:
    - Vacant positions will be posted on various platforms, including the school's website, educational job boards, and local universities. The school will partner with local institutions for internship and recruitment opportunities.
    - The school will prioritize recruiting a diverse pool of applicants that reflect the demographics of the community.
2. **Application Review**:
    - The hiring process will begin with an application review, where the principal, in collaboration with a hiring committee, will assess the qualifications of each candidate based on their experience, educational background, and fit with the school's mission and values.
3. **Interview Process**:
    - The hiring committee will conduct interviews using a structured set of questions focused on the candidate's experience, qualifications, teaching philosophy, and cultural fit. Candidates will also be required to complete written exercises to assess their communication skills and instructional approaches.
4. **Criminal Background Checks**:
    - All candidates will undergo criminal background checks, including fingerprinting, in compliance with Florida Statute 1012.32. The school will work with an external provider to ensure that all checks are completed before making a hiring decision.
    - The school will also verify professional licenses and previous employment history for each candidate.
5. **Hiring and Onboarding**:
    - Once the hiring process is complete, the Board will approve the hire, and the Principal will extend an offer to the selected candidate. New hires will go through an onboarding process that includes an introduction to school policies, procedures, and culture, as well as the necessary training and certifications.

6. **Dismissal Procedures**:
    - **Unsatisfactory Performance**: Employees who are not meeting performance standards will first be provided with feedback and a clear plan for improvement. If performance does not improve, the school will follow a progressive disciplinary process, which may involve written warnings, an improvement plan, and potential dismissal.
    - **Misconduct or Criminal Behavior**: Any employee found to have committed misconduct, such as violating school policies, engaging in unethical behavior, or being convicted of a criminal offense, will be subject to immediate investigation and possible termination.
    - **Termination Process**: If necessary, the school will conduct an investigation, and the employee will have the opportunity to respond to allegations before any final decision is made. The Governing Board will approve any termination decisions.

Section 7: Facilities

If the site is acquired:

A. Describe the proposed facility, including location, size, and layout of space.

Location: The proposed AcadeMir at Palm Orchard is to be located at 19150 SW 344th St. Miami FL. 33034. A 900-student capacity in phase I with a total of 45 classrooms, 8 offices, 1 cafeteria (4,822 s.f.), on an 8.99-acre campus. The facility before occupancy, will meet Chapter 553, Florida Statute and state fire protection codes, pursuant to Section 663.025 Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located. The facility will occupy 58,683 square feet to meet the needs of 900 students in phase I. The location will have classrooms with adequate classroom space, it will have program specific classrooms such as art room, music room, computer lab, science lab, cafeteria/multipurpose room and outdoor playing field/Court APO is collaborating with the landowner to purchase land and construct a new school building that best suit the needs of the students and families that the School will serve. Plans for the 58,683 square ft facility is currently in permitting and the anticipated construction project will begin shortly thereafter. In accordance with 1002.33(18)(a)(b) APO will utilize a facility which complies with the Florida Building Code pursuant to chapter 553 and will meet and /or exceed all the following requirements:

- Meets or exceeds all local building and fire/safety codes as outlined in chapter 533 Florida Building Code and chapter 633 Florida Fire Prevention Code.
- Has appropriate space for classrooms, specialty rooms, a media center, a multi-purpose room and administrative areas.
- Has adequate parking for staff, students, and visitors
- Is accessible to person with disabilities
- Has at least one (1) flushable toilet per twenty (20) occupants
- Has at least one (1) sink per forty (4) occupants
- Has a monitored fire/burglary system

This site would provide enough space availability to meet the needs of 1000 students with adequate space to house the needs of maintaining records in fireproof and waterproof storage as stated in FS 119.021 (1) (b). AcadeMir at Palm Orchard shall use facilities, which comply with the Florida Building Code pursuant to Chapter 553, Florida Statutes. APO may also comply with the following: State Requirements for Educational Facilities of the Florida Building Code, adopted pursuant to §1013.37; the State Uniform Building Code for Public Education Facilities Construction, adopted pursuant to

§1013.37, Florida Statutes; applicable state minimum building codes pursuant to Chapter 553, Florida Statutes; or state minimum fire protection codes, pursuant to §633.025, Florida Statutes, as adopted by the local authority in whose jurisdiction the facility is located. The facilities will also comply with the Florida Fire Prevention Code, pursuant to chapter 633. The School will work closely with local officials to see that the School is in complete compliance with all zoning regulations, building and renovation permits, safety codes, occupancy permits and all other applicable federal, state and local laws and regulations. The School will pay particular attention to compliance in the following areas: fire exits, parking, traffic, sprinkler systems, alarm systems, and keeping inspections current.

B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.

The board will collaborate with the landlord who will contract with licensed architects and contractors with experience in designing schools to ensure that the building is designed and constructed in compliance with all applicable laws, regulations, and policies. The board will meet with the architect and contractors hired by the landlord to ensure that the needs of the school are identified, and all applicable laws, regulations and policies are in compliance.

C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.

The facility will align the proposed education program with mandated class size. The facility is being built specifically to meet the needs of the School. The facility will include enough classrooms to facilitate the educational program. The program will utilize traditional classrooms for its instruction.

D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment E. If renting an existing facility, provide draft lease agreement as Attachment F.

The board has not finalized the execution of the lease, but the basic terms have been negotiated and an LOI is attached as Attachment F. Upon approval of the charter with M-DCPS, the landlord and board will execute a lease, the amount assumes an average cost of $1,500 per student station in the budget. The cost of utilities and maintenance are estimated based on the statistical data of the cost incurred by other charter schools. It is estimated based on the statistical data of the cost incurred by other charter schools. It is estimated that utilities will cost approximately $4,000 monthly and $800 in monthly maintenance. Please see attached Budget Narrative which is part of Attachment H for more information.

E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

It is expected that the facility will receive an issuance of a Certificate of Occupancy by June 2026. In the event that the facility is not available due to any construction delays, a temporary facility will be identified, with approval from the sponsor.

Section 8: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c), F.S.

The School's Plan for transportation will include contracting transportation services. The plan will follow the sponsoring district, state and federal rules and regulation. AcadeMir at Palm Orchard will ensure that transportation is not a barrier to equal access within a reasonable distance the school is required by s.1002.33(20)(c) F.S. Given that this is a community-based school it is expected that parents will provide the majority of students with transportation. However, as a neighborhood school APO will assume 10% of students will be transported and it is assumed that we will need 1 bus at $175 per day. To determine this, the School will include a transportation survey with its registration materials to determine the number of children requiring school bus transportation. If enrolled students will require school bus transportation, then the School will contract with a vendor, approved by the Miami-Dade County Public Schools, for the transportation of students. A copy of the contract between the Board and the Vendor will be provided to the Sponsor as part of the documentation required in the Final Documentation. The vendor used will be on the Miami-Dade County Public Schools-School Bus list as an approved and certified school bus company and this company will be used for all transportation needs of the School including field trips and ESE/SPED students.

Charter Schools are permitted under State Statute 1002.33 10(E)(4), to limit the enrollment process to target certain student populations including those living within a reasonable distance of the charter school if the resulting racial/ethnic balance is reflective of the community served by the School or within the racial/ethnic range of other public schools in the same district. AcadeMir at Palm Orchard is proposing that a reasonable distance for charter school transportation is generally accepted as an area that is between two- and four-miles distance from the School. APO recognizes that transportation funding is usually less than the cost of providing that service and it will make accommodations in its budget as necessary to affect this policy. ESE students will be provided transportation according to their IEP. There will be no discrimination to any student that desires transportation services during the enrollment process. The School's plan for contracting services as per s.1002.33(20)(c) F.S. requires that the Governing Board may provide transportation services through an agreement or contract with a private provider. AcadeMir at Palm Orchard will enter into an agreement with parents through the parent involvement agreement which indicates that parents receive volunteer hours. AcadeMir Charter Schools believe that the time students and parents spend daily in the transportation to school is valuable and allows for both parent and student to establish better lines of communication, bond and spend quality time every day. Parent engagement in schools can promote positive health behaviors among children and adolescents.

Section 9: Food Service

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

AcadeMir at Palm Orchard will contract with a private provider (caterer) to prepare school breakfast and lunch meals. APO will provide appropriate food service equipment including warming ovens, hand wash sinks, triple sinks (for equipment & utensil washing), and refrigeration to store food once it has been

delivered to the school site and prior to serving students. All food handlers will be required to complete Food Handling Training as mandated by the Department of Health and the Florida Department of Education. Vendors for the School's National School Lunch Program (NSLP) application process will be selected by an open, competitive bid process as prescribed by the US Department of Agriculture and the Florida Department of Education. An RFP announcement will be advertised at least 14 days prior to the distribution of bid specifications. Interested vendors will be invited to request a bid specification packet. The bidding process will provide vendors with an equal period of time to respond to the bid within no less than 14 days. The school's CPA will review the submitted bids as prescribed by FLDOE's bidding procedures and vendors will be ranked according to experience, price, etc. Vendors will be required to submit evidence of Florida Department of Education approval as a food service vendor for the National School Lunch Program and not have any serious health violations resulting from Health Department Inspection for the six-month period prior to submitting a bid. The winning bidder will be notified and asked to execute a Food Service Agreement with the Board. If the selected vendor fails to respond the Board will move to the next bidder in accordance with the established ranking. After an Agreement has been executed between the Board and the Vendor all remaining vendors will be informed of the Board's decision.

Student meal counts and records of student participation in the National School Lunch Program will be maintained at the school. The Board, as ―School Food Authority (SFA)‖ of the local food service program will file reimbursement reports directly with the Florida Department of Education. The Board will require the vendor to supply a monthly menu meeting the requirements of the National School Lunch Program and the Florida Department of Education. Menus will be published monthly and presented to parents and students. A copy of the menus will be kept with the record(s) of student participation. The vendor will be required to submit evidence of proper meal balance and portion size for its students served. As the school Food authority (SFA), the School will ensure that its point-of-sale system accurately provides a count of reimbursable meals by category (i.e., free, reduced price, paid) served to eligible students. These counts will be taken at the time and point of meal service and only meals that meet meal pattern requirements will be counted and claimed for reimbursement.

APO will participate in the National School Lunch and School Breakfast Programs, as administered by the Sponsor, and will provide free and reduced priced meals for children unable to pay the full price. Children from households with incomes less than or equal to the income criteria may be eligible for either free or reduced priced meals under this program. Students from households who receive food stamps and/or Temporary Aid to Needy Families (TANF) and who have a social security number on file at the School may be eligible for direct certification. Students approved by direct certification will not be required to have an application on file. APO will provide copies of the application forms to parents at the time of enrollment in the School. The applications will be available throughout the school year for families whose income status changes throughout the course of the school year. New applications will be filled out at the beginning of each school year for meal benefits to continue. After the application is processed, a response will be forwarded to each child and the child's parents/guardians in accordance with the National School Lunch Act (42 U.S.C. 1751(b)(2)(C)), a confidential list will then be compiled by the School and forwarded to the food service manager.

The local health department will be notified of the school's existence and intent to provide food service to public school students as described herein. The School will submit the necessary paperwork to obtain a permit to operate and maintain the proper certification/licensure to ensure compliance. APO will follow these procedures when distributing and processing Free and Reduced Meal Applications. Procedures:

- The School will distribute a Free and Reduced Meal Application (as found on the FANS website) to all its students within the first five days of the opening of school.
- Applications will be available in multiple languages. Returned applications will be evaluated by the Cafeteria Manager on the basis of the current table for income and number of persons in the household to determine free or reduced-price status.
- Response will be sent to the student's parent/guardian. In accordance with the National School Lunch Act (42 U.S.C 1751(b)(2)(c)), a confidential list is then compiled and forwarded to the cafeteria manager.
- The meal benefits begin on the day the application is approved at the school site and continue through the school year in which the application is approved and for approximately the first twenty days of the next school year.
- All students approved for free or reduced-price lunches are entitled to receive a breakfast in the same category.
- Applications will be retained for 3 years beyond the current eligibility year.
- Edit checks will be completed to compare the number of free and reduced-price meals claimed to the number of approved active applications.
- Applications will be kept confidential per USDA requirements.
- Records will be kept regarding how applications were selected, for: verification and how each application was verified; the date notices were sent; notes on contacts made; the results; the reasons for any changes in eligibility, and the signature of the official.
- Appropriate nondiscrimination notices will be made including the prominent posting to the USDA nondiscrimination power

Section 10: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ. A full plan that also includes procedures for unanticipated emergency situations will be required prior to school opening. APO is committed to maintaining a safe and secure learning environment for all students and staff. The school will adopt the District's Active Assailant Response Plan and implement the Florida Harm Model, establishing clear protocols for prevention, preparedness, response, and recovery in the event of an active assailant situation. Annual training sessions for faculty, staff, and students will ensure familiarity with emergency procedures through scenario-based drills, coordination with local law enforcement, and ongoing evaluation to strengthen response effectiveness.

The School will ensure full compliance with all state requirements related to school safety and threat management, including the implementation of a School-Based Threat Management Team (SBTMT) in accordance with Rule 6A-1.0019, F.A.C., and Section 1006.07(7), F.S. The SBTMT will be a multidisciplinary team that includes, at a minimum, individuals with expertise in counseling, instruction, school administration, and law enforcement, as required by Florida law. Additional personnel with knowledge of the student of concern and relevant support staff (e.g., ESE, ESOL, or behavior support personnel) will participate as appropriate. The Chair, administrative representative, will be an administrator other than the principal unless the principal is the only administrator on campus. The Vice Chair will be the school counselor. The law enforcement representative will be a sworn officer, that has been trained on the model.

The School-Based Threat Management Team (SBTMT) will meet no less than monthly, in accordance with Rule 6A-1.0019, F.A.C., to review active cases, monitor the implementation of Student Support Management Plans (SSMPs), and ensure ongoing assessment of student safety and well-being. In addition to scheduled monthly meetings, the SBTMT will convene on an as-needed basis, including within required timelines (e.g., no later than the next school day following a reported threat or concerning behavior) to conduct initial reviews and determine

appropriate next steps.

APO will also implement a comprehensive Emergency Management and Recovery Plan, articulated in its Staff Handbook, that prepares all staff for unanticipated events such as medical emergencies, fires, hazardous conditions, weather events, or security threats. To further enhance school safety, APO will:

- Designate a School Safety Specialist responsible for overseeing safety initiatives and ensuring compliance with all statutory requirements.
- Complete the Florida Safe Schools Assessment Tool (FSSAT) annually.
- Coordinate with local law enforcement to conduct regular campus tours and review safety procedures.
- Accurately report all incidents through the School Environmental Safety Incident Reporting (SESIR) system.
- Promote the FortifyFL app to encourage safe, anonymous reporting by students, parents, and staff.
- Fully implement and comply with Alyssa's Alert.
- Conduct all required safety drills, including active assailant, bomb threat, and lockdown procedures, as outlined by state and district policies.

In addition, APO will adopt the District's Mental Health Plan to ensure students have access to mental health services, prevention programs, and counseling support. Through these comprehensive measures, APO will uphold a proactive approach to school safety that prioritizes prevention, early intervention, and effective crisis response. For the protection and safety of school personnel, property, students, and visitors, the governing board of AcadeMir at Palm Orchard will ensure compliance with Section 1006.12, of the Florida Statutes, which requires that every public and charter school campus have at least one safe-school officer present when school is in session from bell to bell. In accordance with this statute, APO, the governing board will choose one of the options outlined below.

School Safety Officer: the School may commission one or more school safety officers for the protection and safety of school personnel, property, and students within the School. The charter school governing board will ensure that they contract with a law enforcement agency whose safety school officers comply with statutory requirements.

School Guardian: AcadeMir Charter School's governing board, may participate in the Coach Aaron Feis Guardian Program to meet the requirement of establishing a safety school officer. The following individuals may serve as a school guardian, in support of school-sanctioned activities for purposes of upon satisfactory completion of the requirements and certified by a sheriff: The school employee who volunteers to serve as a school guardian, in addition to his or her official duties, or who is hired for the specific purpose of serving as a school guardian upon the satisfactory completion of the requirements under s. 30.15(1)(k) and certified by a sheriff; or an employee of the School who is hired for the specific purpose of serving as a school guardian.

School Security Guard: The AcadeMir Charter School's governing board may contract with a security agency. The School will employ a school security guard who holds a Class D and Class G license, and who has also completed the Coach Aaron Feis Guardian Program.

Section 11: Budget

A. Provide as Attachment H an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment G for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.

Attachment H and G are included.

B. Provide a start-up budget as Attachment I that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of full-time equivalent (FTE) payments in which the school will expend funds on activities necessary for the successful start-up of the school.

Attachment I is included.

C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g., MOU, letters) as Attachment J.

Attachment J is included.

D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

The budget forecast has been developed using an accounting database that has the statistical revenue and expense data for the network's schools. The revenue forecast is based upon data provided by the Florida Department of Education and the sponsoring school district. The revenue forecast is conservative; Expenses are forecast using the method explained previously which relies on a continuously updated database. Costs for educational staff and administrators are forecast using averages of district and state teacher salaries as a baseline for teachers with one to five years of verifiable experience.

E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.

In the unlikely event that the school is unable to meet its target enrollments, the budget template tool allows the school to quickly adjust the budget numbers based on the enrollment. Budget assumptions have been made conservatively across the board. In the event of decreased enrollment, the assumptions have been calculated at 50% enrollment, per Miami Dade County Public Schools standards. (See Attachment H for 50% revenue projections).

F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

APO's financial plan incorporates conservative assumptions to ensure stability during its first year of operation. In the event that projected revenues are delayed or enrollment falls below the anticipated target, the school will activate a cash flow contingency plan designed to maintain operational continuity without disrupting instructional programs or staffing essential to student learning.

The school will begin with an adequate cash reserve established during the pre-operational phase, derived from start-up funding sources such as network contributions. These funds will be used to cover early operating expenses, including salaries, benefits, rent, insurance, and instructional materials, prior to the receipt of the first FTE payment. If FTE revenue is delayed or reduced, the school's governing board will implement a cost-containment strategy that includes:

- Delaying non-essential hires and discretionary expenditures (such as afterschool programs or deferred capital purchases).
- Prioritizing instructional and operational expenditures to ensure that classroom instruction, safety, and compliance remain fully funded.
- Utilizing the network's financial support services to secure a temporary line of credit or bridge loan from the management organization, in accordance with governing board approval.
- Monitoring cash flow weekly to align actual expenditures with real-time revenue collections.

The budget has been modeled to operate at 50%, 75%, and 100% of enrollment capacity. In each scenario, the school will remain financially viable, with expenses adjusted proportionately to revenues. Financial oversight will be maintained through monthly reviews by the governing board's CPA, ensuring timely adjustments and transparent reporting.

G. Provide monthly cash flow projections for the school's start-up period (i.e., from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

Monthly cash flow projections for APO's start-up and first operational year have been developed to align with the expected timing of revenue receipts and expenditure obligations. The start-up period, covering the months between charter approval and the first FTE disbursement, will rely primarily on start-up network contributions to cover early expenses such as facility preparation, furniture, supplies, insurance, and staff onboarding.

Once operational, FTE payments from the district will be disbursed on a standard schedule, typically every 26 days. Cash flow projections account for these payments alongside other funding sources such as federal Title programs, state categorical funds, and local reimbursements. Major expenses, including payroll, rent, and instructional materials, have been staggered across months to balance liquidity and avoid cash shortfalls.

A detailed month-by-month cash flow projection, covering the start-up period through the first fiscal year of operation, is provided in Attachment I, demonstrating that APO will maintain a positive cash balance throughout the year, even under conservative revenue assumptions.

Section 12: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.

The day-to-day fiscal responsibilities of AcadeMir at Palm Orchard (APO) will be assigned to its designated fiscal staff; however, ultimate responsibility for fiscal control of the organization rests with the Board of Directors. The Board of Directors shall provide effective financial oversight and ensure that all financial decisions support and further the School's mission, educational program, and strategic goals.

The Board of Directors will approve the annual operating budget and require regular and timely financial reporting. The School's independent Certified Public Accountant (CPA) will prepare and present monthly financial reports to the Board, including budget-to-actual comparisons, cash flow analysis, and financial position updates. This process ensures transparency, accuracy, and ongoing monitoring of the School's financial health. The Board Treasurer will serve as the Board's primary financial liaison and will work with the CPA and school administration to ensure that financial information is reviewed and addressed appropriately.

The Governing Board has the ultimate responsibility to ensure that APO'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.

Benchmarks for Fiscal Soundness
The school's fiscal soundness will be managed, and the proper use of financial resources ensured by meeting a set of fiscal benchmarks requiring:

- Board oversight of the school's finances;
- Budgeting and long range planning;
- Appropriate internal controls;
- Accurate and timely financial reporting; and
- Timely responses to the school's financial condition.

Board Oversight-The day-to-day fiscal responsibilities of the APO will be assigned to its designated fiscal staff; however, ultimate responsibility for fiscal control of the organization rests with the Board of Directors who shall provide effective financial oversight and will make financial decisions that further the School's mission, program and goals. The Board of Directors will approve the annual budget and require regular and timely financial reporting to the Board of Directors. The Board Treasurer serves as the Board's key financial contact.

Insurance Coverage for Fraud and Crime-APO will maintain fraud and crime coverage for the school's staff and its agents in an amount that is at least the sponsor's minimum requirement, or 3 times average monthly receipts of the School, whichever is greater. With these policy limits and with its internal and review controls, the School can ensure that it would detect fraud that had occurred within a timely manner, and that it would be covered by insurance in an amount that well exceeds the cash available to the School through its bank account. Furthermore, the Board will confirm cash receipts both reported and expected against the bank reconciliation, to ensure that no funds intended for deposit have been diverted to any other account. Whenever possible, it will be the policy of the Board to request from the Sponsor direct deposit into the School's authorized bank account.

B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.

Internal Control Systems-The internal control structure consists of policies and procedures that have been established to achieve the school's objectives. The control structure is represented by policies and procedures that affect the organization's processing, recording, summarizing, and reporting of financial information. APO will maintain appropriate internal controls to detect and prevent loss of school assets; and to ensure that transactions have been accurately recorded and appropriately documented in accordance with management's direction and laws, regulations, grants and contracts; and that the School can ensure that funds are being received, spent and recorded as intended by the School. This structure is established and maintained to reduce the potential unauthorized use of the school's assets or misstatement of account balances, and to ensure that the School takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditors, State Department of Education.

The internal control structure is composed of the following basic elements:
(1) the control environment;
(2) the accounting system;
(3) control procedures; and
(4) the accounting cycle.

The Control Environment-The control environment reflects the importance the School places on internal controls as part of its day-to-day activities. Factors that influence the control environment can include management and Board philosophy, organizational structure, ways of assigning authority and responsibility, methods of management and control, personnel policies and practices, protection of informants of improper activities, and external influences such as significant funder expectations

The Accounting System- The accounting system comprises the methods, accounting software, and records used to identify, assemble, classify, record, and report accounting transactions. At a minimum, it is set up to:

- Identify and record all the school transactions;
- Describe the transactions in enough detail to allow classification for financial reporting; and indicate the time period in which transactions occurred in order to record them in the proper accounting period.
- Handle Fund Accounting
    - Control procedures are the procedures set up to strengthen the School's internal control structure and thus safeguard the agency assets. They are divided into the following:

- Segregation of Duties: No one person should control all the key aspects of a transaction or event, and the functions performed by one person may be checked by the functions performed by the other. In general, the transaction approval function, the accounting/reconciliation Function and the asset custody function should be separated among employees whenever possible. When these functions are not or cannot be separated, then a detailed supervisory review of related activities should be undertaken by managers or officials as a compensatory control.
- Restricted Access: Physical access to valuable and movable assets is restricted to authorized personnel. System access to make changes in accounting records is restricted to authorized personnel. This access is limited to the Accountant and the Administrator.
- Processing Control: This is designed to catch errors before they are posted to the general ledger. Common processing controls are the following: batch controls; source document matching; clerical accuracy of documents; and general ledger account code checking.

Financial Reporting

The Accounting Cycle
The overall purpose of an accounting system is to accurately process, record, summarize, and report transactions of the school. The component bookkeeping cycles fall into one of four primary functions:

1. Revenue, accounts receivable, and cash receipts.
2. Purchases, accounts payable, and cash disbursements.
3. Payroll
4. General Ledger and Financial Statements

The monthly financial statements will be provided to the Board of Directors and the Sponsor by the 20th of the following month and will include: (1) Balance sheet (with an explanatory description of account details); (2) Revenue, expense and change in fund balance with actual to budget reports by line item, (with reports on variance over a limit to be Board determined); (3) Bank activity, check register, bank reconciliation, and a copy of all checks cleared or voided; (4) Adjusting journal entries signed by Administrator During their monthly review the finance committee will confirm the accuracy of the Bank Statement by receiving independently and comparing an electronic bank-issued version to the hard copy version presented in the statements. This will be done to ensure that the bank statements have not been altered in any way. This finance committee will confirm that these versions are in agreement every month as part of the review. Any discrepancies must be resolved within 1 business day, and if not resolved, all Board members and the School's Sponsor shall be immediately notified in writing and by email. In such an event, a Board meeting will be called with 2 business days' notice in order from them to address any such discrepancy. The purpose of this provision is to ensure the integrity of the financial processes and internal controls that pertain to the financial report's accuracy.

Financial Reporting-Financial reporting begins with the accounting procedures and accounting cycle. The Board shall monitor, according to a schedule formally adopted annually by the Board, that the school has faithfully adhered to the school's financial reporting requirements, and such reports have been completed following generally accepted accounting principles, as required. The following statements/reports/budgets will be completed accurately and filed timely:

- Annual financial statement and audit reports
- Annual budget and projected cash flow statements
- Unaudited monthly reports of income and expense
- Balance sheet (with an explanatory description of account detail)
- Actual to budget reports by line item, (with reports on variance over a limit to be Board determined)
- Bank activity, bank reconciliation, and a copy of all checks cleared or voided;
- Adjusting journal entries signed by Administrator
- Cash-flow summary (statement of cash flow) and cash projections updated to at least a 12-month forward projection
- Other financial reports that may be required by the Board or the sponsor
- Grant expenditure reports, as required.

Monthly Financial Statement Review-During their monthly review the CPA will confirm the accuracy of the Bank Statement by receiving independently and comparing an electronic bank-issued version to the hard copy version presented in the statements. This will be done to ensure that the bank statements have not been altered in any way. This CPA will confirm that these versions are in agreement every month as part of the review. Any discrepancies must be resolved within 1 business day, and if not resolved, all Board members and the school's sponsor shall be immediately notified in writing and by email. In such an event, a Board meeting will be called with 2 business days' notice in order from them to address any such discrepancy. The purpose of this provision is to ensure the integrity of the financial processes and internal controls that pertain to the financial report's accuracy. The fiscal management of the School involves the following positions:

- Board of Directors
- Fiscal Administrator /Accountant
- Principal
- Office Manager
- Office administrative assistant (office assistant)

The Fiscal Administrator reporting to the Board of Directors is responsible for fiscal management of the School. Segregation of duties is achieved by separating financial functions between the financial staff and the nonfinancial staff (i.e., Principal, office manager, and receptionist) for receipt of mail and goods; and review, oversight and authorization levels assigned to the staff. In addition, the Fiscal Administrator regularly monitors the assignment of financial duties and responsibilities for their impact upon the segregation of duties.

FISCAL YEAR-APO's fiscal year is July 1 to June 30.

Accrual Accounting-APO uses the accrual basis of accounting when preparing its financial statements. This daily operational management will include, but not be limited to, staffing, payroll administration, professional training and development, contract administration, curriculum and testing, budgeting, accounting, cash management and financial reporting, insurance, management information systems, transportation services, cafeteria management services, marketing and recruitment, parent/student/community activities, public relations, and fundraising activities.
In the selection process for management and administrative support, the Board of Directors will be required to clearly define the fiscal management and internal accounting processes and procedures to be implemented

that will ensure daily fiscal accountability with clearly defined procedures for receipt of funds, writing checks, making payments, purchasing, record keeping, and all other fiscal matters. All such functions will be in accordance with Generally Accepted Accounting Principles (GAAP), the provisions of the charter and all applicable federal and state laws.

The School Principal and the Governing Board, with assistance by the selected management team will be responsible for establishing and maintaining a system of internal control that will be provide reasonable assurance that APO's assets are safeguarded against loss from unauthorized use or disposition, and that all transactions are executed in accordance with management's authorization and recorded properly in the financial records. As part of the process to engage, partner and/or contract with a qualified management team for the provision of financial services; the Board will authorize the leadership team to establish strict controls in the following areas:

- Payroll
- Revenues, accounts receivable, and cash receipts
- Budgeting and financial reporting
- Expenditures, accounts payable, and cash disbursements
- School inventory
- Risk management.

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances would 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.
- **Wire Transfers (In) –** Copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the banking account(s) along with supporting documentation shall be maintained and recorded in the general ledger by journal entry.
- **Wire Transfer (Out)** – in order to maintain adequate control over the school's funds wire transfers out of the account will not be allowed; except that EFT for IRS payments and State taxes shall be authorized as required by law.
- **Internal Revenue Collection –** Any funds collected at the school (i.e., lunch monies, fundraisers, and field trips) may be initially collected by the teaching staff. These funds along with supporting documents are submitted to the School Principal (or Assistant Principal/Office
- Manager) whose responsibility is to recount monies and provide the teacher, or other authorized funds collecting staff member, with a signed per-numbered receipt, verify collection and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the bank, and the copy remains intact in the deposit book. A copy of the bank-validated receipt along with supporting documentation will be maintained.
- **Capital Expenditures –** Purchase orders are required for all capital expenditures and must be approved in advance by the School Principal (or Assistant Principal). These purchase orders will be prepared in triplicate with one going to the vendor, one to the Management Entity (if applicable), and the other remaining at the school on file with the Principal.
- **Checking Accounts –** Checking accounts will be used to pay vendors.

- **School Operating Account**-All expenses related to the operations of the school are paid from the School. Operating Account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. Authorized Check Signers – Authorized signers (the Board will determine the authorized signers for accounts)
- **Payroll –** Payroll activities will be recorded through a Payroll Account and all payroll files, tax returns and W2's will be maintained.
- **Data Security**-Financial data will be maintained on a secured system/network, with appropriate file backups and physical records to be maintained in a secure, fireproof environment.

Financial statements will be made available to the Board of Directors on at least a quarterly basis. The financial statements will include a balance sheet and a statement of revenues and expenditures prepared in accordance with GAAP. APO will provide the school district with annual financial reports as of June 30th each year, in accordance with the timelines set forth in the Charter (currently, Unaudited Statements by August 1" and Audited Statements by September 1st). These reports shall include a complete set of annual financial statements and notes thereto, prepared in accordance with GAAP and reflecting the detail of revenue sources and expenditures by function and object. The financial statements will be presented in the format required by Governmental Accounting Standards Board (GASB) Statement 34, applicable for state and local governments and their component units. The annual budget for the APO School will be approved by the Board of Directors and submitted to the school district each year, in accordance with the terms and conditions of the Charter. This budget shall include projected sources of revenue, both public and private, and planned expenditures covering the entire school year.

C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.

APO shall obtain an annual financial audit performed by a licensed Certified Public Accountant. The audit shall be performed in accordance with Generally Acceptable Auditing Standards; Government Auditing Standards, issued by the Comptroller General of the United States; and the Rules of the Auditor General, State of Florida. APO will provide the School district with annual financial reports as of June 30`s each year, in accordance with the timelines set forth in the Charter (currently, Unaudited Statements by August 1" and Audited Statements by September 30th). These reports shall include a complete set of annual financial statements and notes thereto, prepared in accordance with GAAP and reflecting the detail of revenue sources and expenditures by function and object. The financial statements will be presented in the format required by Governmental Accounting Standards Board (GASB) Statement 34, applicable for state and local governments and their component units.

D. Describe the method by which accounting records will be maintained.

APO shall maintain accounting records according to the Financial and Program Cost Accounting and Reporting for Florida Schools, as recommended in F.S. 1002.33(9)(h), as described in the Florida Red Book. APO's Financial Policy and Procedures Manual describes how financial documents such cash and check receipts, purchase orders, receipts for goods or services, invoices, disbursements, batch methods of payments, posting summaries for batch payments, and more, are maintained, in order to preserve an adequate record of the entire set of accounting actives that convey receipt of funds and expenditures.

E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.

The Board understands that financial transparency will promote public trust and support its fiduciary duty. The Board must provide copies of its budget to the public. The Board will notice all Board meetings in accordance with Florida law and will include notice of all meetings where the budget will be discussed and/or voted upon. The Board will provide a copy of the approved budget online on its website for easy access to anyone interested. In addition, the Board will provide a copy of its annual audit and financial report on its website.

F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

The ESP will perform general accounting services including bookkeeping, purchasing support, payables, asset management, budgeting, cash flow analysis, and preparation of interim financial statements and assist with the work of the school's independent certified auditor.

The ESP uses a reputable accounting firm to supervise and monitor all of its in-house accounting practices that includes the following tasks:

- Preparation and maintenance of books
- Monthly visits to accounting department to supervise and monitor accuracy of work
- In-house reviews and audit information
- Review and management of accounting entries
- Depreciation
- Estimations
- Projections
- Budgeting
- Tax returns
- Payroll
- Fundraising

The ESP will also assist the Governing Board in retaining an independent accounting firm to handle the school's annual audits. The Governing Board maintains ultimate responsibility for overseeing the school's financial operations. The budget will be reviewed at each Board meeting in order to ensure
that resources are being allocated to promote the mission and academic goals. APO will allocate funds for the specific purpose intended by the Board. An independent certified public accountant familiar with the financial responsibilities of charter schools in Florida will audit the financial records on an annual basis to ensure financial viability.

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AcadeMir at Palm Orchard
(APO)



Addendum High Performing Replication

Model Florida Charter School Application
High Performing System Replication
Addendum

Instructions
This addendum to the Model Florida Charter School Application is required of any applicant seeking any of the following:

- School operation or management via contract with a third-party education service provider (ESP**)

**An ESP is any third-party entity, whether non-profit or for-profit, that provides comprehensive education management services to a school via contract with the school's governing board.

Addendum: EDUCATION SERVICE PROVIDERS

An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to the Addendum, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP.

ESP Background

A. Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference and attach as Attachment K.
B. List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.

Not Applicable

Legal Relationships

A. Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.

The Governing Board is independent from the ESP. The Board hires the ESP to perform specific duties as determined by the Board. The ESP supports the Board's initiatives and supports the School, but does not manage any day to day operations of the School. The ESP is a for profit company and practices an arm's length relationship between the Board and ESP. The ESP is evaluated annually by the Board and determination of the continuation of services is based on the ESP's performance. The principal, as the school site instructional leader, is the sole individual for overseeing and managing the day to day operation of the school. In that light, the principal and the ESP report directly to the Board and only the Board has the authority to employ or terminate either the principal or the services of the ESP.

B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated[1] with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

The School does not have any legal or contractual relationship with any individual, other entities, or any subsidiary that are affiliated in any way by the ESP.

C. If the school's governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:
    - Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.
    - Provide evidence that the agreement was or will be reviewed by the governing board's independent legal counsel or attorney and subject to a fair market analysis.
    - Describe how such agreements will be repaid. Repayments should be reflected in the budget.

The Board does not intend to enter a financing agreement with the ESP.

Organizational Structure

A. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

The ESP charges a 12% fee net of the FEFP. This fee is subject to negotiation and approval by the Board of Directors. This fee is to be paid in equal monthly installments.

B. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the

1 The term "affiliated" means and includes one or more corporations or entities under the same or substantially the same control of a group of business entities which are connected or associated so that one entity controls or has the power to control each of the other business entities. The term "affiliated" includes, but is not limited to, the officers, directors, executives, shareholders active in management, employees, and agents of the affiliated corporation. The ownership by one business entity of a controlling interest in another business entity or a pooling of equipment or income among business entities shall be prima facie evidence that one business is affiliated with the other.

management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.

The term of the management agreement between APO and the Education Service Provider (ESP) is five (5) years. At the end of the five-year term, the governing board has the option to renew the agreement under the same terms and conditions, provided that both parties are in good standing and there are no uncured material breaches. Either party may terminate the agreement for cause with sixty (60) days' written notice and an opportunity to cure the breach within that period. Grounds for termination include material nonperformance, failure to provide adequate management or educational services, actions that bring disrepute to the school, or any conduct that compromises student safety or compliance with state or federal laws. If the charter contract between the sponsor and the school is terminated or materially altered, either party may terminate the management agreement with thirty (30) days' written notice without penalty or further liability. In the event of default or breach, the ESP is not liable for indirect, incidental, or consequential damages, but is required to maintain liability and errors and omissions insurance for the protection of the school and its governing board. The agreement specifies that no officer, director, or employee of the ESP may serve on the school's governing board to ensure compliance with conflict-of-interest provisions. All modifications or renewals must be made in writing and approved by the governing board.

C. Provide as Attachment L a draft of the proposed management agreement with the ESP.

Attachment L is attached.

AcadeMir at Palm Orchard (APO)



Attachment B
High Performing School Letter

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

State Board of Education

Ben Gibson, *Chair*
Ryan Petty, *Vice Chair*
Members
Monesia Brown
Esther Byrd
Grazie Pozo Christie
Kelly Garcia
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Manny Diaz, Jr.
Commissioner of Education

January 12, 2024

Mary Gonzalez
Principal
Academir Charter School Preparatory (13-1015)
19185 SW 127th Avenue
Miami, Florida 33177

Dear Principal Gonzalez:

This letter serves as notification that the Florida Department of Education has verified that Academir Charter School Preparatory (13-1015) currently meets the criteria for high-performing charter school status pursuant to section 1002.331(1)(a)2., Florida Statutes.

If you have questions, please contact the Office of Independent Education and Parental Choice at 850-245-0502 or via email at charterschools@fldoe.org.

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

Sincerely,

Manny Diaz, Jr.

MDJ/tc

cc: Dwight Bernard, Assistant Superintendent, Miami-Dade County Public Schools
Dr. Jose L. Dotres, Superintendent, Miami-Dade County Public Schools

AcadeMir at Palm Orchard (APO)



Attachment C
Reading Curriculum

AcadeMir at Palm Orchard will implement with fidelity the M-DCPS Comprehensive Evidence-Based Reading Plan (CERP) which provides a systematic framework for reading instruction aligned with the Florida B.E.S.T Standards. The plan includes explicit, systematic instruction in oral language, phonemic awareness, phonics, grammar, syntax, spelling, word-attack skills, and vocabulary. AcadeMir at Palm Orchard will implement the district pacing guides, which align the standards to Reading instruction.

In alignment with the CERP, APO will establish a robust reading program that is driven by leadership, data analysis, and research-based practices:

- Leadership will play an active role in guiding and supporting the initiative.
- Data-driven decision-making will inform all actions.
- Professional development will be targeted, addressing individual teacher needs based on student performance data analysis.
- Clear, measurable student achievement goals will be set, with research-based instructional materials and strategies aimed at addressing specific student needs.

The program will cater to students reading at grade level or above, as well as those below grade level. Students will be expected to master reading, writing, and verbal skills through the consistent integration of reading standards across various content areas. Collaborative lesson planning time and professional learning communities will ensure ELA, Science, and Social Studies teachers work together to weave cross-curricular connections into instructional plans. This includes selecting literature and informational texts that span content areas. Through the STEM Academy, students will also develop digital literacy and engage in cross-curricular project-based learning.

APO will follow a standards-based instructional model, using state-approved texts and research-backed instructional methods, fully aligned with Florida's BEST standards. The school will adhere to the district's Comprehensive Research-Based Reading Plan (CERP), following placement procedures for Intensive Reading and ensuring regular progress monitoring across all tiers of instruction. Interventions, including state-adopted supplemental materials grounded in scientifically validated reading research, will be implemented. The CRRP will cater to students reading at or above grade level, as well as those who need additional support.

A differentiated instructional approach using research-based materials and state-adopted texts will be employed. APO will focus on individual student needs to ensure academic success, leading to school-wide improvement. By implementing the Florida Continuous Improvement Model (FCIM), the school will enhance student achievement while fostering a safe, supportive environment. Ongoing data analysis will guide instructional decisions, with both administrators and teachers using data to identify academic strengths and weaknesses and create opportunities for targeted interventions.

The 6-8 Reading instruction at APO will align with Florida's revised formula for success (6+4+Tier I+Tier II+Tier III), which includes:

- 6 components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.
- 4 types of classroom assessments: screening, progress monitoring, diagnostic, and summative assessment.

- Core Instruction (Tier I): Delivered to all students as part of general education.
- Supplemental Instruction/Intervention (Tier II): Targeted to students who need additional support.
- Intensive Individualized Instruction (Tier III): Provided to students who need intensive intervention.

AcadeMir at Palm Orchard is committed to ensuring that all students are engaged in the curriculum and learn. Thus, the school will follow the sponsor's Comprehensive Evidence-Based Reading Plan (CERP) that calls for the implementation of adequate interventions for students that need assistance and are at risk of not meeting academic requirements. APO will develop goals and measurable objectives to target student performance and be able to identify student academic needs. The school will use the MTSS/RTI model for the implementation of research-based instruction and interventions. These practices will be monitored and re-evaluated on a continuous basis. This will allow for the adjustment of instruction, strategies, curricula and other relevant programs and services with the intention of significantly improving student achievement. Such adjustments will ultimately be incorporated into the school's improvement plan to provide a tool for continuous, reflective improvement, monitoring, accountability and overall academic success.

APO 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 for identifying students with learning disabilities or special needs. English Language Learners and Exceptional Educational Students and/or students below grade level or identified as at risk of or not meeting academic requirements. Teachers will differentiate instruction as needed to assist students are successful and provide necessary interventions required by the MTSS/RtI and/or as detailed in a student's IEP, ELL plan. The MTSS/RtI implementation at the school will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality and provide all students opportunities to be successful.

APO will offer supplemental intensive instruction/intervention and enrichments opportunities for students falling in the lowest 25%. Reading strategies in the content areas will be provided to students in addition to those taught during language arts classes. Afterschool and Saturday tutoring will be offered for those students consistently demonstrating non-mastery instruction will be provided by highly qualified teachers who have had success with low performing readers demonstrating deficiencies.

APO will participate in the Florida State Accountability System as required by Florida Statute as well as any other age-appropriate assessments. APO will identify students that are not making adequate progress toward mastery or proficiency of the Florida Standards (with emphasis on low performing students and students that have reading deficiencies). Students will be progress monitored consistently and will be provided supplemental and intensive support to ensure student academic success.
The school wide MTSS/RTI model will have the following essential components:

- Students identified with a substantial reading deficiency (Grades K-3) and/or a substantial mathematics deficiency (Grades K-4) are required to have an IPMP that is designed to address the student's specific reading and/or mathematics deficiency and meets the requirements set forth in F.S.1008.25. IPMS will be developed within 45 days after the results of the F.A.S.T PM assessment becomes available.

- A school-wide multilevel instructional and behavioral system for preventing school failure, screenings, progress monitoring, database decision making for instruction and movement within the multi-level system.

Each one will be classified under one of the three levels of prevention:

- **Tier I** is school wide research-based core instructional and behavioral methodologies, practices and supports designed for all students provide the foundation in general education
- **Tier II** 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. These interventions are developed in response to targeted goals based on a student's level of performance in comparison to peer or grade level performance.
- **Tier III** 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 in order to assist the student in making progress to a targeted instructional goal.
    - The IPMP is a personalized plan designed for students with an identified substantial deficiency (Tier 3) in Grades K-3 reading and Grades K-4 mathematics, detailing specific interventions, support services, and strategies for family and home involvement.

MTSS Team Roles and Responsibilities

The MTSS Team at APO plays a crucial role in supporting students at all levels of academic need. This team will be responsible for coordinating interventions, analyzing data, and making decisions about student placements across the tiers. The MTSS Team will consist of the following members:

- Principal: Oversees the MTSS process, ensuring the fidelity of interventions and providing resources for staff.
- Teachers: Implement interventions at each tier and collect ongoing data on student progress.
- Instructional Coaches: Support teachers with strategies, professional development, and instructional materials.
- Counselors and Support Staff: Provide additional social-emotional and academic support where necessary.
- Parents: Engage in the decision-making process and support interventions at home.

The MTSS Team's responsibilities will include:

- Identifying students in need of intervention: Using data from assessments such as screening, progress monitoring, and diagnostic assessments to identify students who need additional support.

- Developing and implementing interventions: Based on student needs, the team will collaborate to design and implement intervention strategies tailored to students at Tier II and Tier III levels.
- Ongoing progress monitoring: The MTSS Team will track student progress every 20 instructional days to evaluate the effectiveness of the interventions in place. This will include reviewing student performance on screening, progress monitoring, and diagnostic assessments.
- Adjusting interventions: If students in Tier II are not making adequate progress, the team will determine whether additional interventions or a shift to Tier III are necessary. The goal is to ensure students receive the support they need to succeed, which may include intensifying interventions or changing instructional approaches.

Progress Monitoring and Data Use

APO will use ongoing progress monitoring to track the effectiveness of the interventions provided at each tier. Progress monitoring will occur every 20 instructional days and will involve:

- Data Collection: Teachers will collect data on student performance through both formal and informal assessments. This includes diagnostic, formative, and summative assessments, as well as observations and student work samples.
- Data Review: The MTSS Team will meet regularly to review progress monitoring data. This review will focus on identifying trends in student progress and determining whether interventions are working as intended.
- Informing Student Placement: Based on progress monitoring data, students may be moved between tiers. If students in Tier II fail to make sufficient progress, they will be moved to Tier III for more intensive support. Similarly, students who make significant progress in Tier III may be moved to Tier II or Tier I if they demonstrate readiness for less intensive intervention.

The MTSS Team will utilize FAST data, i-Ready data, HMH Read 180 dtaa, and other state-adopted resources for progress monitoring. This evidence-based system helps to track reading growth and identify specific areas where students may be struggling. Data from these tools will be integral in determining the type and level of interventions needed for each student.

The MTSS Leadership Team will meet regularly with the principal and the Board of Directors/Educational Excellence School Advisory Council (EESAC) to ensure that the support systems are in place and aligned with student needs, making necessary adjustments based on progress monitoring data.

In line with HB 7069, APO will adopt core instructional materials that comply with state guidelines, ensuring explicit, systematic, and sequential instruction in phonemic awareness, phonics, vocabulary, fluency, and text comprehension, as well as the use of decodable or phonetic text instructional strategies.

Grades K-5

The core reading program will provide students with a 90-minute uninterrupted reading block, followed by a 30-minute writing block. All instructional materials outline in the MDCPS Instructional Materials list will be implemented for grades K-8.

Core Reading Program Materials – Reading Wonders by McGraw Hill will be used for all K-5 students. Wonders is a research-based program evaluated as successful in providing effective, systematic and explicit instruction in the five components of reading. The series included curriculum and resources aligned with grade level standards, interventions, incorporation of technology and a full assessment system. The program embeds support for English Language Learners, gifted and talented students and students in need of Tier 2 support. Wonders provides explicit instruction, strategies and several opportunities for remediation, enrichment, and formal instruction. Using an inclusive model, all ESE and ELL students will receive their core reading block within the mainstream classroom through a variety of methods depending on their performance level and individual abilities. Reading remediation is provided by the regular classroom teacher, by an ESE certified or ELL-endorsed teacher, through in-class direct instruction, and/or by an ESE teacher through Support Facilitation. ESE staff will consult with content inclusion teachers regularly, which ensures ongoing communication between both teams. This process provides ESE staff with regular updates on student progress in the classroom and allows ESE staff to facilitate predetermined academic interventions with the classroom teacher.

Immediate, Intensive Intervention and Intensive Reading Acceleration -As part of the school's core reading program all students are provided with a 90-minute uninterrupted reading block. Any student below grade level in reading, as determined by screening data using STAR, Early Literacy, iReady, and/or Diagnostics, will receive intensive remediation for an additional 30 minutes three times per week outside the reading block for Tier II student, and 30 minutes daily per outside the reading block for Tier III students.. The school will follow the guidelines outlined in the MDCPS MTSS Implementation Manual, for TII and TIII intervention. In accordance with F.S. 1008.25 and the M-DCPS Student Progression Plan, Intensive Reading Acceleration will provide an additional 90-minute reading block for students retained in grade 3 who were previously retained and students in grade 4 who were promoted with a good cause exemption. Intervention and Intensive Reading Acceleration courses will be taught by a highly effective teacher as determined by the teacher's performance evaluation under F.S. 1012.34, and, the teacher will be certified or endorsed in reading.

Intervention Materials – Reading Horizons Discovery for Grades K-5, and the i-Ready Instructional Toolkit will be used for those students' requiring intervention. These programs are research-based with a focus on building strong foundational reading skills.

Supplemental Materials – These will include ancillary components from the core program that are used to reinforce initial instruction as well as differentiated materials, leveled readers and hands-on activities.

Home Language Arts (HLA) will be included for 150 minutes weekly, as required by the M-DCPS Student Progression Plan. HLA is an intervention for ESOL Level 1 and 2 of two year or less. Interventions in the Home Language for ESOL 1 students more than two years in the ESOL program may continue as needed. For students not making appropriate progress, an ELL committee will be convened to determine alternative strategies or referral to RtI.

Home Language Arts (HLA) Instructional Materials – Arriba la Lectura, from Houghton Mifflin Descubre el Español con Santillana 2014/1st edition provide heritage speakers with the opportunity to develop skills in their heritage language. Students receive linguistic and academic development support in English and the dominant language**.**

Grades 6-8

APO will adopt the same instructional materials as MDCPS, while aiming to provide rigorous and comprehensive language arts instruction that meets the diverse needs of all students, including those who require additional support in literacy. These materials will serve as the foundation for differentiated instruction, ensuring that all students, regardless of their starting point, have access to the tools and resources necessary to succeed in reading, writing, and language acquisition. Students who score below grade level will be enrolled in an intensive reading course, where they will receive intensive remediation. These interventions will follow the requirements set forth by MDCPS for students below grade level in grades 6-8. Progress monitoring will be implemented through the use of HMH Read 180, a comprehensive reading intervention program designed to address the needs of struggling readers and help them make significant academic progress.

Cengage Learning's Impact for English Language Arts Curriculum
APO will implement Cengage Learning's Impact for English Language Arts to offer a flexible, personalized approach to literacy instruction. This curriculum is designed to adapt to students' individual needs, fostering skill development in reading comprehension, writing, and critical thinking. Through the use of authentic texts, digital resources, and interactive lessons, students will engage in real-world learning experiences that encourage analytical thinking. The data-driven nature of the program allows for ongoing adjustments based on student progress, enabling teachers to provide targeted support and ensure academic growth.

Saavas Learning myPerspectives Florida English Language Arts, Grades 6-8
For students in Grades 6-8, APO will adopt Saavas Learning myPerspectives Florida English Language Arts to create an engaging and interactive ELA experience. This curriculum emphasizes developing strong reading, writing, speaking, and listening skills, with a focus on critical analysis and interpretation of diverse texts. By incorporating a wide range of literature and culturally relevant materials, myPerspectives challenges students to explore different perspectives while developing literacy skills in alignment with Florida's state standards. The program offers teachers the tools for effective differentiation and ongoing assessment, helping to tailor instruction to meet the varied needs of students.

Houghton Mifflin HMH Intensive Reading, Powered by Read180 and System 44
APO will utilize Houghton Mifflin HMH Intensive Reading with Read180 and System 44 to support students who require intensive remediation in reading. This program is designed to help struggling readers in Grades 6-8 build essential skills in fluency, comprehension, vocabulary, and spelling. Using personalized instruction powered by adaptive technology, students receive targeted interventions that are aligned with their individual learning needs. The integration of Read180 for customized learning paths and System 44 for foundational skills ensures that students receive the intensive, research-backed support they need to improve their literacy skills and close achievement

gaps. Through continuous progress monitoring, the program adjusts instruction to ensure that each student is making meaningful progress.

These carefully chosen instructional materials will provide APO with a comprehensive and effective approach to teaching English Language Arts, ensuring all students receive the support necessary to achieve academic success.

Clear Form

Miami-Dade County Public Schools
Individualized Progress Monitoring Plan (IPMP)
READING

An Individualized Progress Monitoring Plan (IPMP) is a personalized academic plan designed for students with an identified substantial reading deficiency (Tier3), in grades K–3, detailing specific interventions, support services, and strategies for family and home involvement.

Students identified with a substantial reading deficiency must have an IPMP that is designed to address the student's specific reading deficiency and meets the requirements set forth in F.S.1008.25. Students with qualifying disabilities covered by an Individual Education Plan (IEP) or 504 Plan under Section 504 of the Rehabilitation Act of 1973 are exempt from the requirement to have an IPMP, if the IEP or 504 Plan addresses the student's reading deficiency. Senate Bill (SB) 7004 added the requirement that IPMPs must be developed 45 days after the results of the F.A.S.T. become available.

Student Profile

Data: Access the linked document "Locating Student Data in Power BI", for step-by-step directions on how to view the list of eligible reading students from the Power BI dashboard. The data accessed will be utilized to complete the *Student Reading Data* section below.

School Name/Location #:	Date:
Student Name:	Student ID:
Student Grade:	Teacher Name:
Data from assessment used to initiate IPMP:	☐ F.A.S.T. PM1 ☐ F.A.S.T. PM2

English Language Learner (ELL) Information

English Language Learners (ELLs) who have been in the program for less than two years, based on the DEUSS date, are exempt from the requirement to have an IPMP, as they are still in the process of acquiring the language. An IPMP must be developed for ESOL Level 1–4 students who have been in the program for more than two years.

Student ESOL Level:	☐ More than 2 years

Note: Update the ELL Plan in Ellevation with the modification titled: "*ELL identified with a substantial deficiency in reading and, receiving Tier 3 intervention, and requires an IPMP.*" Click here for step-by-step directions on adding the modifications in Ellevation.

Student Reading Data

Previous School Year FAST PM3		Current School Year FAST PM1		Current School Year FAST PM2	
Scale Score	Percentile/Level	Scale Score	Percentile/Level	Scale Score	Percentile/Level

Reading Area(s) of Deficiency

Note: Identify the student's deficiency in reading, supported by data and/or teacher observations utilizing the ***Reading Areas of Deficiency and Targeted Skills*** Chart for a list of specific K–3 reading skills, organized by reading strands.

1. Identify the Area(s) of Deficiency in Reading:

- ☐ Foundational Skills:
  - ☐ Phonological Awareness
  - ☐ Phonics and Word Analysis
  - ☐ Fluency
- ☐ Vocabulary: Finding Meaning
- ☐ Reading Comprehension

2. List the targeted skills selected from the identified area(s) of deficiency in the *Reading Areas of*

http://api.dadeschools.net/WMSFiles/184/PDFs/IPMP/Reading%20Areas%20of%20Deficiency%20and%20Targeted%20Skills%20Chart.pdf

growth in reading: Include a measurable goal for **each** targeted skill listed in Step 2.

Phase 1	
Date Support Begins	**Measurable Goals** *Goals must be data-driven and match the targeted skills in Step 2.*
Date: _____	**IPMP Overarching Goal:** The student will demonstrate grade level performance by achieving level 3 on the statewide standardized reading assessment. **Measurable Goal Example:** *The student will make adequate progress towards correctly decoding CVC words as evidenced by the selected progress monitoring tool.* **Measurable Goal:** _____ _____ **Measurable Goal:** _____ _____ **Measurable Goal:** _____ _____

4. Evidence-Based Literacy Instruction (Check all that apply):

☐ Reading Horizons Discovery
☐ i-Ready (Tools for Instruction, Magnetic Reading Foundations Grades K-2, Magnetic Reading Grade 3, Tools for Scaffolding Comprehension Grade 3)
☐ Small-Group Instruction (e.g., McGraw Hill Wonders Tier 2 Intervention, McGraw Hill Reading Wonders, From Phonics to Reading)
☐ Other Evidence-Based Resources: _____

5. Progress Monitoring Tools (Select all used):

☐ F.A.S.T. PM Assessments
☐ i-Ready Reading Diagnostic
☐ i-Ready Growth Monitoring Data (Student Growth Monitoring Report)
☐ Reading Horizons In-Program Assessments (Check-Ups, chapter tests, SWR, and/or Library assessments)
☐ McGraw-Hill Progress Monitoring Assessments
☐ Oral Reading Fluency (ORF) probes
☐ Other Progress Monitoring Tools: _____

Additional Services to Accelerate Student's Reading Skill Development
☐ Push-in/Pull-Out Small Group Intervention
☐ Extended Learning Services (Before/After/Saturday School Tutoring)
☐ Other_____

Family and Home Support
☐ M-DCPS Read-at-Home Plan English | Spanish | Creole
☐ New Worlds Reading (NWRI) Monthly Book Delivery (apply)
Please find these resources and additional family resources on the M-DCPS ELA Web Site: https://ela.dadeschools.net

Parent Acknowledgment of Identified Reading Skill Deficiency and IPMP Goals	
Parent Name:	Date:
Parent Signature:	
Teacher Name:	
Teacher Signature:	
Person completing this form (if other than the teacher of record):	

Note: Florida Statutes 1008.25 requires schools to send monthly reports to parents of students in kindergarten through grade 3 who exhibit a substantial deficiency in reading (Tier 3). These reports must provide updates on the student's progress toward meeting their intervention goals.

Phase 2		
Was the Phase 1 instruction implemented as planned? ☐ Yes Or ☐ No (if no, return to Phase 1)		
Phase 1 Review Date	**Result of Student Growth Towards Measurable Goal(s)**	**Next Step**
Date: _____	☐ Student **did not make adequate progress** toward the measurable goal(s).	Intensify remediation/set alternative measurable goal(s).
	☐ Student **made limited progress** toward the measurable goal(s).	Continue remediation/set a new measurable goal(s).
	☐ Student **made adequate progress** toward the measurable goal(s).	Set a new measurable goal(s).
Measurable Goal(s) Next Step:	**Measurable Goal(s):** _____	

Outcome Results
Did the student make adequate progress towards achieving the IPMP Overarching Goal? ☐ **Yes** ☐ **No**
Note: If the student did not make adequate progress based on the interventions outlined in the IPMP, remit to the school administrator. Schools should consider initiating an RFA and proceed with the MTSS process.

AcadeMir at Palm Orchard (APO)



Attachment D
Student Enrollment Application

New Tiger Application 2026-2027

Select Language:

English

Student's Last Name:

Student's Middle Name:

Student's First Name:

Student's Date of Birth:

mm/dd/yyyy

Gender:

○ Female ○ Male

2026-2027 Grade Level:

K (Students must be five by Sept. 1st)

Address 1:

Address 2:

City:

State:

Zip:

Is student a sibling to a CURRENT AcadeMir Charter School student?

○ Yes ○ No

Sibling Name:

Sibling Grade:

Has the student ever attended or registered at a Miami Dade County Public School?

○ Yes ○ No

Type of school attending?

○ Private ○ Traditional Public ○ Charter ○ None

Name of School currently attending?

N/A if None

Parent/Guardian 1:

Parent/Guardian 1 Phone Number:

Parent/Guardian 1 Email:

Parent/Guardian 2 Name:

Parent/Guardian 2 Phone Number:

Parent/Guardian 2 Email:

Is any parent/guardian of this student active in the military?

○ Yes ○ No

How did you hear about Academir Charters Schools?

Email:

Confirm Email:

Submit



New Tiger Application 2026-2027

Select Language:

Spanish

Apellido del estudiante:

Segundo nombre del estudiante:

Nombre del estudiante:

Fecha de nacimiento del estudiante:

mm/dd/yyyy

Género:

○ Femenino ○ Masculino

Nivel de grado 2026-2027:

K (Students must be five by Sept. 1st)

Dirección 1:

Dirección 2:

Ciudad:

Estado:

Código postal:

¿Es el estudiante un hermano de un estudiante ACTUAL de la escuela Charter AcadeMir?

○ Sí ○ No

Nombre del hermano:

Grado del hermano:

¿El estudiante ha asistido o se ha registrado alguna vez en una escuela pública del condado de Miami Dade?

○ Sí ○ No

Tipo de escuela a la que asiste:

○ Privada ○ Pública tradicional ○ Charter ○ Ninguna

Nombre de la escuela a la que asiste actualmente:

N/A if None

Nombre de Padre/Tutor 1:

Número de teléfono de Padre/Tutor 1:

Correo electrónico de Padre/Tutor 1:

Nombre de Padre/Tutor 2:

Número de teléfono de Padre/Tutor 2 :

Correo electrónico del Padre/Tutor 2 :

¿Algún padre/tutor de este estudiante está activo en el ejército?

○ Sí ○ No

¿Cómo se enteró de las escuelas Charter de Academir?

Correo electrónico:

Confirmar correo electrónico:

Submit

AcadeMir at Palm Orchard
(APO)



Attachment E
Evidence of Facility Funding Sources

REGIONS

Commercial Middle Market Banking
2800 Ponce de Leon Blvd., 9th Floor
Coral Gables, Florida 33134
Phone: (305) 926-5583
Fax: (305) 648-7047
Jeffrey.Griese@Regions.com
Jeffrey Griese
Vice President

April 01, 2026

Re: Academir Charter Schools, Inc.

To Whom It May Concern,

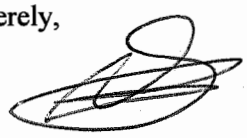
This letter is to confirm that Academir Charter Schools, Inc. currently maintains a Line of Credit with Regions Bank as of April 30, 2021. The outstanding amount is subject to fluctuations and may change at any given time.

Borrower:	Academir Charter Schools, Inc.
Type:	Line of Credit
Amount:	$1,000,000.00
Outstanding Amount:	$0 as of 04/01/2026

This letter is confidential and written as a matter of business courtesy with the understanding that its source and contents will not be divulged, and that no responsibility therefore is to attach to this bank or any of its officers.

If I can be of any further service, please do not hesitate to contact me.

Sincerely,



Jeffrey Griese
Vice President
Regions Bank
Commercial Banking Division
2800 Ponce de Leon Blvd 9th Floor
Coral Gables, Florida 33134

DOC240030922580323686000209444900000000

REGIONS

DISBURSEMENT REQUEST AND AUTHORIZATION

Principal	Loan Date	Maturity	Bank/App	Loan No	Account	Officer
$1,000,000.00	02-24-2025	02-01-2026	092	2580323686002094449	2580323686	J2NJ9

References in the shaded area are for Lender's use only and do not limit the applicability of this document to any particular loan or item.
Any item above containing "****" has been omitted due to text length limitations.

Borrower: ACADEMIR CHARTER SCHOOLS, INC.
5420 SW 157TH AVE STE 5
MIAMI, FL 33185-5349

Lender: Regions Bank
MIAMI: MIDDLE MARKET BANKING
2800 PONCE DE LEON BLVD
FLMI30901T
CORAL GABLES, FL 33134

LOAN TYPE. This is a Variable Rate Nondisclosable Revolving Line of Credit Loan to a Corporation for $1,000,000.00 due on demand and, if no demand, on February 1, 2026.

PRIMARY PURPOSE OF LOAN. The primary purpose of this loan is for:

☐ **Personal, Family, or Household Purposes or Personal Investment.**

☒ **Business (Including Real Estate Investment).**

SPECIFIC PURPOSE. The specific purpose of this loan is: Commercial Loan Purpose Code 100.

DISBURSEMENT INSTRUCTIONS. Borrower understands that no loan proceeds will be disbursed until all of Lender's conditions for making the loan have been satisfied. Please disburse the loan proceeds of $1,000,000.00 as follows:

Undisbursed Funds:	$1,000,000.00
Note Principal:	$1,000,000.00

CHARGES PAID IN CASH. Borrower has paid or will pay in cash as agreed the following charges:

Prepaid Finance Charges Paid in Cash: $175.00 Commercial Loan Documentation Fee $7,000.00 Origination Fee	$7,175.00
Total Charges Paid in Cash:	$7,175.00

AUTOMATIC PAYMENTS. Borrower hereby authorizes Lender automatically to deduct from Borrower's DDA account, numbered 00000000310015930, the amount of any loan payment. If the funds in the account are insufficient to cover any payment, Lender shall not be obligated to advance funds to cover the payment. At any time and for any reason, Borrower or Lender may voluntarily terminate Automatic Payments.

ELECTRONIC SIGNATURE AND DELIVERY. With respect hereto (this "Instrument," which definition is used solely in this paragraph, but which applies to the entirety hereof), the parties to this Instrument agree as follows:

(a) This Instrument may be signed manually and in one or more counterparts, each of which shall constitute one and the same agreement and may be (i) delivered in person, via mail, hand delivery, overnight delivery or via other physical methods accepted by Lender or (ii) delivered via facsimile transmission, via sending a scanned version of this Instrument (such as a PDF) via email or other electronic methods accepted by Lender. This Instrument, as so signed and delivered as described in this clause (a) above, shall (i) constitute an original hereof, (ii) be a valid and binding agreement and shall be fully admissible in any court of law or otherwise and under any and all state and federal rules of evidence and (iii) if a promissory note, be enforceable under Uniform Commercial Code (UCC) Section 3-309, UCC Section 3-604, or any other similar statute (with any provision thereof to the contrary being waived hereby), without regard to any loss or destruction of any written counterpart hereof, the parties hereto agreeing that the possession or maintenance of a signed and delivered scanned, electronic or digital version or copy hereof shall constitute possession hereof under UCC Section 3-309 or any other similar statute (with any provision thereof to the contrary being waived hereby), and shall not constitute the destruction hereof and shall not result in the cancellation or discharge of any obligation evidenced hereby, notwithstanding UCC Section 3-604 or any other similar statute (with any provision thereof to the contrary being waived hereby).

(b) This Instrument and any agreement or other document related hereto, unless Lender specifically directs otherwise, may also be signed and delivered via electronic means, including, without limitation, via services provided by DocuSign, Inc., or any other electronic signature service provider accepted by Lender (each, an "E-Sign Provider"). This Instrument and each such agreement or document, as so signed and delivered as described in this clause (b) above, shall constitute a valid and binding agreement, with the same force and effect of an original, manually signed agreement, and shall be fully admissible in any court of law or otherwise and under any and all state and federal rules of evidence. The foregoing in this clause (b) shall be supplementary to and shall not limit any similar provisions the parties hereto have agreed to when using the services of an E-Sign Provider to sign and deliver this Instrument or any such agreement or document, and each of such similar E-Sign Provider provisions shall not be excluded by any integration clause contained in this Instrument or such agreement or document, as applicable, but shall be included as a part of this Instrument or such agreement or document, as applicable, except to the extent that there is any conflict between such similar E-Sign Provider provisions and the provisions of this Instrument or such agreement or document, as applicable, in which case the provisions of this Instrument or such agreement or document, as applicable, shall prevail. In the event that this Instrument is promissory note issued, signed and delivered as described in this clause (b) above, the maker hereof, as issuer, has agreed that this Instrument is a transferrable record under the Electronic Signatures in Global and National Commerce Act (ESIGN), Uniform Electronic Transactions Act (UETA) and any other state electronic signature statute, and, without limiting the foregoing, with the effect that the holder of this Instrument (or any party that has control hereof) shall have all rights and defenses as if a holder in due course under the UCC, without the requirement of any physical delivery, possession, or indorsement.

(c) Each electronic version or scanned copy of this Instrument and any agreement or document related hereto shall also constitute an electronic record established and maintained by the parties hereto in the ordinary course of business, shall constitute an original written record when printed from electronic files, and any and all such printed copies shall be treated to the same extent and under the same conditions as other original business records created and maintained in documentary form. Lender shall be entitled to rely on the scanned or other electronic signatures of all parties to this Instrument or such agreement or document, as applicable, without further verification thereof and without obligation to review the appearance or form of any such electronic signature. Without limiting the effectiveness of any signature to, or delivery of, this Instrument or any agreement or document related hereto by any of the parties hereto as described in this paragraph above, in addition to the foregoing, all parties hereto agree to manually execute a counterpart of this Instrument or such agreement or document, as applicable, and deliver the same to Lender promptly if requested by Lender.

AUTO DEBIT PROVISION.

063104668
Routing Number (Please call your financial Institution if you are unsure)

00000000310015930

DDA/RSV Account Number

Borrower authorizes Lender to initiate entries to Borrower's checking or savings account at the financial institution indicated above for the purpose of making Borrower's periodic loan payments. Borrower also authorizes the financial institution to withdraw these payments from Borrower's account.

Borrower understands that, in accordance with the terms of this loan, Borrower's payment may change from time to time. Lender is authorized to change the amount of the charge to Borrower's checking or savings account. Borrower understands that Lender will provide prior notice of the new payment amount to Borrower to the extent required under applicable law. If more than one law requires prior notice of a payment change, Borrower agrees that notice provided pursuant to one law shall constitute notice in accordance with all laws.

FINANCIAL CONDITION. BY SIGNING THIS AUTHORIZATION, BORROWER REPRESENTS AND WARRANTS TO LENDER THAT THE INFORMATION PROVIDED ABOVE IS TRUE AND CORRECT AND THAT THERE HAS BEN NO MATERIAL ADVERSE CHANGE IN BORROWER'S FINANCIAL CONDITION AS DISCLOSED IN BORROWER'S MOST RECENT FINANCIAL STATEMENT TO LENDER. THIS AUTHORIZATION IS DATED FEBRUARY 24, 2025.

BORROWER:

ACADEMIR CHARTER SCHOOLS, INC.

By: _____
ROLANDO C MIR, Manager of ACADEMIR CHARTER SCHOOLS, INC.

By: _____
ESTHER REGLA MIR, Manager of ACADEMIR CHARTER SCHOOLS, INC.

LaserPro, Ver. 24.3.10.125 Copr. Finastra USA Corporation 1997, 2025 All Rights Reserved - FL E:\Products\CFI\LPL\20.FC TR-100292 PR-CDPO10

REGIONS

FOR BANK USE ONLY ☐ If this form is being completed for maintenance to an existing customer (no new accounts being opened), please check this box	
Account Type: Commercial loans	Obligor Number: 2580323686
ACAPS/Account/Obligation Number: Loan00541220	RCIF Customer Number: 1504950706000
Customer Name: ACADEMIR CHARTER SCHOOLS INC	EIN/TIN: 27-1986282
* For multiple accounts, use schedule A	

Certification Regarding
Beneficial Owners of Legal Entity Customers

I. GENERAL INSTRUCTIONS

What is this form?

To help the government fight financial crime, Federal regulation requires certain financial institutions to obtain, verify, and record information about the beneficial owners of legal entity customers. Legal entities can be abused to disguise involvement in terrorist financing, money laundering, tax evasion, corruption, fraud, and other financial crimes. Requiring the disclosure of key individuals who own or control a legal entity (i.e., the beneficial owners and control person) helps law enforcement investigate and prosecute these crimes.

Who has to complete this form?

This form must be completed by the person opening a new account or requesting maintenance on an existing account on behalf of a legal entity with any of the following U.S. financial institutions: (i) a bank or credit union; (ii) a broker or dealer in securities; (iii) a mutual fund; (iv) a futures commission merchant; or (v) an introducing broker in commodities.

For the purposes of this form, a **legal entity** includes a corporation, limited liability company, or other entity that is created by a filing of a public document with a Secretary of State or similar office, a general partnership, and any similar business entity formed in the United States or a foreign country. **Legal entity** does not include sole proprietorships, unincorporated associations, or natural persons opening accounts on their own behalf.

What information do I have to provide?

This form requires you to provide the name, address, date of birth and Social Security number (or passport number or other similar information, in the case of foreign persons) for the following individuals:

(i) Beneficial Owner: Each individual (or Entity Trustee if applicable) who, directly or indirectly, owns 25 percent or more of the equity interests of the legal entity listed below or the entities listed on Schedule A (*e.g.*, each natural person that owns 25 percent or more, as applicable, of the shares of a corporation); **and**

(ii) Control Person: An individual with significant responsibility for managing the legal entity customer (*e.g.*, a Chief Executive Officer, Chief Financial Officer, Chief Operating Officer, Managing Member, General Partner, President, Vice President or Treasurer).

The number of individuals that satisfy this definition of "beneficial owner" may vary. Under section (i) above, up to four individuals (but as few as zero) may need to be identified. Under section (ii) above, regardless of the number of individuals identified under section (i), you must provide the identifying information of one individual. It is possible that in some circumstances the same individual might be identified under both sections (e.g., the President of Acme, Inc. who also holds a 30% equity interest). Thus, a completed form will contain the identifying information of at least one individual (under section (ii)), and up to five total individuals (*i.e.*, one individual under section (ii) and four 25 percent equity holders under section (i)).

The financial institution may also ask to see a copy of a driver's license or other identifying document for each beneficial owner and control person listed on this form.

CUSTOMER IDENTIFICATION PROGRAM

To help the government fight the funding of terrorism and money laundering activities, Federal law requires all financial institutions to obtain, verify, and record information that identifies certain owners of an account. What this means for you: When you open a new account or request maintenance to an existing account, we will ask for the owner(s) and control person's name, address, date of birth, and other information that will allow us to identify you.

II. CERTIFICATION OF BENEFICIAL OWNER(S) AND CONTROL PERSON

Persons opening an account or requesting maintenance on behalf of a legal entity must provide the following information: *(a). Name and Title:*

Name: ROLANDO C MIR | Title: Manager

(b). Name, Type, Address, and Taxpayer Identification Number (TIN) of the Legal Entity for Which the Account is Being Opened:

Entity Name: ACADEMIR CHARTER SCHOOLS, INC. | Entity Type: Corporation | Entity TIN: 27-1986282

Entity Address: 5420 SW 157TH AVE STE 5, MIAMI, FL 33185-5349

☐ Check here if this form will be used for multiple legal entity customers/accounts. If this is checked, Schedule A, attached hereto and made a part hereof, must be completed and reference each legal entity customer/account for which this form applies.

(c). Beneficial Owner(s): The following information for each individual who, directly or indirectly, through any contract, arrangement, understanding, relationship or otherwise, owns 25 percent or more of the equity interests of the legal entity listed above or the entities listed on Schedule A:

☑ *Check here if there are NO individuals with 25% or more ownership of the legal entity customer(s).*

Owner 1 Information: _____ % of ownership

☐ U.S. Citizen or Permanent Resident Alien ☐ Foreign Person

Individual Name (or Entity Trustee if applicable) | Street Address

Date of Birth | Address Line 2

TIN type * | City | State | Zip Code

☐ SSN/TIN ☐ ITIN Number: _____

Primary ID Type ** | Primary ID Number | Country (if address is outside of the United States)

Primary ID State/Country/Province | ID Date of Issuance | Date of Expiration

*For a U.S. Citizen or Permanent Resident Alien with a Social Security Number (SSN) or Individual Taxpayer Identification Number (ITIN), provide the SSN/ITIN and Primary ID information.

** For a foreign person (Non-Resident Alien), please provide a Passport Number and Country of Issuance. In lieu of a passport, foreign persons may also provide a U.S. government-issued Alien ID or other foreign government-issued documents evidencing nationality or residence and bearing a photograph or similar safeguard.

SCHEDULE A

CERTIFICATION REGARDING BENEFICIAL OWNERS OF MULTIPLE LEGAL ENTITY CUSTOMERS/ACCOUNTS
(Required if multiple legal entity customers/accounts is checked in Section II(b))

The beneficial ownership and/or control person information for all entities/accounts set forth below is provided in subsections (c) and (d) of this form.

Entity Name	Entity Type (e.g,. Corporation, Partnership, etc.)	Entity Address	Entity Tax Identification Number (TIN)	Obligor or Account Number (if applicable)
ACADEMIR CHARTER SCHOOLS, INC.	Corporation	5420 SW 157TH AVE STE 5, MIAMI, FL 33185-5349	27-1986282	2580323686

(d) Control Person: The following information for one individual with significant responsibility for managing the legal entity listed above and/or entities listed in Schedule A, such as:

- *An executive officer or senior manager (e.g., Chief Executive Officer, Chief Financial Officer, Chief Operating Officer, Managing Member, General Partner, President, Vice President, Treasurer); or*
- *Any other individual who regularly performs similar functions.*

(If appropriate, an individual listed under section (c) above may also be listed in this section (d)).

☑ U.S. Citizen or Permanent Resident Alien ☐ Foreign Person

Individual Name	Street Address		
ROLANDO C MIR	15571 SW 27TH ST		
Date of Birth	Address Line 2		
04/27/1955			
TIN type *	City	State	Zip Code
☑ SSN ☐ ITIN Number: 137-50-8046	MIAMI	FL	33185-5896
Primary ID Type ** / Primary ID Number	Country (if address is outside of the United States)		
US Driver's License / M600723551470			
Primary ID State/Country/Province	ID Date of Issuance	Date of Expiration	
Florida	01/25/2022	04/27/2030	

Certified/Agreed To

I, ROLANDO C MIR, *(legal entity(ies) certifying person)*, hereby certify, to the best of my knowledge, that the information provided above is complete and correct. If any change occurs in the information provided above, the legal entity(ies) will notify Regions Bank in writing of such change immediately. This form supersedes any beneficial ownership infomation previously provided to Region Bank for the legal entity(ies) herein.

Signature

Date

*For a U.S. Citizen or Permanent Resident Alien with a Social Security Number (SSN) or Individual Taxpayer Identification Number (ITIN), provide the SSN/ITIN and Primary ID information.

**For a foreign person (Non-Resident Alien), please provide a Passport Number and Country of Issuance. In lieu of a passport, foreign persons may also provide a U.S. government-issued Alien ID or other foreign government-issued documents evidencing nationality or residence and bearing a photograph or similar safeguard.



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REGIONS

PROMISSORY NOTE

Principal	Loan Date	Maturity	Bank/App	Loan No	Account	Officer
$1,000,000.00	02-24-2025	02-01-2026	092	2580323686002094449	2580323686	J2NJ9

References in the shaded area are for Lender's use only and do not limit the applicability of this document to any particular loan or item.
Any item above containing "***" has been omitted due to text length limitations.

Borrower: ACADEMIR CHARTER SCHOOLS, INC.
5420 SW 167TH AVE STE 5
MIAMI, FL 33185-5349

Lender: Regions Bank
MIAMI: MIDDLE MARKET BANKING
2800 PONCE DE LEON BLVD
FLMI30901T
CORAL GABLES, FL 33134

Principal Amount: $1,000,000.00 **Date of Note: February 24, 2025**

PROMISE TO PAY. ACADEMIR CHARTER SCHOOLS, INC. ("Borrower") promises to pay to Regions Bank ("Lender"), or order, in lawful money of the United States of America, the principal amount of One Million & 00/100 Dollars ($1,000,000.00) or so much as may be outstanding, together with interest on the unpaid outstanding principal balance of each advance. Interest shall be calculated from the date of each advance until repayment of each advance.

PAYMENT. Borrower will pay this loan in full immediately upon Lender's demand. If no demand is made, Borrower will pay this loan in one payment of all outstanding principal plus all accrued unpaid interest on February 1, 2026. In addition, Borrower will pay regular monthly payments of all accrued unpaid interest due as of each payment date, beginning March 12, 2025, with all subsequent interest payments to be due on the same day of each month after that. Unless otherwise agreed or required by applicable law, payments will be applied to accrued interest, then principal, then late charges, then miscellaneous fees; provided, that Lender reserves the right to apply payments to outstanding indebtedness and obligations in any order that Lender may determine in its sole discretion and Lender may change the methodology for the application of payments at any time without notice to Borrower. Any accrued interest not paid when due is added to principal and thereafter will accrue interest as principal. Borrower will pay Lender at Lender's address shown above or at such other place as Lender may designate in writing.

VARIABLE INTEREST RATE. The interest rate on this Note is subject to change from time to time based on changes in an index which is the Prime Rate of the Lender (the "Index"). The Index is not necessarily the lowest rate charged by Lender on its loans and is set by Lender in its sole discretion. Lender will tell Borrower the current Index rate upon Borrower's request. The interest rate change will not occur more often than each day. Borrower understands that Lender may make loans based on other rates as well. Interest on the unpaid principal balance of this Note will be calculated as described in the "INTEREST CALCULATION METHOD" paragraph using a rate of 0.500 percentage points over the Index (the "Margin"). Under no circumstances will the Index be less than 0% per annum. If the Index becomes "unavailable" during the term of this loan or line of credit, Lender may designate a substitute index and notify Borrower. NOTICE: Under no circumstances will the effective rate of interest on this Note be less than 0.000% per annum or more than the maximum rate allowed by applicable law.

INTEREST CALCULATION METHOD. Interest on this Note is computed on a 365/360 basis; that is, by applying the ratio of the interest rate over a year of 360 days, multiplied by the outstanding principal balance, multiplied by the actual number of days the principal balance is outstanding. All interest payable under this Note is computed using this method.

PREPAYMENT. Borrower agrees that all loan fees and other prepaid finance charges are earned fully as of the date of the loan and will not be subject to refund upon early payment (whether voluntary or as a result of default), except as otherwise required by law. Except for the foregoing, Borrower may pay without penalty all or a portion of the amount owed earlier than it is due. Early payments will not, unless agreed to by Lender in writing, relieve Borrower of Borrower's obligation to continue to make payments of accrued unpaid interest. Rather, early payments will reduce the principal balance due. Borrower agrees not to send Lender payments marked "paid in full", "without recourse", or similar language. If Borrower sends such a payment, Lender may accept it without losing any of Lender's rights under this Note, and Borrower will remain obligated to pay any further amount owed to Lender. All written communications concerning disputed amounts, including any check or other payment instrument that indicates that the payment constitutes "payment in full" of the amount owed or that is tendered with other conditions or limitations or as full satisfaction of a disputed amount must be mailed or delivered to: Regions Bank, P.O. Box 2224 Birmingham, AL 35246.

LATE CHARGE. If a payment is 15 days or more late, Borrower will be charged 5.000% of the unpaid portion of the regularly scheduled payment.

INTEREST AFTER DEFAULT. Upon default, including failure to pay upon final maturity, the interest rate on this Note shall be increased by adding an additional 2.000 percentage point margin ("Default Rate Margin"). The Default Rate Margin shall also apply to each succeeding interest rate change that would have applied had there been no default. However, in no event will the interest rate exceed the maximum interest rate limitations under applicable law.

DEFAULT. Each of the following shall constitute an event of default ("Event of Default") under this Note:

Payment Default. Borrower fails to make any payment when due under this Note.

Other Defaults. Borrower fails to comply with or to perform any other term, obligation, covenant or condition contained in this Note or in any of the related documents or to comply with or to perform any term, obligation, covenant or condition contained in any other agreement between Lender and Borrower.

Default in Favor of Third Parties. Borrower or any Grantor defaults under any loan, extension of credit, security agreement, purchase or sales agreement, or any other agreement, in favor of any other creditor or person that may materially affect any of Borrower's property or Borrower's ability to repay this Note or perform Borrower's obligations under this Note or any of the related documents.

False Statements. Any warranty, representation or statement made or furnished to Lender by Borrower or on Borrower's behalf under this Note or the related documents is false or misleading in any material respect, either now or at the time made or furnished or becomes false or misleading at any time thereafter.

Insolvency. The dissolution or termination of Borrower's existence as a going business, the insolvency of Borrower, the appointment of a receiver for any part of Borrower's property, any assignment for the benefit of creditors, any type of creditor workout, or the commencement of any proceeding under any bankruptcy or insolvency laws by or against Borrower.

Creditor or Forfeiture Proceedings. Commencement of foreclosure or forfeiture proceedings, whether by judicial proceeding, self-help, repossession or any other method, by any creditor of Borrower or by any governmental agency against any collateral securing the loan. This includes a garnishment of any of Borrower's accounts, including deposit accounts, with Lender. However, this Event of Default shall not apply if there is a good faith dispute by Borrower as to the validity or reasonableness of the claim which is the basis of the creditor or forfeiture proceeding and if Borrower gives Lender written notice of the creditor or forfeiture proceeding and deposits with Lender monies or a surety bond for the creditor or forfeiture proceeding, in an amount determined by Lender, in its sole discretion, as being an adequate reserve or bond for the dispute.

Events Affecting Guarantor. Any of the preceding events occurs with respect to any guarantor, endorser, surety, or accommodation party of any of the indebtedness or any guarantor, endorser, surety, or accommodation party dies or becomes incompetent, or revokes or disputes the validity of, or liability under, any guaranty of the indebtedness evidenced by this Note.

Change in Ownership. Any change in ownership of twenty-five percent (25%) or more of the common stock of Borrower.

Adverse Change. A material adverse change occurs in Borrower's financial condition, or Lender believes the prospect of payment or performance of this Note is impaired.

Insecurity. Lender in good faith believes itself insecure.

LENDER'S RIGHTS. Upon default, Lender may declare the entire unpaid principal balance under this Note and all accrued unpaid interest immediately due, and then Borrower will pay that amount.

DEPOSIT AND TREASURY MANAGEMENT. Borrower agrees to maintain all deposit account(s) and Treasury Management Services it has in

place with Lender from the Loan Date through the termination of this Note. If Borrower seeks additional deposit accounts or Treasury Management Services after the Loan Date, Borrower agrees to allow Lender the right of first refusal to provide such services. As used herein, "Treasury Management Services" means treasury or cash management services or products for businesses, including but not limited to, deposit accounts and liquidity services, returns services, zero balance accounts, information reporting and digital transaction origination, funds transfers, foreign exchange, imaging services, automated clearinghouse, commercial credit card services, purchasing cards, cardless e-payable services, wire transfer, controlled disbursement, lockbox, payment and data management services (e.g. integrated payables and receivables), cash services, remote deposit capture, fraud prevention services, account reconciliation and reporting and trade finance services. Without in any way limiting the scope or applicability of any other provision in this Note, Borrower understands, acknowledges, and agrees that Lender has the sole and absolute discretion to determine (1) whether or not a breach of this provision will be deemed to be an Event of Default, and (2) the timing of declaring such a breach to be an Event of Default. Borrower agrees and understands that no action, inaction, or delay on the part of Lender in declaring a breach of this provision to be an Event of Default or in exercising any right related to this provision shall operate as a waiver of (1) Borrower's obligations under this provision, (2) Lender's right to declare a breach of this provision to be an Event of Default, (3) the nonwaiver portions of this provision, (4) any other nonwaiver provision contained in this Note, or (5) Lender's right to demand strict compliance with the terms of this Note or enforce the terms of any other agreement between Borrower and Lender.

CONTINUITY OF OPERATIONS. Borrower covenants and agrees with Lender that while any amount remains outstanding under this Agreement, Borrower shall not, without the prior written consent of Lender: (1) engage in any business activities substantially different than those in which Borrower is presently engaged, (2) cease operations, liquidate, merge, or restructure as a legal entity (whether by division or otherwise), consolidate with or acquire any other entity, change its name, convert to another type of entity, or redomesticate, dissolve, or transfer (whether to a division of Borrower or otherwise) or sell its assets outside of the ordinary course of business, or (3) make any distribution with respect to any capital account, whether by reduction of capital or otherwise.

FUTURE LLC DIVISIONS. If Borrower is a limited liability company, any future limited liability company or other entity formed by the division of Borrower (1) shall be deemed a successor or assign of Borrower and shall be jointly and severally liable with Borrower for the repayment of the Line of Credit and the payment of all other Outstanding Payment Obligations, (2) will not encumber its assets without the prior written consent of Lender, and (3) if requested by Lender, will pledge such of its assets and equity as collateral for the obligations owed to Lender under this Agreement as deemed acceptable by Lender, in its sole discretion.

ATTORNEYS' FEES; EXPENSES. Lender may hire or pay someone else to help collect this Note if Borrower does not pay. Borrower will pay Lender the amount of these costs and expenses, which includes, subject to any limits under applicable law, Lender's reasonable attorneys' fees and Lender's legal expenses whether or not there is a lawsuit, including reasonable attorneys' fees and legal expenses for bankruptcy proceedings (including efforts to modify or vacate any automatic stay or injunction), and appeals. If not prohibited by applicable law, Borrower also will pay any court costs, in addition to all other sums provided by law.

JURY WAIVER. Lender and Borrower hereby waive the right to any jury trial in any action, proceeding, or counterclaim brought by either Lender or Borrower against the other.

GOVERNING LAW. This Note will be governed by federal law applicable to Lender and, to the extent not preempted by federal law, the laws of the State of Florida without regard to its conflicts of law provisions. This Note has been accepted by Lender in the State of Florida.

RIGHT OF SETOFF. To the extent permitted by applicable law, Lender reserves a right of setoff in all Borrower's accounts with Lender (whether checking, savings, or some other account). This includes all accounts Borrower holds jointly with someone else and all accounts Borrower may open in the future. However, this does not include any IRA or Keogh accounts, or any trust accounts for which setoff would be prohibited by law. Borrower authorizes Lender, to the extent permitted by applicable law, to charge or setoff all sums owing on the debt against any and all such accounts, and, at Lender's option, to administratively freeze all such accounts to allow Lender to protect Lender's charge and setoff rights provided in this paragraph.

LINE OF CREDIT. This Note evidences a revolving line of credit. Advances under this Note, as well as directions for payment from Borrower's accounts, may be requested orally or in writing by Borrower or by an authorized person. Lender may, but need not, require that all oral requests be confirmed in writing. Borrower agrees to be liable for all sums either: (A) advanced in accordance with the instructions of an authorized person or (B) credited to any of Borrower's accounts with Lender. The unpaid principal balance owing on this Note at any time may be evidenced by endorsements on this Note or by Lender's internal records, including daily computer print-outs. Lender will have no obligation to advance funds under this Note if: (A) Borrower or any guarantor is in default under the terms of this Note or any agreement that Borrower or any guarantor has with Lender, including any agreement made in connection with the signing of this Note; (B) Borrower or any guarantor ceases doing business or is insolvent; (C) any guarantor seeks, claims or otherwise attempts to limit, modify or revoke such guarantor's guarantee of this Note or any other loan with Lender; (D) Borrower has applied funds provided pursuant to this Note for purposes other than those authorized by Lender; or (E) **Lender in good faith believes itself insecure.**

FEES AND EXPENSES FOR LOAN MODIFICATIONS. Unless prohibited by applicable law or unless it would constitute interest in excess of the maximum rate allowed under applicable law, Borrower agrees to pay upon demand all of Lender's costs and expenses, including reasonable attorneys' fees, incurred in connection with any loan modification, amendment, restatement, supplement, restructuring, waiver or consent relating hereto or thereto, whether or not any such amendment, restatement, supplement, restructuring, waiver or consent is executed or becomes effective.

BENEFICIAL OWNERSHIP. If Borrower is a Legal Entity Customer, Borrower shall provide Lender with all information, documentation, and certifications that Lender requests regarding beneficial owners of the Borrower pursuant to 31 C.F.R. § 1010.230. Borrower represents and warrants that the most recent of such information, documentation, and certifications submitted to Lender remains true and accurate. Further, Borrower represents and warrants that Borrower will notify Lender promptly—and in no event no later than at any loan renewal—of any changes to any information, documentation, or certifications provided pursuant to the requirements of this paragraph.

"Legal Entity Customer" has its meaning set forth in 31 C.F.R. § 1010.230(e) and includes a corporation, limited liability company, or other entity that is created by a filing of a public document with a Secretary of State or similar office, a general partnership, and any similar business entity formed under the laws of a foreign jurisdiction that opens an account.

INTEREST AND FEES. No matter what else may be stated in any other provision of this Note or Agreement (as applicable) or in any other document Borrower may have with Lender, Borrower does not agree or intend to pay, and Lender does not agree or intend to charge any interest or fee for this loan which would in any way cause Lender to contract for, charge or collect more for the loan than the maximum Lender would be permitted to charge or collect by any applicable federal or state law. Any such excess interest or unauthorized fee will be applied first to reduce the unpaid principal balance of the loan, and when the principal has been paid in full, be refunded to Borrower.

SUSPICIOUS ACTIVITY. Borrower agrees that Borrower will not act in any manner that may cause Lender to reasonably believe that Borrower has engaged in, or that Borrower intends to engage in, any suspicious activity as described in or contemplated under the Bank Secrecy Act, the USA Patriot Act, or any other similar or related law, whether now or hereafter in effect, or under any regulation issued pursuant to any such law. Further, Borrower agrees that if Borrower's name (or a derivation thereof) appears on a list of suspects issued to financial institutions by the Office of Foreign Assets Control, the Financial Crimes Enforcement Network, the Federal Reserve Board, or any other governmental entity or agency, then Borrower will be conclusively presumed to have acted in a manner that would cause Lender to reasonably believe that Borrower has engaged in, or that Borrower intends to engage in, such suspicious activity.

DEFENSE COSTS. In addition to the costs and expenses Borrower has agreed to pay under the "Attorneys' Fees; Expenses" section of this Note, Borrower will pay all costs and expenses incurred by Lender arising out of or relating to any steps or actions Lender takes to defend any unsuccessful claim, allegation, remedy or counterclaim Borrower may assert against Lender. Such costs and expenses shall include, without limitation, attorneys' fees and costs.

WAIVER OF DEFENSES. Borrower agrees and acknowledges that Borrower does not have any claims, defenses, counterclaims, setoffs, rights of recoupment, or other claims of any nature whatsoever (including but not limited to claims arising from fraud, misrepresentation, breach of contract, breach of commitment, impairment of collateral or waiver) against Lender, and Borrower hereby expressly waives and releases any and all such claims, defenses, counterclaims, setoffs, rights of recoupment, or other claims of any nature whatsoever that it may have against Lender.

AUTHORIZATION TO OBTAIN AND PROVIDE TAX RETURN INFORMATION. Borrower hereby expressly authorizes Lender, and its successors, assigns, affiliates, agents, service providers, and their respective successors or assigns (each, an "Authorized Party"), to obtain and receive Borrower's tax return information at any time and from time to time, as Lender may, in its sole and absolute discretion, deem necessary or desirable for use in connection with the loan or any aspect of any of Lender's business relationships with Borrower whatsoever (a "Permissible Purpose"). Further, Borrower hereby expressly authorizes any Authorized Party to provide tax return information to any other person or entity for any Permissible Purpose at any time and from time to time. By example and not by way of limitation, a Permissible Purpose includes originating, maintaining, managing, monitoring, servicing, selling, collateralizing, obtaining insurance or a guaranty for or on, or securitizing a loan, line of credit, letter of credit reimbursement obligation, or any other obligation whatsoever.

ELECTRONIC SIGNATURE AND DELIVERY. With respect hereto (this "Instrument," which definition is applicable to the paragraph but not to applies to the entirety hereof), the parties to this Instrument agree as follows:

(a) This Instrument may be signed manually and in one or more counterparts, each of which shall constitute one and the same agreement and may be (i) delivered in person, via mail, hand delivery, overnight delivery or via other physical methods accepted by Lender or (ii) delivered via facsimile transmission, via sending a scanned version of this Instrument (such as a PDF) via email or other electronic methods accepted by Lender. This Instrument, as so signed and delivered as described in this clause (a) above, shall (i) constitute an original hereof, (ii) be a valid and binding agreement and shall be fully admissible in any court of law or otherwise and under any and all state and federal rules of evidence and (iii) if a promissory note, be enforceable under Uniform Commercial Code (UCC) Section 3-309, UCC Section 3-604, or any other similar statute (with any provision thereof to the contrary being waived hereby), without regard to any loss or destruction of any written counterpart hereof, the parties hereto agreeing that the possession or maintenance of a signed and delivered scanned, electronic or digital version or copy hereof shall constitute possession hereof under UCC Section 3-309 or any other similar statute (with any provision thereof to the contrary being waived hereby), and shall not constitute the destruction hereof and shall not result in the cancellation or discharge of any obligation evidenced hereby, notwithstanding UCC Section 3-604 or any other similar statute (with any provision thereof to the contrary being waived hereby).

(b) This Instrument and any agreement or other document related hereto, unless Lender specifically directs otherwise, may also be signed and delivered via electronic means, including, without limitation, via services provided by DocuSign, Inc., or any other electronic signature service provider accepted by Lender (each, an "E-Sign Provider"). This Instrument and each such agreement or document, as so signed and delivered as described in this clause (b) above, shall constitute a valid and binding agreement, with the same force and effect of an original, manually signed agreement, and shall be fully admissible in any court of law or otherwise and under any and all state and federal rules of evidence. The foregoing in this clause (b) shall be supplementary to and shall not limit any similar provisions the parties hereto have agreed to when using the services of an E-Sign Provider to sign and deliver this Instrument or any such agreement or document, and each of such similar E-Sign Provider provisions shall not be excluded by any integration clause contained in this Instrument or such agreement or document, as applicable, but shall be included as a part of this Instrument or such agreement or document, as applicable, except to the extent that there is any conflict between such similar E-Sign Provider provisions and the provisions of this Instrument or such agreement or document, as applicable, in which case the provisions of this Instrument or such agreement or document, as applicable, shall prevail. In the event that this Instrument is promissory note issued, signed and delivered as described in this clause (b) above, the maker hereof, as Issuer, has agreed that this Instrument is a transferrable record under the Electronic Signatures in Global and National Commerce Act (ESIGN), Uniform Electronic Transactions Act (UETA) and any other state electronic signature statute, and, without limiting the foregoing, with the effect that the holder of this Instrument (or any party that has control hereof) shall have all rights and defenses as if a holder in due course under the UCC, without the requirement of any physical delivery, possession, or indorsement.

(c) Each electronic version or scanned copy of this Instrument and any agreement or document related hereto shall also constitute an electronic record established and maintained by the parties hereto in the ordinary course of business, shall constitute an original written record when printed from electronic files, and any and all such printed copies shall be treated to the same extent and under the same conditions as other original business records created and maintained in documentary form. Lender shall be entitled to rely on the scanned or other electronic signatures of all parties to this Instrument or such agreement or document, as applicable, without further verification thereof and without obligation to review the appearance or form of any such electronic signature. Without limiting the effectiveness of any signature to, or delivery of, this Instrument or any agreement or document related hereto by any of the parties hereto as described in this paragraph above, in addition to the foregoing, all parties hereto agree to manually execute a counterpart of this Instrument or such agreement or document, as applicable, and deliver the same to Lender promptly if requested by Lender.

CREDIT INFORMATION. Borrower agrees Lender may obtain credit reports on Borrower at any time, at Lender's sole option and expense.

FINANCIAL STATEMENTS AND BUSINESS INFORMATION; ACCOUNTING RECORDS. Borrower agrees to provide Lender with financial statements and other information respecting the financial condition or business of Borrower, including, without limitation, invoices, at such frequencies and in such detail as Lender may, in its sole discretion, request. Borrower further agrees to keep proper books and records in accordance with generally accepted accounting principles applied on a consistent basis. Lender or its designee may inspect or audit such books and records from time to time as Lender may, in its sole discretion, deem necessary or desirable.

INDEX UNAVAILABLE. As used in the "Variable Interest Rate" section above, "unavailable" means Lender has determined that (a) the Index is unavailable, (b) the Index cannot be determined, (c) the Index does not adequately reflect the cost to Lender of making, funding, or maintaining the Loan or Line of Credit, (d) the use of the Index has become impracticable or unreliable, (e) the Index is no longer representative of the underlying market or economic reality, or (f) it is no longer lawful for Lender to lend at any rate based on the Index (any such determination is hereafter called a "Trigger Event").

SUBSTITUTE INDEX AND MARGIN ADJUSTMENT. If Lender designates a substitute index (the "Replacement Index") as provided in the "Variable Interest Rate" section above, Lender may also determine, at such time or from time to time thereafter, that a change in the rate (the "Margin") which is added to the Index under the "Variable Interest Rate" section above to determine the interest rate on the Loan or Line of Credit is necessary to produce a reasonably comparable interest rate to the interest rate that would have applied based on the original Index. Upon such determination, Lender will designate the amount of such Margin adjustment (which may be a positive or a negative number) and adjust the Margin by that amount (the result will be the "Adjusted Margin"). Lender will provide notice to Borrower of the Replacement Index, any Margin adjustment, and the Adjusted Margin, as applicable, and their effective date. Thereafter, the Replacement Index shall be deemed to be and shall become the operative interest rate index for purposes of this Note or Credit Agreement and any other loan documents, and this Note or Credit Agreement shall continue to bear interest on the unpaid principal amount from the effective date of such designation(s) through repayment thereof at the Replacement Index plus the Margin or the Adjusted Margin, as applicable (subject to increase by the Default Rate Margin, if any). In any event, the Replacement Index will not be less than zero percent (0%) per annum, and the interest rate under this Note or Credit Agreement will not be less than the greater of zero percent (0%) per annum or any minimum interest rate otherwise provided in this Note or Credit Agreement. The Replacement Index may not necessarily be the Lender's most favorable lending rate or interest rate index. Any determination or designation made by Lender under this "Substitute Index And Margin Adjustment" section or the "Index Unavailable" or "Variable Interest Rate" sections above may be made in Lender's sole and absolute discretion and shall be conclusive and binding absent manifest error.

CONFORMING CHANGES AND INTEREST RATE INDEX DISCLAIMER. In connection with the implementation and administration of the Index and Replacement Index, and notwithstanding anything to the contrary herein or in any other loan documents, Lender will have the right to make any technical, administrative or operational changes from time to time, as applicable (including changes to any type of "Business Day" definition, the definition of "Interest Period," the timing and frequency of determining rates and making and crediting of payments, the timing of borrowing requests or prepayment, and the applicability and length of lookback periods, as well as other technical, administrative or operational matters) that Lender decides may be appropriate to reflect the adoption and implementation of the Index and Replacement Index and to permit the administration thereof by Lender in a manner substantially consistent with market practice (or, if Lender decides that adoption of any portion of such market practice is not administratively feasible or if Lender determines that no market practice for the administration of such substitute index exists, in such other manner of administration as Lender decides is reasonably necessary in connection with the administration of this agreement and the other loan documents). Any amendments implementing conforming changes will become effective without any further action or consent of any other party to this Note or Credit Agreement. Lender does not warrant or accept responsibility for, and shall not have any duty to Borrower or liability for damages of any kind to Borrower with respect to the initiation of, continuation of, administration of, submission of, suspension of, calculation of or any other matter related to the Index or Replacement Index, any component thereof, or any markets underpinning the transaction data related to the Index or Replacement Index. Borrower acknowledges that any publication of the Index or Replacement Index for prior periods cannot be relied upon as an indicator of the future performance of the Index or Replacement Index. Lender may select information sources or services, in its sole discretion, to ascertain the Index or Replacement Index and shall have no liability to the Borrower for damages of any kind for any error in the calculation of any such rate (or component thereof) provided by any such information sources or services.

UNCONDITIONALLY CANCELLABLE. Lender may, at any time, with or without cause, refuse to make advances or otherwise extend credit under this Note (to the extent permitted under applicable law).

PROHIBITED USES OF PROCEEDS. No portion of the proceeds of this Loan or any Advance shall be used (i) to finance or refinance any commercial paper issued by Borrower, or (ii) in any manner that causes or might cause this Loan or such Advance or the application of such Advance to violate Regulation T, Regulation U or Regulation X of the Board of Governors of the Federal Reserve System as in effect from time to time or any other regulation thereof or to violate the federal Securities Exchange Act.

AUTO DEBIT PROVISION.

063104668
Routing Number (Please call your financial institution if you are unsure)

00000000310015930
DDA/RSV Account Number

Borrower authorizes Lender to initiate entries to Borrower's checking or savings account at the financial institution indicated above for the purpose of making Borrower's periodic loan payments. Borrower also authorizes the financial institution to withdraw these payments from Borrower's account.

Borrower understands that, in accordance with the terms of this loan, Borrower's payment may change from time to time. Lender is authorized to change the amount of the charge to Borrower's checking or savings account. Borrower understands that Lender will provide prior notice of the new payment amount to Borrower to the extent required under applicable law. If more than one law requires prior notice of a payment change, Borrower agrees that notice provided pursuant to one law shall constitute notice in accordance with all laws.

PRIOR NOTE. This note is made and executed for the purpose of continuing, modifying, amending, and restating the terms of that certain promissory note in the principal amount of $1,000,000.00, dated 2/1/2024, executed by the Borrower and payable to the Bank or its predecessor or assignor. This note shall amend and restate the original note in its entirety. This note shall not constitute a novation, payment in full or satisfaction of the original note. This note shall continue to be secured by any and all collateral securing the original note.

SUCCESSOR INTERESTS. The terms of this Note shall be binding upon Borrower, and upon Borrower's heirs, personal representatives, successors and assigns, and shall inure to the benefit of Lender and its successors and assigns.

GENERAL PROVISIONS. This Note is payable on demand. The inclusion of specific default provisions or rights of Lender shall not preclude Lender's right to declare payment of this Note on its demand. If any part of this Note cannot be enforced, this fact will not affect the rest of the Note. Borrower does not agree or intend to pay, and Lender does not agree or intend to contract for, charge, collect, take, reserve or receive (collectively referred to herein as "charge or collect"), any amount in the nature of interest or in the nature of a fee for this loan, which would in any way or event (including demand, prepayment, or acceleration) cause Lender to charge or collect more for this loan than the maximum Lender would be permitted to charge or collect by federal law or the law of the State of Florida (as applicable). Any such excess interest or unauthorized fee shall, instead of anything stated to the contrary, be applied first to reduce the principal balance of this loan, and when the principal has been paid in full, be refunded to Borrower. Lender may delay or forgo enforcing any of its rights or remedies under this Note without losing them. Borrower and any other person who signs, guarantees or endorses this Note, to the extent allowed by law, waive presentment, demand for payment, and notice of dishonor. Upon any change in the terms of this Note, and unless otherwise expressly stated in writing, no party who signs this Note, whether as maker, guarantor, accommodation maker or endorser, shall be released from liability. All such parties agree that Lender may renew or extend (repeatedly and for any length of time) this loan or release any party or guarantor or collateral; or impair, fail to realize upon or perfect Lender's security interest in the collateral; and take any other action deemed necessary by Lender without the consent of or notice to anyone. All such parties also agree that Lender may modify this loan without the consent of or notice to anyone other than the party with whom the modification is made. The obligations under this Note are joint and several.

PRIOR TO SIGNING THIS NOTE, BORROWER READ AND UNDERSTOOD ALL THE PROVISIONS OF THIS NOTE, INCLUDING THE VARIABLE INTEREST RATE PROVISIONS. BORROWER AGREES TO THE TERMS OF THIS NOTE.

BORROWER ACKNOWLEDGES RECEIPT OF A COMPLETED COPY OF THIS PROMISSORY NOTE.

BORROWER:

ACADEMIR CHARTER SCHOOLS, INC.

By: _____
ROLANDO C MIR, Manager of ACADEMIR CHARTER SCHOOLS, INC.

By: _____
ESTHER REGLA MIR, Manager of ACADEMIR CHARTER SCHOOLS, INC.

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(b) This Instrument and any agreement or other document related hereto, unless Lender specifically directs otherwise, may also be signed and delivered via electronic means, including, without limitation, via services provided by DocuSign, Inc., or any other electronic signature service provider accepted by Lender (each, an "E-Sign Provider"). This Instrument and each such agreement or document, as so signed and delivered as described in this clause (b) above, shall constitute a valid and binding agreement, with the same force and effect of an original, manually signed agreement, and shall be fully admissible in any court of law or otherwise and under any and all state and federal rules of evidence. The foregoing in this clause (b) shall be supplementary to and shall not limit any similar provisions the parties hereto have agreed to when using the services of an E-Sign Provider to sign and deliver this Instrument or any such agreement or document, and each of such similar E-Sign Provider provisions shall not be excluded by any integration clause contained in this Instrument or such agreement or document, as applicable, but shall be included as a part of this Instrument or such agreement or document, as applicable, except to the extent that there is any conflict between such similar E-Sign Provider provisions and the provisions of this Instrument or such agreement or document, as applicable, in which case the provisions of this Instrument or such agreement or document, as applicable, shall prevail. In the event that this Instrument is promissory note issued, signed and delivered as described in this clause (b) above, the maker hereof, as issuer, has agreed that this Instrument is a transferrable record under the Electronic Signatures in Global and National Commerce Act (ESIGN), Uniform Electronic Transactions Act (UETA) and any other state electronic signature statute, and, without limiting the foregoing, with the effect that the holder of this Instrument (or any party that has control hereof) shall have all rights and defenses as if a holder in due course under the UCC, without the requirement of any physical delivery, possession, or indorsement.

(c) Each electronic version or scanned copy of this Instrument and any agreement or document related hereto shall also constitute an electronic record established and maintained by the parties hereto in the ordinary course of business, shall constitute an original written record when printed from electronic files, and any and all such printed copies shall be treated to the same extent and under the same conditions as other original business records created and maintained in documentary form. Lender shall be entitled to rely on the scanned or other electronic signatures of all parties to this Instrument or such agreement or document, as applicable, without further verification thereof and without obligation to review the appearance or form of any such electronic signature. Without limiting the effectiveness of any signature to, or delivery of, this Instrument or any agreement or document related hereto by any of the parties hereto as described in this paragraph above, in addition to the foregoing, all parties hereto agree to manually execute a counterpart of this Instrument or such agreement or document, as applicable, and deliver the same to Lender promptly if requested by Lender.

CERTIFICATION CONCERNING OFFICERS AND RESOLUTIONS. The officers named above are duly elected, appointed, or employed by or for the Corporation, as the case may be, and occupy the positions set opposite their respective names. This Resolution now stands of record on the books of the Corporation, is in full force and effect, and has not been modified or revoked in any manner whatsoever.

NO CORPORATE SEAL. The Corporation has no corporate seal, and therefore, no seal is affixed to this Resolution.

CONTINUING VALIDITY. Any and all acts authorized pursuant to this Resolution and performed prior to the passage of this Resolution are hereby ratified and approved. This Resolution shall be continuing, shall remain in full force and effect and Lender may rely on it until written notice of its revocation shall have been delivered to and received by Lender at Lender's address shown above (or such addresses as Lender may designate from time to time). Any such notice shall not affect any of the Corporation's agreements or commitments in effect at the time notice is given.

IN TESTIMONY WHEREOF, we have hereunto set our hand and attest that the signatures set opposite the names listed above are their genuine signatures.

We each have read all the provisions of this Resolution, and we each personally and on behalf of the Corporation certify that all statements and representations made in this Resolution are true and correct. This Corporate Resolution to Borrow / Grant Collateral is dated February 24, 2025.

CERTIFIED TO AND ATTESTED BY:

X _____
ROLANDO C MIR, Manager of ACADEMIR CHARTER SCHOOLS, INC.

X _____
ESTHER REGLA MIR, Manager of ACADEMIR CHARTER SCHOOLS, INC.

NOTE: If the officers signing this Resolution are designated by the foregoing document as one of the officers authorized to act on the Corporation's behalf, it is advisable to have this Resolution signed by at least one non-authorized officer of the Corporation.

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DOC20003092258032368600020944490000000

CORPORATE RESOLUTION TO BORROW / GRANT COLLATERAL

Principal	Loan Date	Maturity	Bank/App	Loan No	Account	Officer
$1,000,000.00	02-24-2025	02-01-2026	092	2580323686000209444 9	2580323686	J2NJ9

References in the shaded area are for Lender's use only and do not limit the applicability of this document to any particular loan or item.
Any item above containing "***" has been omitted due to text length limitations.

Corporation: ACADEMIR CHARTER SCHOOLS, INC.
6420 SW 157TH AVE STE 5
MIAMI, FL 33185-5349

Lender: Regions Bank
MIAMI: MIDDLE MARKET BANKING
2800 PONCE DE LEON BLVD
FLMI30901T
CORAL GABLES, FL 33134

WE, THE UNDERSIGNED, DO HEREBY CERTIFY THAT:

THE CORPORATION'S EXISTENCE. The complete and correct name of the Corporation is ACADEMIR CHARTER SCHOOLS, INC. ("Corporation"). The Corporation is a non-profit corporation which is, and at all times shall be, duly organized, validly existing, and in good standing under and by virtue of the laws of the State of Florida. The Corporation is duly authorized to transact business in all other states in which the Corporation is doing business, having obtained all necessary filings, governmental licenses and approvals for each state in which the Corporation is doing business. Specifically, the Corporation is, and at all times shall be, duly qualified as a foreign corporation in all states in which the failure to so qualify would have a material adverse effect on its business or financial condition. The Corporation has the full power and authority to own its properties and to transact the business in which it is presently engaged or presently proposes to engage. The Corporation maintains an office at 5420 SW 157TH AVE STE 5, MIAMI, FL 33185-5349. Unless the Corporation has designated otherwise in writing, the principal office is the office at which the Corporation keeps its books and records. The Corporation will notify Lender prior to any change in the location of the Corporation's state of organization or any change in the Corporation's name. The Corporation shall do all things necessary to preserve and to keep in full force and effect its existence, rights and privileges, and shall comply with all regulations, rules, ordinances, statutes, orders and decrees of any governmental or quasi-governmental authority or court applicable to the Corporation and the Corporation's business activities.

RESOLUTIONS ADOPTED. At a meeting of the Directors of the Corporation, or if the Corporation is a close corporation having no Board of Directors then at a meeting of the Corporation's shareholders, duly called and held on _____, at which a quorum was present and voting, or by other duly authorized action in lieu of a meeting, the resolutions set forth in this Resolution were adopted.

OFFICERS. The following named persons are officers of ACADEMIR CHARTER SCHOOLS, INC.:

NAMES	TITLES	AUTHORIZED	ACTUAL SIGNATURES
ROLANDO C MIR	Manager	Y	X _____
ESTHER REGLA MIR	Manager	Y	X _____

ACTIONS AUTHORIZED. Any two (2) of the authorized persons listed above may enter into any agreements of any nature with Lender, and those agreements will bind the Corporation. Specifically, but without limitation, any two (2) of such authorized persons are authorized, empowered, and directed to do the following for and on behalf of the Corporation:

Borrow Money. To borrow, as a cosigner or otherwise, from time to time from Lender, on such terms as may be agreed upon between the Corporation and Lender, such sum or sums of money as in their judgment should be borrowed, without limitation.

Execute Notes. To execute and deliver to Lender the promissory note or notes, or other evidence of the Corporation's credit accommodations, on Lender's forms, at such rates of interest and on such terms as may be agreed upon, evidencing the sums of money so borrowed or any of the Corporation's indebtedness to Lender, and also to execute and deliver to Lender one or more renewals, extensions, modifications, refinancings, consolidations, or substitutions for one or more of the notes, any portion of the notes, or any other evidence of credit accommodations.

Grant Security. To mortgage, pledge, transfer, endorse, hypothecate, or otherwise encumber and deliver to Lender any property now or hereafter belonging to the Corporation or in which the Corporation now or hereafter may have an interest, including without limitation all of the Corporation's real property and all of the Corporation's personal property (tangible or intangible), as security for the payment of any loans or credit accommodations so obtained, any promissory notes so executed (including any amendments to or modifications, renewals, and extensions of such promissory notes), or any other or further indebtedness of the Corporation to Lender at any time owing, however the same may be evidenced. Such property may be mortgaged, pledged, transferred, endorsed, hypothecated or encumbered at the time such loans are obtained or such indebtedness is incurred, or at any other time or times, and may be either in addition to or in lieu of any property theretofore mortgaged, pledged, transferred, endorsed, hypothecated or encumbered.

Execute Security Documents. To execute and deliver to Lender the forms of mortgage, deed of trust, pledge agreement, hypothecation agreement, and other security agreements and financing statements which Lender may require and which shall evidence the terms and conditions under and pursuant to which such liens and encumbrances, or any of them, are given; and also to execute and deliver to Lender any other written instruments, any chattel paper, or any other collateral, of any kind or nature, which Lender may deem necessary or proper in connection with or pertaining to the giving of the liens and encumbrances. Notwithstanding the foregoing, any one of the above authorized persons may execute, deliver, or record financing statements.

Negotiate Items. To draw, endorse, and discount with Lender all drafts, trade acceptances, promissory notes, or other evidences of indebtedness payable to or belonging to the Corporation or in which the Corporation may have an interest, and either to receive cash for the same or to cause such proceeds to be credited to the Corporation's account with Lender, or to cause such other disposition of the proceeds derived therefrom as they may deem advisable.

Further Acts. In the case of lines of credit, to designate additional or alternate individuals as being authorized to request advances under such lines, and in all cases, to do and perform such other acts and things, to pay any and all fees and costs, and to execute and deliver such other documents and agreements, **including agreements waiving the right to a trial by jury,** as the officers may in their discretion deem reasonably necessary or proper in order to carry into effect the provisions of this Resolution.

ASSUMED BUSINESS NAMES. The Corporation has filed or recorded all documents or filings required by law relating to all assumed business names used by the Corporation. Excluding the name of the Corporation, the following is a complete list of all assumed business names under which the Corporation does business: **None.**

NOTICES TO LENDER. The Corporation will promptly notify Lender in writing at Lender's address shown above (or such other addresses as Lender may designate from time to time) prior to any (A) change in the Corporation's name; (B) change in the Corporation's assumed business name(s); (C) change in the management of the Corporation; (D) change in the authorized signer(s); (E) change in the Corporation's principal office address; (F) change in the Corporation's state of organization; (G) conversion of the Corporation to a new or different type of business entity; or (H) change in any other aspect of the Corporation that directly or indirectly relates to any agreements between the Corporation and Lender. No change in the Corporation's name or state of organization will take effect until after Lender has received notice.

ELECTRONIC SIGNATURE AND DELIVERY. With respect hereto (this "Instrument," which definition is used solely in this paragraph, but which applies to the entirety hereof), the parties to this Instrument agree as follows:

(a) This Instrument may be signed manually and in one or more counterparts, each of which shall constitute one and the same agreement and may be (i) delivered in person, via mail, hand delivery, overnight delivery or via other physical methods accepted by Lender or (ii) delivered via facsimile transmission, via sending a scanned version of this Instrument (such as a PDF) via email or other electronic methods accepted by Lender. This Instrument, as so signed and delivered as described in this clause (a) above, shall (i) constitute an original hereof, (ii) be a valid and binding agreement and shall be fully admissible in any court of law or otherwise and under any and all state and federal rules of evidence and (iii) if a promissory note, be enforceable under Uniform Commercial Code (UCC) Section 3-309, UCC Section 3-604, or any other similar statute (with any provision thereof to the contrary being waived hereby), without regard to any loss or destruction of any written counterpart hereof, the parties hereto agreeing that the possession or maintenance of a signed and delivered scanned, electronic or digital version or copy hereof shall constitute possession hereof under UCC Section 3-309 or any other similar statute (with any provision thereof to the contrary being waived hereby), and shall not constitute the destruction hereof and shall not result in the cancellation or discharge of any obligation evidenced hereby, notwithstanding UCC Section 3-604 or any other similar statute (with any provision thereof to the contrary being waived hereby).

DOC662030922580323686000209444900000000

IMPORTANT INFORMATION ABOUT PROCEDURES FOR OPENING AN ACCOUNT

Principal	Loan Date	Maturity	Bank/App	Loan No	Account	Officer
$1,000,000.00	02-24-2025	02-01-2026	092	2580323686000209444 9	2580323686	J2NJ9

References in the shaded area are for Lender's use only and do not limit the applicability of this document to any particular loan or item.
Any item above containing "***" has been omitted due to text length limitations.

Borrower: ACADEMIR CHARTER SCHOOLS, INC.
5420 SW 157TH AVE STE 5
MIAMI, FL 33185-5349

Lender: Regions Bank
MIAMI: MIDDLE MARKET BANKING
2600 PONCE DE LEON BLVD
FLMI30901T
CORAL GABLES, FL 33134

This IMPORTANT INFORMATION ABOUT PROCEDURES FOR OPENING AN ACCOUNT is attached to and by this reference is made a part of the Promissory Note, dated February 24, 2025, and executed in connection with a loan or other financial accommodations between REGIONS BANK and ACADEMIR CHARTER SCHOOLS, INC.

To help the government fight the funding of terrorism and money laundering activities, Federal law requires all financial institutions to obtain, verify, and record information that identifies each person who opens an account.

What this means for you: When you open an account, we will ask for your name, address, date of birth, and other information that will allow us to identify you. We may also ask to see your driver's license or other identifying documents.

THIS IMPORTANT INFORMATION ABOUT PROCEDURES FOR OPENING AN ACCOUNT IS EXECUTED ON FEBRUARY 24, 2025.

BORROWER:

ACADEMIR CHARTER SCHOOLS, INC.

By: _____
ROLANDO C MIR, Manager of ACADEMIR CHARTER SCHOOLS, INC.

By: _____
ESTHER REGLA MIR, Manager of ACADEMIR CHARTER SCHOOLS, INC.

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AcadeMir at Palm Orchard
(APO)



Attachment F
Draft Rental Agreement or Lease for Facility

ACADEMIR CHARTER SCHOOLS

AcadeMir Charter Schools Inc.
5420 SW 157th Ave, Bay 5
Miami FL, 33185

LETTER OF INTENT TO LEASE PROPERTY (NON-BINDING)

November 5, 2025

This letter of intent to lease school property this basic terms for a non-binding agreement between the lessee and the Lessor. After this letter of intent has been made, a formal agreement will be issued. Term of the lease shall be as follows:

Proposed Terms and Conditions

Property Address: 19250 SW 344 Street Homestead FL 33034

Lease Term: 5 years with and additional two – 5 year renewals effective November 5, 2025

Deposit: 2 months deposit (to be determined dates of distribution)

Lease Rate: $1,500 per child

Contact Person: Rolando Mir, Superior Charter School Services, CEO

Agreed to and Accepted:

Tenant Landlord:

Royd Lemus, Palm Orchard, LLC

Tenant:

Signing
for the Board

AcadeMir Charter Schools Inc
Alexander Casas, Governing Board Chair

AcadeMir at Palm Orchard (APO)

Attachment G
Revenue Estimate Worksheet

13 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate Worksheet for Academir at Palm Orchard Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Alachua

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0000
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	284.00	1.108	314.6720	$ 1,690,607
111 Basic K-3 with ESE Services	28.00	1.108	31.0240	$ 166,680
102 Basic 4-8	144.00	1.000	144.0000	$ 773,654
112 Basic 4-8 with ESE Services	14.00	1.000	14.0000	$ 75,216
103 Basic 9-12		0.972	0.0000	$ -
113 Basic 9-12 with ESE Services		0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	20.00	1.165	23.3000	$ 125,182
130 ESOL *(Grade Level 4-8)*	10.00	1.165	11.6500	$ 62,591
130 ESOL *(Grade Level 9-12)*		1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	500.00		538.6460	$ 2,893,930

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE (Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds $ -
Total Funded Weighted FTE	538.6460	Total Base Funding $ 2,893,930

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$ 2,893,930	X	6.67%	$	193,025
Growth Portion (0.54% of Conference Base Funding)	(a)	$ 2,893,930	X	0.54%	$	15,627
Total Salary Increase Allocation					$	208,652

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
		PK-3	251	$ 1,070	$ -
		PK-3	252	$ 3,455	$ -
Additional Funding from the ESE Guaranteed Allocation. Enter		PK-3	253	$ 7,050	$ -
the FTE from 111,112 and 113 by grade and matrix level.		4-8	251	$ 1,200	$ -
Students who do not have a matrix level should be considered		4-8	252	$ 3,584	$ -
251. This total should equal all FTE from programs 111, 112		4-8	253	$ 7,179	$ -
and 113 above, less any 113 gifted FTE.		9-12	251	$ 854	$ -
		9-12	252	$ 3,238	$ -
		9-12	253	$ 6,833	$ -
Total FTE with ESE Services	0.00			Total ESE Guarantee	$ -

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 500.00 ÷ District's Total UFTE: 396,765.50 = 0.1260%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 538.65 ÷ District's Total WFTE: 423,446.13 = 0.1272%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 500.00 ÷ Scholarship UFTE: 324,592.25 = 0.1540%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 500.00 ÷ District's Total Non-Virtual UFTE: 395,547.22 = 0.1264%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 500.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97 = 0.1546%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.1264%	$	162,621
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.1260%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.1546%	$	57,561
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.1540%	$	30,892
8. Academic Acceleration Options Supplement (Value share)	(g)					

Acceleration Value	Acceleration Value (Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.)

Advanced Placement								
International Baccalaureate								
Advanced International Certificate								
Industry Certified Career Education								
Early High School Graduation								
Dual Enrollment								
						School total value		-
						District total value		12,198.96
School Academic Acceleration Option Supplement				66,898,842	x	0.0000%	$	-
9. Discretionary Local Effort (WFTE share)			(c)	419,070,407	x	0.1272%	$	533,058
10. Proration to Funds Available (WFTE share)			(c)	0	x	0.1272%	$	-
11. Educational Enrollment Stabilization Program (UFTE share)			(b)	0	x	0.1260%	$	-
12. Class Size Reduction Funds:								
	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	368.9960		1.0000		958.42	=	353,653	
4-8	169.6500		1.0000		915.09	=	155,245	
9-12	0.0000		1.0000		917.30	=	0	
Total *	538.6460					Total Class Size Reduction Funds	$	508,898
*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*								
13. Student Transportation			(h)					
Enter All Adjusted Fundable Riders					x	552	$	-
Enter All Adjusted ESE Riders					x	1,675	$	-
14. Federally Connected Student Supplement			(i)					
Impact Aid Student Type	Number of Students			Exempt Property Allocation		Impact Aid Student Allocation		Total
Military and Indian Lands				$0.00		$0.00	$	-
Civilians on Federal Lands				$0.00		$0.00	$	-
Students with Disabilities						$0.00	$	-
Total							$	-
15. Food Service Allocation			(j)					
						Total	$	4,186,960
16. Total Less Salary Increase Allocation (for administrative fee calculation)						(k)	$	3,978,308
17. Funding for the purpose of calculating the administrative fee for ESE charter schools.						(l)		
If you have more than a 75% ESE student population, please place a 1 in the following box:							$	-

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

AcadeMir at Palm Orchard (APO)



Attachment H
Proposed Operating Budget

ACADEMIR AT PALM ORCHARD

FIVE YEAR ANNUAL BUDGET

	YEAR 1	YEAR 1 50%	YEAR 2	YEAR 2 50%	YEAR 3	YEAR 3 50%	YEAR 4	YEAR 4 50%	YEAR 5	YEAR 5 50%
ENROLLMENT										
Grades k-8	500	250	700	350	900	450	1,200	600	1,500	750
Total Enrollment	**500**	**250**	**700**	**350**	**900**	**450**	**1,200**	**600**	**1,500**	750
REVENUES										
State Sources:										
FEFP	$ 4,018,091	$ 2,009,046	$ 5,681,581	$ 2,840,790	$ 7,602,938	$ 3,801,469	$ 10,538,624	$ 5,269,312	$ 13,680,013	$ 6,840,006
Capital Outlay	$ -	$ -	$ -	$ -	$ 405,000	$ 202,500	$ 540,000	$ 270,000	$ 675,000	$ 337,500
Federal Sources:										
USDA	$ 384,795	$ 192,398	$ 535,500	$ 267,750	$ 688,500	$ 344,250	$ 918,000	$ 459,000	$ 1,147,500	$ 573,750
Title I	$ -	$ -	$ 196,000	$ 98,000	$ 197,960	$ 98,980	$ 199,940	$ 99,970	$ 201,939	$ 100,969
Local Sources	$ 150,000	$ 75,000	$ 150,000	$ 75,000	$ 150,000	$ 75,000	$ 150,000	$ 75,000	$ 150,000	$ 75,000
Other Income - Financing /Loan Proceeds	$ 150,000	$ 75,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenues	$ 4,702,886	$ 2,351,443	$ 6,563,081	$ 3,281,540	$ 9,044,398	$ 4,522,199	$ 12,346,563	$ 6,173,282	$ 15,854,452	$ 7,927,226
EXPENDITURES										
Instruction										
Salaries	$ 1,385,000	$ 692,500	$ 2,204,905	$ 1,102,453	$ 3,380,390	$ 1,690,195	$ 4,687,325	$ 2,343,662	$ 4,968,311	$ 2,484,155
Fringe Benefits	$ 259,495	$ 129,747	$ 405,440	$ 202,720	$ 612,267	$ 306,133	$ 845,242	$ 422,621	$ 884,703	$ 442,351
Classroom Supplies	$ 37,500	$ 18,750	$ 52,500	$ 26,250	$ 67,500	$ 33,750	$ 90,000	$ 45,000	$ 112,500	$ 56,250
Student Activities	$ 12,500	$ 6,250	$ 17,500	$ 8,750	$ 22,500	$ 11,250	$ 30,000	$ 15,000	$ 37,500	$ 18,750
Textbooks	$ 30,000	$ 15,000	$ 30,000	$ 15,000	$ 30,000	$ 15,000	$ 30,000	$ 15,000	$ 30,000	$ 15,000
Furniture	$ 40,000	$ 20,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000
Software for Instruction	$ 30,000	$ 15,000	$ 42,000	$ 21,000	$ 54,000	$ 27,000	$ 72,000	$ 36,000	$ 90,000	$ 45,000
Contingency	$ 40,000	$ 20,000	$ 64,000	$ 32,000	$ 96,000	$ 48,000	$ 136,000	$ 68,000	$ 136,000	$ 68,000
Sub-Total Instruction	*$ 1,794,495*	*$ 917,247*	*$ 2,762,345*	*$ 1,413,173*	*$ 4,176,657*	*$ 2,136,329*	*$ 5,764,566*	*$ 2,950,283*	*$ 6,133,014*	*$ 3,134,507*
Pupil Personnel Services										
Salaries	$ 225,000	$ 112,500	$ 227,250	$ 113,625	$ 278,997	$ 139,499	$ 281,787	$ 140,894	$ 284,605	$ 142,303
Fringe Benefits	$ 30,008	$ 15,004	$ 44,602	$ 22,301	$ 54,067	$ 27,034	$ 54,309	$ 27,154	$ 54,552	$ 27,276
Contracted Professional Services	$ 25,000	$ 12,500	$ 35,000	$ 17,500	$ 45,000	$ 22,500	$ 60,000	$ 30,000	75,000	37,500
Sub-Total Pupil Personnel Services	*$ 280,008*	*$ 127,504*	*$ 306,852*	*$ 135,926*	*$ 378,065*	*$ 166,532*	*$ 396,096*	*$ 168,048*	*$ 414,158*	*$ 169,579*
Media Services										
Interactive Technology	$ 25,000	$ 12,500	$ 25,000	$ 12,500	$ 25,000	$ 12,500	$ 25,000	$ 12,500	$ 25,000	$ 12,500
Sub-Total Media Services	*$ 25,000*	*$ 12,500*	*$ 25,000*	*$ 12,500*	*$ 25,000*	*$ 12,500*	*$ 25,000*	*$ 12,500*	*$ 25,000*	*$ 12,500*
Staff Development										
Workshops	$ 6,000	$ 3,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000
Sub-Total Staff Development	*$ 6,000*	*$ 3,000*	*$ 10,000*	*$ 5,000*	*$ 10,000*	*$ 5,000*	*$ 10,000*	*$ 5,000*	*$ 10,000*	*$ 5,000*
Instruction Related Technology										
Computer Equipment	$ 20,000	$ 10,000	$ 12,500	$ 6,250	$ 12,500	$ 6,250	$ 12,500	$ 6,250	$ 12,500	$ 6,250
Sub-Total Instruction Related Technology	*$ 20,000*	*$ 10,000*	*$ 12,500*	*$ 6,250*	*$ 12,500*	*$ 6,250*	*$ 12,500*	*$ 6,250*	*$ 12,500*	*$ 6,250*
Board										
Professional Services	$ 17,500	$ 8,750	$ 18,500	$ 9,250	$ 19,500	$ 9,750	$ 20,500	$ 10,250	$ 22,500	$ 11,250
Travel	$ 1,000	$ 500	$ 5,000	$ 2,500	$ 5,000	$ 2,500	$ 5,000	$ 2,500	$ 5,000	$ 2,500
Contingency	$ 39,176	$ 19,588	$ 55,801	$ 27,901	$ 74,973	$ 37,487	$ 104,288	$ 52,144	$ 135,660	$ 67,830
Sub-Total Board	*$ 57,676*	*$ 28,838*	*$ 79,301*	*$ 39,651*	*$ 99,473*	*$ 49,737*	*$ 129,788*	*$ 64,894*	*$ 163,160*	*$ 81,580*

ACADEMIR AT PALM ORCHARD

FIVE YEAR ANNUAL BUDGET

	YEAR 1	YEAR 1 50%	YEAR 2	YEAR 2 50%	YEAR 3	YEAR 3 50%	YEAR 4	YEAR 4 50%	YEAR 5	YEAR 5 50%
General Administration										
Management Fees	$ 470,117	$ -	$ 669,615	$ -	$ 899,681	$ -	$ 1,251,462	$ 260,721	$ 1,627,921	$ 339,150
Administrative Fee	$ 100,452	$ 50,226	$ 101,457	$ 50,728	$ 105,596	$ 52,798	$ 109,777	$ 54,889	$ 114,000	$ 57,000
Sub-Total General Administration	*$ 570,569*	*$ 50,226*	*$ 771,072*	*$ 50,728*	*$ 1,005,277*	*$ 52,798*	*$ 1,361,239*	*$ 315,610*	*$ 1,741,922*	*$ 396,150*
School Administration										
Salaries	$ 217,000	$ 217,000	$ 243,370	$ 243,370	$ 245,764	$ 245,764	$ 322,302	$ 322,302	$ 410,308	$ 410,308
Fringe Benefits	$ 35,981	$ 35,981	$ 43,251	$ 43,251	$ 45,858	$ 45,858	$ 57,294	$ 57,294	$ 68,858	$ 68,858
Equipment Rental	$ 3,000	$ 1,500	$ 3,030	$ 1,515	$ 3,060	$ 1,530	$ 3,091	$ 1,545	$ 3,122	$ 1,561
Travel	$ 1,000	$ 500	$ 1,010	$ 505	$ 1,020	$ 510	$ 1,030	$ 515	$ 1,041	$ 520
Postage	$ 300	$ 150	$ 303	$ 152	$ 306	$ 153	$ 309	$ 155	$ 312	$ 156
Office Supplies	$ 4,800	$ 2,400	$ 4,848	$ 2,424	$ 4,896	$ 2,448	$ 4,945	$ 2,473	$ 4,995	$ 2,497
Furniture and Office Equipment	$ 3,000	$ 1,500	$ 4,500	$ 2,250	$ 5,500	$ 2,750	$ 6,000	$ 3,000	$ 6,500	$ 3,250
Computers	$ 3,200	$ 1,600	$ 4,500	$ 2,250	$ 5,000	$ 2,500	$ 5,500	$ 2,750	$ 6,000	$ 3,000
Sub-Total School Administration	*$ 268,281*	*$ 260,631*	*$ 304,812*	*$ 295,716*	*$ 311,404*	*$ 301,513*	*$ 400,472*	*$ 390,034*	*$ 501,135*	*$ 490,150*
Fiscal Services										
Professional Services (auditing)	$ 8,000	$ 4,000	$ 8,500	$ 4,250	$ 9,000	$ 4,500	$ 9,500	$ 4,750	$ 10,000	$ 5,000
Sub-Total Fiscal Services	*$ 8,000*	*$ 4,000*	*$ 8,500*	*$ 4,250*	*$ 9,000*	*$ 4,500*	*$ 9,500*	*$ 4,750*	*$ 10,000*	*$ 5,000*
Food Services										
Salaries	$ 50,989	$ 50,989	$ 51,499	$ 51,499	$ 66,875	$ 66,875	$ 82,553	$ 82,553	$ 90,958	$ 90,958
Fringe Benefits	$ 9,167	$ 9,167	$ 9,211	$ 9,211	$ 10,919	$ 10,919	$ 12,653	$ 12,653	$ 13,569	$ 13,569
Food	$ 382,500	$ 191,250	$ 535,500	$ 267,750	$ 688,500	$ 344,250	$ 918,000	$ 459,000	$ 1,147,500	$ 573,750
Materials & Supplies	$ 1,500	$ 750	$ 2,000	$ 1,000	$ 2,000	$ 1,000	$ 2,000	$ 1,000	$ 2,000	$ 1,000
Inspection fees	$ 250	$ 125	$ 253	$ 126	$ 255	$ 128	$ 258	$ 129	$ 260	$ 130
Sub-Total Food Services	*$ 444,406*	*$ 252,281*	*$ 598,462*	*$ 329,586*	*$ 768,548*	*$ 423,171*	*$ 1,015,463*	*$ 555,334*	*$ 1,254,287*	*$ 679,407*
Pupil Transportation Services										
Contracted Transportation Services	$ 43,750	$ 21,875	$ 44,188	$ 22,094	$ 44,629	$ 22,315	$ 45,076	$ 22,538	$ 45,526	$ 22,763
Sub-Total Pupil Transportation Services	*$ 43,750*	*$ 21,875*	*$ 44,188*	*$ 22,094*	*$ 44,629*	*$ 22,315*	*$ 45,076*	*$ 22,538*	*$ 45,526*	*$ 22,763*
Operation of Plant										
Salaries	$ 173,568	$ 173,568	$ 205,604	$ 205,604	$ 298,587	$ 298,587	$ 347,492	$ 347,492	$ 358,546	$ 358,546
Fringe benefits	$ 30,548	$ 30,548	$ 33,508	$ 33,508	$ 61,885	$ 61,885	$ 76,282	$ 76,282	$ 82,227	$ 82,227
Rent	$ 600,000	$ 300,000	$ 848,400	$ 424,200	$ 1,101,708	$ 550,854	$ 1,483,633	$ 741,817	$ 1,873,087	$ 936,544
Property Insurance	$ 15,000	$ 15,000	$ 21,210	$ 21,210	$ 27,543	$ 27,543	$ 37,091	$ 37,091	$ 46,827	$ 46,827
Telephone Services	$ 3,000	$ 3,000	$ 3,030	$ 3,030	$ 3,060	$ 3,060	$ 3,091	$ 3,091	$ 3,122	$ 3,122
Utilities	$ 24,000	$ 12,000	$ 33,936	$ 16,968	$ 44,068	$ 22,034	$ 59,345	$ 29,673	$ 74,923	$ 37,462
Custodial Supplies & Equipment	$ 11,300	$ 5,650	$ 11,500	$ 5,750	$ 20,000	$ 10,000	$ 25,000	$ 12,500	$ 30,000	$ 15,000
Sub-Total Operation of Plant	*$ 857,416*	*$ 539,766*	*$ 1,157,187*	*$ 710,269*	*$ 1,556,851*	*$ 973,963*	*$ 2,031,934*	*$ 1,247,945*	*$ 2,468,733*	*$ 1,479,728*
Maintenance of Plant										
Cleaning & Sanitation	$ 10,000	$ 5,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000
Sub-Total Maintenance of Plant	*$ 10,000*	*$ 5,000*	*$ 10,000*	*$ 5,000*	*$ 10,000*	*$ 5,000*	*$ 10,000*	*$ 5,000*	*$ 10,000*	*$ 5,000*
Total Expenditures	*$ 4,385,599*	*$ 2,232,867*	*$ 6,090,219*	*$ 3,030,143*	*$ 8,407,406*	*$ 4,159,607*	*$ 11,211,635*	*$ 5,748,187*	*$ 12,789,435*	*$ 6,487,615*
Annual Excess of Revenues over Expenditures	$ 317,287	$ 118,576	$ 472,862	$ 251,398	$ 636,992	$ 362,592	$ 1,134,928	$ 425,095	$ 3,065,017	$ 1,439,611

ACADEMIR AT PALM ORCHARD

FIVE YEAR STAFFING PLAN

		Year 1			Year 2			Year 3			Year 4			Year 5		
Name	Position	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Classroom Teacher	48,500	20.0	970,000	48,985	32.0	1,567,520	49,475	48.0	2,374,793	49,970	68.0	3,397,933	50,469	68.0	3,431,912
TBA	ESE/ESOL Teacher	48,500	2.0	97,000	48,985	4.0	195,940	49,475	5.0	247,374	49,970	6.0	299,818	50,469	7.0	353,285
TBA	Special Elective Teachers	48,500	3.0	145,500	48,985	4.0	195,940	49,475	8.0	395,799	49,970	10.0	499,696	50,469	12.0	605,632
TBA	Foreign Language Teacher	48,500	2.0	97,000	48,985	3.0	146,955	49,475	3.0	148,425	49,970	4.0	199,878	50,469	4.0	201,877
Instructional			**27.0**	**1,309,500**		**43.0**	**2,106,355**		**64.0**	**3,166,390**		**88.0**	**4,397,325**		**91.0**	**4,592,706**
TBA	Interventionist	48,500	1.0	48,500	48,985	-	-	49,475	-	-	49,970	-	-	50,469	-	-
TBA	Curriculum Specialist	55,000	-	-	55,550	1	55,550	50,000	3.0	150,000	50,500	4.0	202,000	51,005	5.0	255,025
Instructional Support			**1.0**	**48,500**		**1.0**	**55,550**		**3.0**	**150,000**		**4.0**	**202,000**		**5.0**	**255,025**
TBA	Guidance Counselor	48,500	3.0	145,500	48,985	3.0	146,955	49,475	4.0	197,899	49,970	4.0	199,878	50,469	4.0	201,877
TBA	Activities Director	48,500	1	48,500	48,985	1.0	48,985	49,475	1.0	49,475	49,970	1.0	49,970	50,469	1.0	50,469
TBA	Registrar	31,000	1.0	31,000	31,310	1.0	31,310	31,623	1.0	31,623	31,939	1.0	31,939	32,259	1.0	32,259
Pupil Personnel			**5.0**	**225,000**		**5.0**	**227,250**		**6.0**	**278,997**		**6.0**	**281,787**		**6.0**	**284,605**
TBA	Principal	95,000	1.0	95,000	95,950	1.00	95,950	96,910	1.0	96,910	97,879	1.0	97,879	98,857	1.0	98,857
TBA	Asst Principal	70,000	1.0	70,000	70,700	1.00	70,700	71,407	1.0	71,407	72,121	2.0	144,242	72,842	3.0	218,527
Administrators			**2.0**	**165,000**		**2.00**	**166,650**		**2.0**	**168,317**		**3.0**	**242,121**		**4.0**	**317,384**
TBA	Clerical	24,000	2.0	48,000	24,240	3.00	72,720	24,482	3.0	73,447	24,727	3.0	74,182	24,974	3.0	74,923
Admin Support			**2.0**	**48,000.0**		**3.0**	**72,720.0**		**3.0**	**73,447.2**		**3.0**	**74,181.7**		**3.0**	**74,923.5**
TBA	Cafeteria Manager	29,137	1.0	29,137	29,428	1.00	29,428	29,723	1.0	29,723	30,020	1.0	30,020	30,320	1.0	30,320
TBA	Food Service Worker	7,284	3.0	21,852	7,357	3.00	22,071	7,430	5.0	37,152	7,505	7.0	52,533	7,580	8.0	60,638
Food Service			**4.0**	**50,989**		**4.00**	**51,499**		**6.0**	**66,875**		**8.0**	**82,553**		**9.0**	**90,958**
TBA	Head Custodian	29,000	1.0	29,000	29,290	1.0	29,290	29,583	1.0	29,583	29,879	1.0	29,879	30,178	1.0	30,178
TBA	Part-time Custodians	7,284	2.0	14,568	7,357	2.0	14,714	7,430	6.0	44,582	7,505	8.0	60,038	7,580	9.0	68,218
TBD	Security Guards	30,000	2.0	60,000	30,300	3.0	90,900	30,603	5.0	153,015	30,909	6.0	185,454	31,218	6.0	187,309
TBA	Safe School Officer	70,000	1.0	70,000.0	70,700.0	1.0	70,700.0	71,407.0	1.0	71,407.0	72,121.1	1.0	72,121.1	72,842.3	1.0	72,842.3
Operations			**6.0**	**173,568**		**7.00**	**205,604**		**13.0**	**298,587**		**16.0**	**347,492**		**17.0**	**358,546**
Total			**47**	**2,020,557**		**65**	**2,885,628**		**97**	**4,202,613**		**128**	**5,627,459**		**135**	**5,974,148**

ACADEMIR AT PALM ORCHARD
FIVE YEAR BUDGET NARRATIVE

REVENUES	
State Sources	FEFP is per worksheet attached. Subsequent years reflect a 1% increase per year. Assume 10% ESE, and 6% ESOL. Capital Outlay assumes $450 per student, with eligibility commencing in year 3.
Federal Sources	Food Service: Assumes 85% student participation, all of which is expected to be free lunch participants. USDA reimbursement rates for free lunch are as follows: Breakfast: $2.00; Lunch: $3.00. Based on the school's projected population, its expected to receive Title I funding commencing in year 2. Title I revenue estimate is derived from actual Title I revenues from schools with similar population. (Title I revenues is estimated at $280 per student with a 1% increase each year,)
Local Sources	Conservative estimate for fundraising. The fundraising plan will include jean's day, chocolate sales, car washes. Festivals, family night etc.
Other Income- Financing and Loan Proceeds	If the school is not awarded the CSP grant, the school will borrow $150,000 from its affiliated school.
EXPENDITURES	
INSTRUCTION	
Salaries	See staffing schedule for Instructional Staff and Instructional Support. Based on student / teacher ratio in compliance with class size reduction. Performance pay is estimated at $1,000 per teacher.
Fringe Benefits	Payroll Taxes: FICA - 7.65% of gross wages; SUTA - 2.7% of the first $7,000 per employee. Workers compensation is 1% of gross salaries. Medical, dental, vision, short term disability insurance: $400 per month per full-time employee.
Classroom Supplies	Instructional supplies based on $75 per student
Student Activities	Estimate amount based on $25, per students.
Textbooks	Estimated at $30,000 per year.
Furniture	Estimated at $40,000 for the first year of operation, and an estimated $10,000 for the years thereafter.
Software for Instruction	Estimated at $60 per student for instructional software.
Contingency	Estimated Contingency for Advanced Degrees- $2,000 per teacher per year.
PUPIL PERSONNEL SERVICES	
Salaries	See staffing schedule.
Fringe Benefits	Payroll Taxes: FICA - 7.65% of gross wages; SUTA - 2.7% of the first $7,000 per employee. Workers compensation is 1% of gross salaries. Medical, dental, vision, short term disability insurance: $400 per month per full-time employee.
Contracted Professional Services	The school will use a consultant at 50% enrollment. Assume 10% of student population is ESE. Estimate $500 per ESE student for services.
MEDIA SERVICES	
Interactive Technology	Smartboards, iPads and iPad minis estimated at $25,000 per year.
STAFF DEVELOPMENT	
Workshops/Professional Development	Estimated amount
INSTRUCTION RELATED TECHNOLOGY	
Computer Equipment	80 laptop computers at $250 each for the first year and an estimated 50 laptops at $250 for the years 2-5.
BOARD	
Professional Services	Estimated amount for legal fees & board training, Audit fees
Travel	Estimated amount
Contingency	1% of net FEFP
GENERAL ADMINISTRATION	
Management Fee	12% of net FEFP
Administrative Fee	5% of FEFP on 250 students
SCHOOL ADMINISTRATION	
Salaries	See staffing schedule. Performance pay estimated at $2,000 per year, per administrator.
Fringe Benefits	Payroll Taxes: FICA - 7.65% of gross wages; SUTA - 2.7% of the first $7,000 per employee. Workers compensation is 1% of gross salaries. Medical, dental, vision, short term disability insurance: $400 per month per full-time employee.
Equipment Lease / Rental	Estimated @ $250 per month with a 1% increase annually
Travel	Estimated amount, Subsequent years reflect a 1% increase per year.
Postage	Estimated amount, Subsequent years reflect a 1% increase per year.
Office supplies	Estimated @ $400 per month, Subsequent years reflect a 1% increase per year.
Furniture and Office Equipment	Estimated amounts.
Computers	Estimated amounts.
FISCAL SERVICES	

Professional Services	Estimated Audit Fees
FOOD SERVICES	
Salaries	See staffing schedule.
Fringe Benefits	Payroll Taxes: FICA - 7.65% of gross wages; SUTA - 2.7% of the first $7,000 per employee. Workers compensation is 1% of gross salaries. Medical, dental, vision, short term disability insurance: $400 per month per full-time employee.
Food	Assume 85% student participation. Breakfast cost is $2.00 per student per day. Lunch cost is $3.00 per student per day.
Materials & Supplies	Estimated amount
Inspection Fees	Estimated amount, Subsequent years reflect a 1% increase per year.
PUPIL TRANSPORTATION SERVICES	
Contracted Transportation Services	Estimated amount based on neighborhood schools, 10% of students being transported, 1 bus @ 175 days, $250 per day. Estimated amount, Subsequent years reflect a 1% increase per year.
OPERATION OF PLANT	
Salaries	See staffing schedule.
Fringe Benefits	Payroll Taxes: FICA - 7.65% of gross wages; SUTA - 2.7% of the first $7,000 per employee. Workers compensation is 1% of gross salaries. Medical, dental, vision, short term disability insurance: $400 per month per full-time employee.
Rent	Estimated at $1,200 per student
Property Insurance	Estimated amount for Property & D&O insurances, Subsequent years reflect a 1% increase per year.
Telephone	Estimated amount @ $250 per month, Subsequent years reflect a 1% increase per year.
Utilities	Estimated amount, Subsequent years reflect a 1% increase per year.
Custodial Supplies and Equipment	Estimated amount
MAINTENANCE OF PLANT	
Cleaning and sanitation	Estimated amount

AcadeMir at Palm Orchard (APO)



Attachment I
Proposed Start up Budget

ACADEMIR AT PALM ORCHARD
STARTUP BUDGET
FY 2026

	Jul-26
CASH, BEGINNING	-
FINANCING SOURCES	
Start Up Loan	20,000
TOTAL REVENUES	**20,000**
EXPENDITURES	
SCHOOL ADMINISTRATION	
Principal and Support Staff	6,667
Total Administration Salaries	**6,667**
Payroll Taxes	510
Insurance	400
Workers Compensation	67
Total Administration Benefits	**977**
Equipment Rental	400
Postage	500
Advertising	3,000
Supplies	500
Total Administration Other	**4,400**
Total School Administration	**12,044**
BOARD	
Governance Board Training	500
Total Board	**500**
FACILITIES ACQUISITION	
Rents	5,000
Total Facilities Acquisition	**5,000**
PLANT OPERATIONS	
Telephone	250
Supplies	100
Total Plant Operations	**350**
TOTAL EXPENDITURES	**17,894**
CASH, ENDING	**2,106**

One Year Cash Flow Projection
ACADEMIR AT PALM ORCHARD

Starting date: **Jul-26**

	Beginning	July 2026	August 2026	September 2026	October 2026	November 2026	December 2026	January 2027	February 2027	March 2027	April 2027	May 2027	June 2027	Total
Cash on hand (beginning of month)		0	2,106	31,340	74,710	96,946	140,316	181,641	222,011	262,381	301,206	345,031	388,856	
CASH RECEIPTS														
State Sources:														
FEFP			373,698	373,698	373,698	373,698	373,698	373,698	373,698	373,698	373,698	373,698	373,698	4,110,679
Federal Sources:														
USDA			34,981	34,981	34,981	34,981	34,981	34,981	34,981	34,981	34,981	34,981	34,981	384,795
Title I														
Local Sources			13,636	13,636	13,636	13,636	13,636	13,636	13,636	13,636	13,636	13,636	13,636	150,000
Other Income - Financing /Loan Proceeds		20,000	150,000	-	-	-	-	-	-	-	-	-	-	170,000
TOTAL CASH RECEIPTS		20,000	572,316	422,316	422,316	422,316	422,316	422,316	422,316	422,316	422,316	422,316	422,316	4,815,474
Total cash available	0	20,000	574,422	453,656	497,026	519,262	562,632	603,957	644,327	684,697	723,522	767,347	811,172	
CASH PAID OUT														
Instruction														
Salaries			125,909	125,909	125,909	125,909	125,909	125,909	125,909	125,909	125,909	125,909	125,909	1,385,000
Fringe Benefits			23,590	23,590	23,590	23,590	23,590	23,590	23,590	23,590	23,590	23,590	23,590	259,495
Classroom Supplies			37,500	-	-	-	-	-	-	-	-	-	-	37,500
Student Activities			1,136	1,136	1,136	1,136	1,136	1,136	1,136	1,136	1,136	1,136	1,136	12,500
Textbooks			30,000	-	-	-	-	-	-	-	-	-	-	30,000
Furniture			40,000	-	-	-	-	-	-	-	-	-	-	40,000
Software for Instruction			15,000	-	-	-	-	-	3,000	-	-	-	12,000	30,000
Contingency			3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	40,000
Sub-Total Instruction			**273,136**	**150,636**	**150,636**	**150,636**	**150,636**	**150,636**	**153,636**	**150,636**	**150,636**	**150,636**	**162,636**	**1,794,495**
Pupil Personnel Services														
Salaries			20,455	20,455	20,455	20,455	20,455	20,455	20,455	20,455	20,455	20,455	20,455	225,000
Fringe Benefits			2,728	2,728	2,728	2,728	2,728	2,728	2,728	2,728	2,728	2,728	2,728	30,008
Contracted Professional Services			2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	25,000
Sub-Total Pupil Personnel Services			**25,455**	**25,455**	**25,455**	**25,455**	**25,455**	**25,455**	**25,455**	**25,455**	**25,455**	**25,455**	**25,455**	**280,008**
Media Services														
Interactive Technology			12,500	-	12,500	-	-	-	-	-	-	-	-	25,000
Sub-Total Media Services			**12,500**	**-**	**12,500**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**25,000**
Staff Development														
Workshops			3,000	-	-	-	-	3,000	-	-	-	-	-	6,000
Sub-Total Staff Development			**3,000**	**-**	**-**	**-**	**-**	**3,000**	**-**	**-**	**-**	**-**	**-**	**6,000**
Instruction Related Technology														
Computer Equipment			20,000	-	-	-	-	-	-	-	-	-	-	20,000
Sub-Total Instruction Related Technology			**20,000**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**20,000**
Board														
Governance Board Training		500	-	-		-	-	-	-	-	-	-	-	500
Professional Services			1,591	455	4,089	455	2,500	455	455	5,000	-	-	2,500	17,500
Travel			91	91	91	91	91	91	91	91	91	91	91	1,000
Contingency			3,644	3,644	3,644	3,644	3,644	3,644	3,644	3,644	3,644	3,644	3,644	40,079

	Beginning	July 2026	August 2026	September 2026	October 2026	November 2026	December 2026	January 2027	February 2027	March 2027	April 2027	May 2027	June 2027	Total
Sub-Total Board		**500**	**5,325**	**4,189**	**7,823**	**4,189**	**6,234**	**4,189**	**4,189**	**8,734**	**3,734**	**3,734**	**6,234**	**59,079**
General Administration														
Management Fees			43,723	43,723	43,723	43,723	43,723	43,723	43,723	43,723	43,723	43,723	43,723	480,949
Administrative Fee			9,342	9,342	9,342	9,342	9,342	9,342	9,342	9,342	9,342	9,342	9,342	102,767
Sub-Total General Administration		**-**	**53,065**	**53,065**	**53,065**	**53,065**	**53,065**	**53,065**	**53,065**	**53,065**	**53,065**	**53,065**	**53,065**	**583,716**
School Administration														
Salaries		6,667	19,727	19,727	19,727	19,727	19,727	19,727	19,727	19,727	19,727	19,727	19,727	223,667
Fringe Benefits		977	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271	36,958
Equipment Rental		400	273	273	273	273	273	273	273	273	273	273	273	3,400
Travel			91	91	91	91	91	91	91	91	91	91	91	1,000
Advertising and Promotion		3,000	-	-	-	-	-	-	-	-	-	-	-	3,000
Postage		500	27	27	27	27	27	27	27	27	27	27	27	800
Office Supplies		500	436	436	436	436	436	436	436	436	436	436	436	5,300
Furniture and Office Equipment			273	273	273	273	273	273	273	273	273	273	273	3,000
Computers			291	291	291	291	291	291	291	291	291	291	291	3,200
Sub-Total School Administration		**12,044**	**24,389**	**24,389**	**24,389**	**24,389**	**24,389**	**24,389**	**24,389**	**24,389**	**24,389**	**24,389**	**24,389**	**280,325**
Fiscal Services														
Professional Services (auditing)			-	-	-	-	-	-	-	-	-	-	8,000	8,000
Sub-Total Fiscal Services			**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**8,000**	**8,000**
Food Services														
Salaries			4,635	4,635	4,635	4,635	4,635	4,635	4,635	4,635	4,635	4,635	4,635	50,989
Fringe Benefits			833	833	833	833	833	833	833	833	833	833	833	9,167
Food			34,773	34,773	34,773	34,773	34,773	34,773	34,773	34,773	34,773	34,773	34,773	382,500
Materials & Supplies			136	136	136	136	136	136	136	136	136	136	136	1,500
Inspection fees			23	23	23	23	23	23	23	23	23	23	23	250
Sub-Total Food Services			**40,401**	**40,401**	**40,401**	**40,401**	**40,401**	**40,401**	**40,401**	**40,401**	**40,401**	**40,401**	**40,401**	**444,406**
Pupil Transportation Services														
Contracted Transportation Services			2,864	2,864	2,864	2,864	2,864	2,864	2,864	2,864	2,864	2,864	2,864	31,500
Sub-Total Pupil Transportation Services			**2,864**	**2,864**	**2,864**	**2,864**	**2,864**	**2,864**	**2,864**	**2,864**	**2,864**	**2,864**	**2,864**	**31,500**
Operation of Plant														
Salaries			15,779	15,779	15,779	15,779	15,779	15,779	15,779	15,779	15,779	15,779	15,779	173,568
Fringe benefits			2,777	2,777	2,777	2,777	2,777	2,777	2,777	2,777	2,777	2,777	2,777	30,548
Rent		5,000	54,545	54,545	54,545	54,545	54,545	54,545	54,545	54,545	54,545	54,545	54,545	605,000
Property Insurance			1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	15,000
Telephone Services		250	273	273	273	273	273	273	273	273	273	273	273	3,250
Utilities			2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	24,000
Custodial Supplies & Equipment		100	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	11,400
Sub-Total Operation of Plant		**5,350**	**77,947**	**77,947**	**77,947**	**77,947**	**77,947**	**77,947**	**77,947**	**77,947**	**77,947**	**77,947**	**77,947**	**862,766**
Maintenance of Plant														
Supplies			5,000	-	5,000	-	-	-	-	-	-	-	-	10,000
Sub-Total Maintenance of Plant			**5,000**	**-**	**5,000**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**10,000**
SUBTOTAL		17,894	543,082	378,946	400,080	378,946	380,991	381,946	381,946	383,491	378,491	378,491	400,991	8,850,586
CASH PAID OUT		**July 2026**	**August 2026**	**September 2026**	**October 2026**	**November 2026**	**December 2026**	**January 2027**	**February 2027**	**March 2027**	**April 2027**	**May 2027**	**June 2027**	**Total**
TOTAL CASH PAID OUT		17,894	543,082	378,946	400,080	378,946	380,991	381,946	381,946	383,491	378,491	378,491	400,991	4,405,293
Cash on hand (end of month)	0	2,106	31,340	74,710	96,946	140,316	181,641	222,011	262,381	301,206	345,031	388,856	410,181	

AcadeMir at Palm Orchard (APO)



Attachment J

Evidence of External Funding

ACADEMIR CHARTER SCHOOLS

Dr. Dwight Bernard, Assistant Superintendent
Miami-Dade County Public Schools Charter School Compliance and Support
1450 NE Second Avenue, Suite 802
Miami, Florida 33132

April 9, 2025

Dear Dr. Dwight Bernard,

I am writing to inform you that AcadeMir Charter Schools, Inc. has been awarded the Charter School Program (CSP) CMO Grant by the U.S. Department of Education in the amount of **$14,704,963**.

This grant will support the expansion and replication of high-quality charter schools within our network, reinforcing our commitment to delivering excellent educational outcomes and serving the needs of each school's community.

Please acknowledge receipt of this notification at your earliest convenience. Should you have any questions or require additional information, feel free to contact us.

Sincerely,

Mr. Alexander Casas
AcadeMir Charter Schools, Inc.
Governing Board Chair

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME

Academir Charter Schools, Inc.
5420 SW 157th Ave. STE 5
Miami, FL 33185

2 AWARD INFORMATION

PR/AWARD NUMBER	S282M250042
ACTION NUMBER	1
ACTION TYPE	New
AWARD TYPE	Discretionary (Research and Development)

3 PROJECT STAFF

RECIPIENT PROJECT DIRECTOR
Esther Mir (305) 225-0444
academirpreschool@yahoo.com
EDUCATION PROGRAM CONTACT
Patricia Kilby-Robb (202) 260-2225
patricia.kilby-robb@ed.gov
EDUCATION PAYMENT HOTLINE
G5 PAYEE HELPDESK 888-336-8930
obssed@servicenowservices.com

4 PROJECT TITLE

84.282M
Enhancing Educational Equity: A Multi-School Initiative by Academir Charter Schools, Inc.

5 KEY PERSONNEL

NAME	TITLE	LEVEL OF EFFORT
Esther Mir	Project Director	100 %
Ronald P Renna	Authorized Representative	1 %

6 AWARD PERIODS

BUDGET PERIOD	04/01/2025 - 03/31/2026
PERFORMANCE PERIOD	04/01/2025 - 03/31/2030

FUTURE BUDGET PERIODS

BUDGET PERIOD	DATE	AMOUNT
2	04/01/2026 - 03/31/2027	$3,573,739.00
3	04/01/2027 - 03/31/2028	$3,469,339.00
4	04/01/2028 - 03/31/2029	$3,341,939.00
5	04/01/2029 - 03/31/2030	$3,227,539.00

7 AUTHORIZED FUNDING

THIS ACTION	$1,092,407.00
BUDGET PERIOD	$1,092,407.00
PERFORMANCE PERIOD	$1,092,407.00

8 ADMINISTRATIVE INFORMATION

UEI	Z8ZAF93LLNV1
REGULATIONS	CFR PART X EDGAR AS APPLICABLE 2 CFR AS APPLICABLE
ATTACHMENTS	2 , 3 , 6 , 8 , 9 , 11 , 12 , 13 , 14 , 17D , 18D , B OESE , GE1 , GE2 , GE3 , GE4 , GE5

9 LEGISLATIVE AND FISCAL DATA

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

AUTHORITY: PL 107-110 IV ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (ESEA), AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT OF 2015 (ESSA) (20 U.S.C. 7221-7221J)

PROGRAM TITLE: CHARTER SCHOOLS

CFDA/SUBPROGRAM NO: 84.282M

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0204M	2024	2025	ES000000	B	UL1	000	282	4101C	$1,092,407.00

10

PR/AWARD NUMBER: S282M250042

RECIPIENT NAME: Academir Charter Schools, Inc.

GRANTEE NAME: ACADEMIR CHARTER SCHOOLS INC
14880 SW 26TH ST,
MIAMI, FL -

PROGRAM INDIRECT COST TYPE: Unrestricted

PROJECT INDIRECT COST RATE:

TERMS AND CONDITIONS

(1) THE FOLLOWING ITEMS ARE INCORPORATED IN THE GRANT AGREEMENT:
1) THE RECIPIENT'S APPLICATION (BLOCK 2);
2) THE APPLICABLE EDUCATION DEPARTMENT REGULATIONS: 2 CFR PART 180; NONPROCUREMENT DEBARMENT AND SUSPENSION AS ADOPTED AT 2 CFR PART 3485; 2 CFR PART 200 AS ADOPTED AT 2 CFR 3474 (BLOCK 8), AND 34 CFR PARTS 75, 77, 79, 81, 82, 84, 86, 97, 98, 99; AND THE PROGRAM REGULATIONS SPECIFIED IN BLOCK 8; AND
3) THE SPECIFIC CONDITIONS SHOWN AS ATTACHMENTS IN BLOCK 8 ON THE INITIAL AWARD APPLY UNTIL CHANGED.
THIS AWARD SUPPORTS ONLY THE BUDGET PERIOD SHOWN IN BLOCK 6. IN ACCORDANCE WITH 34 CFR 75.253, A GRANTEE, IN ORDER TO RECEIVE A CONTINUATION AWARD FROM THE SECRETARY FOR A BUDGET PERIOD AFTER THE FIRST BUDGET PERIOD OF AN APPROVED MULTIYEAR PROJECT, MUST

1) EITHER
(I) DEMONSTRATE THAT IT HAS MADE SUBSTANTIAL PROGRESS IN ACHIEVING
(A) THE GOALS AND OBJECTIVES OF THE PROJECT; AND
(B) THE PERFORMANCE TARGETS IN THE GRANTEE'S APPROVED APPLICATION, IF THE SECRETARY ESTABLISHED PERFORMANCE MEASUREMENT REQUIREMENTS FOR THE GRANT IN THE APPLICATION NOTICE; OR
(II) OBTAIN THE SECRETARY'S APPROVAL FOR CHANGES TO THE PROJECT THAT
(A) DO NOT INCREASE THE AMOUNT OF FUNDS OBLIGATED TO THE PROJECT BY THE SECRETARY; AND
(B) ENABLE THE GRANTEE TO ACHIEVE THE GOALS AND OBJECTIVES OF THE PROJECT AND MEET THE PERFORMANCE TARGETS OF THE PROJECT, IF ANY, WITHOUT CHANGING THE SCOPE OR OBJECTIVES OF THE PROJECT;
2) SUBMIT ALL REPORTS AS REQUIRED BY 75.118;
3) CONTINUE TO MEET ALL APPLICABLE ELIGIBILITY REQUIREMENTS OF THE GRANT PROGRAM;
4) MAINTAIN FINANCIAL AND ADMINISTRATIVE MANAGEMENT SYSTEMS THAT MEET THE REQUIREMENTS IN 2 CFR 200.302 AND 200.303; AND
5) RECEIVE A DETERMINATION FROM THE SECRETARY THAT CONTINUATION OF THE PROJECT IS IN THE BEST INTEREST OF THE FEDERAL GOVERNMENT.
IN ACCORDANCE WITH 2 CFR 200.308(f)(2) CHANGES TO KEY PERSONNEL IDENTIFIED IN BLOCK 5 MUST RECEIVE PRIOR APPROVAL FROM THE DEPARTMENT.

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008
Expiration Date: 8/31/2026

Name of Institution/Organization
AcadeMir

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$520,000.00	$416,000.00	$312,000.00	$208,000.00	$104,000.00	$1,560,000.00
2. Fringe Benefits	$52,000.00	$41,600.00	$31,200.00	$20,800.00	$10,400.00	$156,000.00
3. Travel	$60,000.00	$60,000.00	$60,000.00	$60,000.00	$60,000.00	$300,000.00
4. Equipment	$312,204.00	$2,113,139.00	$2,113,139.00	$2,100,139.00	$2,100,139.00	$8,738,760.00
5. Supplies	$105,881.00	$688,000.00	$688,000.00	$688,000.00	$688,000.00	$2,857,881.00
6. Contractual	$42,322.00	$255,000.00	$265,000.00	$265,000.00	$265,000.00	$1,092,322.00
7. Construction	0	0	0	0	0	0
8. Other	0	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	**$1,092,407.00**	**$3,573,739.00**	**$3,469,339.00**	**$3,341,939.00**	**$3,227,539.00**	**$14,704,963.00**
10. Indirect Costs*	0	0	0	0	0	0
11. Training Stipends	0	0	0	0	0	0
12. Total Costs (lines 9-11)	**$1,092,407.00**	**$3,573,739.00**	**$3,469,339.00**	**$3,341,939.00**	**$3,227,539.00**	**$14,704,963.00**

***Indirect Cost Information** ***(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ____Yes ____No.

(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: ___/___/_____ To: ___/___/_____ (mm/dd/yyyy)
Approving Federal agency: ____ED ____Other (please specify): _____ The Indirect Cost Rate is _____%

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ____Yes ____No. If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ____Yes ____No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
___ Is included in your approved Indirect Cost Rate Agreement? Or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%

AcadeMir at Palm Orchard (APO)



Attachment K
Applicant History Worksheet

Superior Charter School Services, Inc.			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
				Year 0 (Most Recent Year)				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
13	AcadeMir Charter School Elementary South	4328	Active	179/83%	NA	73,559	4%	No
13	AcadeMir Charter School East at Doral	0412	Active	446/50%	A	1,750,447	24%	No
13	AcadeMir Charter School East Middle School	0422	Active	91/53%	B	251,185	23%	No
13	AcadeMir Charter School Middle	6082	Active	303/78%	A	2,721,947	47%	No
13	AcadeMir Charter School Preparatory	1015	Active	1068/82%	A	12,278,667	76%	No
13	AcadeMir Charter School West	0410	Active	676/45%	A	5,294,303	51%	No
13	AcadeMir Charter School of Math and Science	4242	Active	471/86%	A	4,362,962	28%	No
13	AcadeMir Middle School of Math and Science	2032	Active	180/87%	B	1,743,030	47%	No
13	AcadeMir Preparatory Academy	2002	Active	354/79%	A	3,810,097	53%	No
13	AcadeMir Preparatory High School	7672	Active	143/79%	C	48,917	6%	No

Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F. S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe. org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503 (1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www. myflorida.com/audgen/ or request from authorizing district.
Year -1				
Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
132/83%	NA	NA	NA	NA
460/43%	B	1,552,760	20%	No
90/42%	A	197,584	23%	No
298/82%	A	2,468,235	53%	No
1165/83%	A	11,124,437	64%	No
689/49%	A	4,258,589	37%	No
444/89%	C	2,242,088	20%	No
146/90%	B	895,312	31%	No
390/86%	A	4,187,799	67%	No
52/79%	NA	NA	NA	No

Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503 (1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
Year -2				
Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
NA	NA	NA	NA	NA
493/45%	B	392,060	4%	No
76/49%	A	15,914	5%	No
299/81%	A	1,585,175	44%	No
1143/84%	A	6,959,313	48%	No
720/54%	A	1,928,836	22%	No
421/91%	B	667,336	12%	No
145/90%	B	150,148	22%	No
398/84%	B	2,945,350	53%	No
N/A	NA	NA	NA	NA

Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
Year -3				
Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
NA	NA	NA	NA	NA
451/37%	B	426,486	7%	No
29/38%	NA	NA	NA	No
305/76%	A	1,787,401	57%	NO
1144/84%	A	4,938,271	44%	No
714/55%	A	2,062,895	28%	No
400/85%	B	637,001	19%	No
74/89	NA	NA	NA	NA
391/83%	B	2,691,088	60%	No
NA	NA	NA	NA	NA

Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
Year -4				
Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
NA	NA	NA	NA	NA
358/38%	NA	NA	NA	N/A
NA	NA	NA	NA	NA
331/74%	NA	600,314	18%	No
1117/80%	NA	4,928,068	49%	No
710/54%	A	1,898,608	30%	No
279/86%	NA	965,297	35%	No
NA	NA	NA	NA	NA
422/76%	NA	1,317,153	29%	No
NA	NA	NA	NA	NA

AcadeMir at Palm Orchard (APO)



Attachment L
Draft ESP Agreement

Charter School Management Agreement

Between

AcadeMir at Palm Orchard

And

Superior Charter School Services, Inc.

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Charter School Management Agreement

This is an agreement for the management of a charter school by and between AcadeMir Charter Schools, Inc., a Florida not for profit corporation, dba AcadeMir at Palm Orchard (the **"Charter"**) and Superior Charter School Services, Inc., a Florida corporation **("Management"**) (this **"Agreement"**)

WHEREAS, the Charter has a contract with Miami-Dade County Public Schools (the **"Sponsor"**), to operate a charter school, known as "AcadeMir at Palm Orchard" (the **"School"**);

WHEREAS, the School is governed by the Board of Directors of AcadeMir at Palm Orchard (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, the Charter 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, Management is a management service provider established to provide accurate financial reports and accounting files for budgeting and accounting purposes, assist when necessary with accounts payable services including reviewing and auditing vendor invoices, preparing check requests, monitoring financial activities, aligning monthly spending with budgets, and maintaining vendor files, prepare financial reporting, directly interface with client for inquiries and information gathering, review and audit general ledger entries for accuracy, prepare information requested by year-end auditors, perform attendance accounting function , understand and be able to discuss the financial condition of the School assist in other business services related activities such as insurance renewals, compliance reporting, etc., human resources, and educational service provider consultant.

WHEREAS, it is the Management's mission to ensure that the vision of the Board is faithfully and effectively be implemented;

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WHEREAS, Management officials and consultants 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 be operation of the School or its facilities;

WHEREAS, Management's officials and consultants are familiar with the governmental agencies and requirements 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, Management's officials and consultants have attended and will continue to attend local, state and federal meetings and conferences for charter school operations and consultants;

WHEREAS, the Charter and Management desire to enter into this agreement for the purpose of having Management provide planning, accountability, compliance, and support services;

NOW THEREFORE, the parties to this Agreement agree as

follows; Duties of Management:

1. Recitals

The foregoing recitals are true, correct, and incorporated herein.

2. Engagement

The Charter engages Management to provide management services to the School as more fully set forth herein. Management accepts such engagement pursuant to the terms of this Agreement.

3. Management Duties

Management will coordinate its duties required to operate the School. In addition, the Management will report to the Board and advise of its ongoing process. Management will comply with all Board and School policies and procedures, and with all applicable state and federal rules and regulations. Management services will include, not limited to: provide accurate financial reports and accounting files

for budgeting and accounting purposes, assist when necessary with accounts payable services including reviewing and auditing vendor invoices, preparing check requests, monitoring financial activities, aligning monthly spending with budgets, and maintaining vendor files, prepare financial reporting directly interface with client for inquiries and information gathering, review and audit general ledger entries for accuracy, prepare information requested by year-end auditors, perform attendance accounting function, understand and be able to discuss the financial condition of the School, assist in other business services related activities such as insurance renewals, compliance reporting, etc., and educational service provider consultant.

4. Board of Directors Meeting

Management will assist in the coordination of and attend the meetings of the Board of the School. Unless otherwise instructed by the Board, Management 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

Management will maintain the records of the School at the location designated by the Board. Management will ensure compliance with the State and Charter requirements for record keeping. In addition, Management will ensure that designated on site staff receives proper training by the Sponsor's appropriate departments for student school record keeping through its designated programs.

6. Bookkeeping

Management will coordinate with the accounting firm, through SL Gardner & Company PA, Steve Gardner CPA, to ensure the accuracy and timeliness of financial reporting, record keeping, and audits as may be required by the Charter State Law.

7. Staff Administration

Management will identify and propose for employment by or on behalf of the Charter 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 **Section 1012.55,**

Florida Statutes. The Charter may employ or contract with selected non-certified personnel to assist instructional staff members as teachers' aides, as permitted under **Section 1002.33(12)(f), Florida Statutes.** Management 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 at its discretion and in accordance with law. All employees selected by the Board shall be Charter employees or leased employees through AcadeMir Charter Schools, Inc. and will not be employees of the Management. Management will prepare employment offer letters for approval by the Board to be used for hiring employees. 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

Management will prepare annual budgets and financial forecasts for the School and present them to the Board for review and approval. The School will utilize the standard state codification of accounts as prescribed in the Financial and Program Cost Accounting and Reporting for Florida Schools ("Red Book"), in accordance with Section 1010.20, Florida Statutes and Rule 6A-1.001, Florida Administrative Code. All financial transactions will be recorded in compliance with generally accepted accounting principles (GAAP) and applicable state and federal guidelines. The Board shall annually adopt and maintain an operating budget. Based on recommendations from the School's independent certified public accounting firm, the Board will adopt appropriate accounting policies and procedures.

Management will prepare and submit regular unaudited financial statements, subject to the review and approval of the Board, as required for submission to the Sponsor. These financial statements will include a statement of revenues, expenditures, and changes in fund balances, prepared in accordance with GAAP, and provided in advance of the Sponsor's required submission deadlines. The Charter will also provide the Sponsor with an annual audited financial report, prepared in accordance with the Charter and Florida law. The audit will be conducted by a qualified independent certified public accounting firm. Management will furnish the auditor with all unaudited financial statements, books, and records necessary to complete the annual audit. The audited financial report shall include a complete set of financial statements and accompanying notes, formatted by revenue source and expenditure category, and detailed by function and object. The audit will be submitted to the Sponsor and the Florida Auditor General no later than September 20th of each year, or by the date

required under the Charter and Florida Administrative Code.

9. Designated Contact Person

The designated contact persons of Management shall be the Managing Member of Superior Charter School Services, Inc. (currently Mr. Rolando Mir and Mrs. Esther Mir).

10. Grant Solicitation

In consultation and with Board approval, Management will solicit grants available for the funding of the School from the various government, 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

Management will coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

Management will coordinate the solicitation for capital outlay funds, if available, from the appropriate state or local agencies. Similarly, Management will coordinate the solicitation of other state, federal or local government funds earned 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

Management will coordinate the preparation of the School's Annual Accountability Report in accordance with Section 1002.33(9)(k), Florida Statutes, and any specific guidelines issued by the Sponsor.

The completed report will be submitted to the Board for review and approval prior to its submission. Management will ensure timely delivery of the approved report

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to the Sponsor and will comply with the review procedures and deadlines established by the Sponsor and applicable charter requirements for the School.

14. Student Assessment

Management will coordinate and ensure the administration of all state-required assessments to students within the designated timeframes established by the Florida Department of Education throughout the term of the Charter. The School will participate in the statewide assessment program and administer all required assessments in accordance with Section 1002.33(7)(a)(4) and Section 1008.22, Florida Statutes. To support this process, the School will assign a designated Testing Coordinator to oversee all assessment activities, including staff training, secure handling of testing materials, test administration and monitoring, collection and submission of assessments, and the analysis and reporting of results.

15. School Board Representation

Management will serve as primary liaison with the Miami-Dade County Public School Board and its officials on behalf of the school. In connection therewith, Management's representatives will attend required meetings and public hearings.

16. Governmental Compliance

Management will ensure compliance with state regulations and reporting requirements of the Charter. Management will also ensure the School's compliance with its Charter with the Sponsor, and the School's Charter with the Sponsor is incorporated herein by reference.

17. Charter Renewal Coordination

Management 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, Management 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.

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18. Curriculum Development

Management, in collaboration with the School's Instructional Leadership Team, shall identify and/or develop curricula for the operation of the School in alignment with the vision of the Board and in compliance with all applicable federal, state, and local laws and regulations, including alignment to Florida State Standards. All curricula shall be submitted to the Board for review and must receive Board approval prior to implementation.

19. Before Care and After Care

Management shall identify and or develop Before-Care and After-Care to be offered as services provided at the school. This is a program that is not encompassed by the Charter School Agreement between the School and the Sponsor. Accordingly, the School may elect not to offer this program directly, but rather to authorize Management to do so and in doing so the Charter shall pay Management a managing fee of 12% of this program's gross income. Management will coordinate the provision of this service directly where applicable.

20. Facility Identification Expansion, Design and Development

Management shall coordinate with the Board for the purpose of identifying the facility's needs of the School from year to year in connection there with; Management shall assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Management may identify and solicit investors to acquire and develop facilities for lease or sue by the School. Where such investors are related to Management or its principals, the relationship shall be disclosed to the Board. Further, Management shall recommend and retain qualified professionals on behalf of the school in the field of school design and architectural 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

Management 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 system, student record systems, computer systems, and telecommunication services.

Terms of Agreement

22. Initial Term

The term of this agreement is for Five (5) years, and shall commence on July 1, 2025, and end on June 30, 2030 (i.e. through the 2029-2030 school year). Notwithstanding the above, the parties recognize that this agreement may be terminated for cause as per section 24. At the conclusion of the 5-year term of this agreement, the Charter shall have the option to renew this contract with Management. (Please note once the charter is ready to begin its contract term the term of this agreement will renew with the term of the issued contract agreement from MDCPS.

23. Renewal

Unless terminated by the Board, the terms of this agreement shall be renewed along with any renewals to the Charter agreement. Management agrees to renew this agreement at the Charter's option on the then- current terms and conditions unless there has been an uncured material breach hereunder by the Charter, after 60 days written notice of such breach and demand for cure.

24. Termination

In the event of a breach of this agreement by Management, AcadeMir at Palm Orchard shall give Management written notice of such breach and sixty (60) days to cure such breach from the date of given such notice to Management.

"Breach" shall be defined as a material breach of this agreement by Management, the failure of Management 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 a similar action against Management by any governmental entity or any action or conduct by Management 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

The Charter shall pay Management a management fee of 12% of the full time equivalent (FTE) per annum during the term of this agreement, unless terminated, provided the Charter receives such funds. The fee shall be payable in equal monthly installments, provided than 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.

26. Additional Services

Management may provide additional services not covered under this Agreement upon request by the Board and subject to Board approval. These services may include, but are not limited to, special projects, litigation coordination, or land use planning functions that fall outside the scope of routine school operations. Such services may require the engagement of external professionals or consultants, whether independent or affiliated with Management's network of service providers. The cost of any such engagements shall be borne by the Charter, as approved by the Board in advance.

27. Reimbursement of Costs

Management 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 Management, Management may defer some or all of the Management fees and/or costs for additional services and/or reimbursement due hereunder from one physical year to the next, which

will be duly noted in the school's financial record.

Other Matters

29. Conflict of Interest

No officer, chair holder, employee or director of Management may serve on the Board. Management will comply with the conflicts of interest rules set out in the Charter.

30. Insurance and Indemnification

Notwithstanding anything contained herein, in no event shall Management be liable to AcadeMir Charter and/or any related or unrelated third party for anything that may occur in the School, including but not limited to any indirect, special, incidental, consequential or punitive damages. No trustee, director, officer, employee, representative, shareholder, beneficial owner, or agent of Management, nor any of its respective successors and assigns, shall be personally liable in connection with this Agreement. Management agrees to purchase on behalf of the School all necessary liability and error and omission insurance for the protection of the School and its Board.

31. Miscellaneous

(1) Neither party shall be considered in default in 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 parties 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 the 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 attorney's 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:

Superior Charter School Services, Inc.	AcadeMir at Palm Orchard
5420 SW 157th Ave #5	5800 SW 135th Avenue
Miami, Florida 33185	Miami, Florida 33183
Attn: Managing Member	Attn: Chairperson

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 other provision hereof.

(10). 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.

(11). Each of the persons executing this agreement warrants that such person has the full power and authority to execute this agreement on behalf of the party for whom he or she signs.

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This agreement was approved at a meeting of the Board of Directors of AcadeMir Charter School, Inc. held on the 20th day of May 2025. At that meeting, the undersigned Board Chair executed this agreement.

IN WITNESS WHEREOF, the parties hereto have executed this contract as of the day and year first above written.

AcadeMir at Palm Orchard Inc.	Superior Charter School Services,
Miami, Florida	
By:_____	By:_____
Alexander Casas, Board Chair	Rolando Mir (Managing CEO)
Date:_____	Date:_____

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AcadeMir at Palm Orchard
(APO)



Exhibit A
E-Mail Communication Consent Form

Exhibit A

Dear Charter School Applicant,

Miami-Dade County Public Schools (MDCPS) will be utilizing electronic mail (email) as the primary mode of communication during the charter application process. This communication will include, but is not limited to, the following:

- Requests for additional information from our office;
- Invitations to the Application Review Committee (ARC) meeting;
- Notifications regarding the presentation of board items to The School Board of Miami-Dade County;
- Distribution of evaluation tools;
- Updates on the status of your application review;
- If applicable, notices regarding the recommendation for denial of an application.

Please ensure that your email address is monitored regularly throughout the application process, as all official communications, including time-sensitive notifications, will be sent via email.

To ensure that we have accurate E-mail information, all applicants must provide the following information:

Name of the individual that will serve as primary contact: Rolando Mir

Title / affiliation with the school : Senior Executive Superior Charter School Services (ESP)

Address: 5420 SW 157th Avenue Bay 5

City, State Zip Code: Miami, FL 33185

Telephone Number: (786) 333 - 8537

E-mail: mirscss@yahoo.com

This information must be signed and delivered to our office with the application being submitted. Please feel free to provide this form with your application or it can be scanned and sent electronically to Ms. Dahlia Gonzalez at dmgonzalez@dadeschools.net .

Signature: _____

Print Name: Rolando Mir Date: _____

Relationship to Applicant: Senior Executive Superior Charter School Services, Educational Service Provider

AcadeMir at Palm Orchard (APO)



Exhibit B
Receipt/Waiver Form

Exhibit B

Charter School Compliance and Support

Charter School Receipt/Waiver Application Submittal

This receipt serves to confirm that a charter school application has been submitted by:

AcadeMir Charter Schools Inc.

(Name of submitting organization/individual)

on behalf of: AcadeMir at Palm Orchard

(Name of Charter School)

to Charter School Compliance and Support, as stipulated by Section 1002.33 F.S., Charter Schools. The application, if approved, is for a charter school that would be able to first open for the 2022-23 school year.

INDIVIDUAL SUBMITTING APPLICATION:

Rolando Mir
Name

Senior Executive Superior Charter School Services (ESP)
Title/Affiliation

(786) 333-8537
Telephone number(s)

mirscss@yahoo.com
E-mail

In accordance with Section 1002.33, F.S., a district school board is required to approve or deny a charter school application no later than 90 calendar days after receipt of the application. However, due to the advance scheduling of School Board meetings and to allow for a thorough review process, applications submitted to the School Board for consideration will be presented for a final decision within the 90-day period or as soon as possible thereafter. This may result in an extension of the review period beyond 90 days, depending on meeting schedules and time availability.

I/We acknowledge receipt of and agree with the aforementioned stipulations.

CSCS Staff Member's Name	Signature	Date
Rolando Mir		
Authorized Signature of Applicant	Signature	Date

AcadeMir at Palm Orchard (APO)

Exhibit C
Board Members Information Form, Statements of Assurances and Attestations

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: **AcadeMir Charter High School West**

2. Full name: **Mr. Alexander Casas**

   Home Address: **1848 SW 153rd Passage Miami FL, 33185**

   Business Name and Address: **Florida International University, 11200 SW 8th St. 33199**

   Phone Number: **786-218-8336**

   E-mail address: **alcasas@bellsouth.net**

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

   ☒ Yes ☐ No

   Currently serving on the AcadeMir Charter School Inc. Board

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

   I have enjoyed making an impact for students in my community.

6. What is your understanding of the appropriate role of a public charter school board member?

   To offer excellent choice options

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Have held the position of Board Chair for the past 10 years.

8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Global K-12 education in a warm and nurturing environment with a focus on math and science.

2. What is your understanding of the school's proposed educational program?

Regular public School

3. What do you believe to be the characteristics of a successful school?

Accountability, customer service, and looking to expand K-12.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Conduct Internal and External Audits

5. What do you see as your role regarding the school leaders?

Ensuring that students come first and that leadership is being held accountable.

Governance

1. Describe the role that the board will play in the school's operation.

Serve as the responsible fiscal agent for setting policies, guiding finance and operations.
Governing Board makes policies and ensures the principal implements such policies.

2. How will you know if the school is successful at the end of the first year of operation?

School performance on state accountability assessments and financial viability.

3. How will you know at the end of four years of the school is successful?

Sustainability both financially and academically.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Leadership training and Quarterly Board Meetings.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Conduct an investigation and take the necessary action.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Already contracted with Superior Charter Schools, Inc.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

N/A

III. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for AcadeMir at Palm Orchard 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 **Rolando Mir, Senior Executive at Superior Charter School Services,** Inc. to sign as the legal correspondent for the school.



Signature

7-31-25

Date

Alexander Casas

Printed Name

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a 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 decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "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.

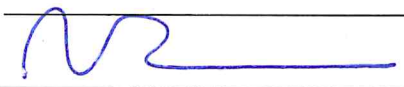
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Alexander Casas



Signature

7-31-25

Date

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: **AcadeMir Charter High School West**

2. Full name: **Mrs. Joanna Pino**

   Home Address: **10292 SW 126th Street, Miami FL, 33176**

   Business Name and Address: **Soili Alexander Pino, 9155 S. Dadeland Blvd Miami Fl, 33156**

   Phone Number: **(305)775-9318**

   E-mail address: **jpino@siolilaw.com**

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

   ☒ Yes ☐ No

   Currently serving on the AcadeMir Charter School Inc. Board

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

   To help provide an impact for children.

6. What is your understanding of the appropriate role of a public charter school board member?

   To offer various choices for parents.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

   I am a parent and this is my 10th year as member of the AcadeMir Charter School Inc. Board

8. Describe the specific knowledge and experience that you would bring to the board.

As a lawyer I can bring legality to the organization.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To provide outstanding choice options for all students focused on math and science.

2. What is your understanding of the school's proposed educational program?

The schools proposed educational program is above and beyond the local and/or statewide standards for Regular public school.

3. What do you believe to be the characteristics of a successful school?

Leadership and warm welcoming environment.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Spot check and holding leadership accountable.

5. What do you see as your role regarding the school leaders?

Guiding and ensuring safety and security.

Governance

1. Describe the role that the board will play in the school's operation.

Internal and external accountability.

2. How will you know if the school is successful at the end of the first year of operation?

School growth.

3. How will you know at the end of four years of the school is successful?

Financial and academic sustainability.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Board meetings.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Bring it to the attention of the Board Chairperson.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Already contracted with Superior Charter Schools, Inc.; our internal procedure was followed.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

N/A

III. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for AcadeMir at Palm Orchard 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 **Rolando Mir, Senior Executive at Superior Charter School Services,** Inc. to sign as the legal correspondent for the school.

Joanna Pino

Signature

7/31/25

Date

Joanna Pino

Printed Name

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a 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 decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "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.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Joanna Pino

Joanna Pino — *Signature*

7/31/25 — *Date*

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: **AcadeMir Charter High School West**

2. Full name: **Dr. Tirso Alonso**

   Home Address: **7565 SW 188th Lane, Miami FL, 33157**

   Business Name and Address: **Allergan Pharmaceuticals, 7565 SW 188 Lane, Miami 33157**

   Phone Number: **(305)234-7476**

   E-mail address: **talonso@forumpharma.com**

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

   ☒ Yes ☐ No

   Currently serving on the AcadeMir Charter School Inc. Board

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

   To make an impact on the lives of children.

6. What is your understanding of the appropriate role of a public charter school board member?

   To provide oversite to schools.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Serving as member of the AcadeMir Charter School Inc. Board for 12 years. Offer Developmentally appropriate practices.

8. Describe the specific knowledge and experience that you would bring to the board.

My expertise in public service as a Doctor.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To provide K-12 options providing students with a well-rounded education with a focus on math and science.

2. What is your understanding of the school's proposed educational program?

The schools proposed educational program is above and beyond the local and/or statewide standards for School grades and parent surveys.

3. What do you believe to be the characteristics of a successful school?

Student attaining learning gains and that developmentally appropriate.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Board Meetings

5. What do you see as your role regarding the school leaders?

To lead staff, be the face of the school, run and manage the schools.

Governance

1. Describe the role that the board will play in the school's operation.

Oversite to the management and school administration.

2. How will you know if the school is successful at the end of the first year of operation?

School grades and parent survey.

3. How will you know at the end of four years of the school is successful?

School grades and financial viability.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Board meetings.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Bring it to the attention of the Board Chairperson.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Already contracted with Superior Charter Schools, Inc.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

N/A

III. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for AcadeMir at Palm Orchard 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 **Rolando Mir, Senior Executive at Superior Charter School Services,** Inc. to sign as the legal correspondent for the school.

Signature

7-31-25
Date

Dr. Tirso Alonso
Printed Name

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

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2. "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.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Dr. Tirso Alonso

Tirso Alonso — 7/31/25

Signature *Date*

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

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Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: **AcadeMir Charter High School West**

2. Full name: **Mr. Ruben Perez**

   Home Address: **13695 SW 196 Street Miami FL, 33177**

   Business Name and Address: **Retired Deputy Sheriff**

   Phone Number: **305-218-3163**

   E-mail address: **qbrider@yahoo.com**

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

   ☒ Yes ☐ No

   Currently serving on the AcadeMir Charter School Inc. Board

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

   To make an impact in my community.

6. What is your understanding of the appropriate role of a public charter school board member?

   To offer an educational choice to the community.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Have been a Board member for the past 7 years.

8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Global K-12 education in a warm and nurturing environment with a focus on math and science.

2. What is your understanding of the school's proposed educational program?

Regular public School

3. What do you believe to be the characteristics of a successful school?

Happy students, students who are learning.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Conduct Internal Audits and Principal reports

5. What do you see as your role regarding the school leaders?

To run and manage the schools.

Governance

1. Describe the role that the board will play in the school's operation.

Ensuring responsible finances and positive school grades ratings.

2. How will you know if the school is successful at the end of the first year of operation?

School performance/ School grades.

3. How will you know at the end of four years of the school is successful?

School grades and financial viability.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Hosting regularly scheduled Board Meetings.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Bring it to the attention of the Board Chair.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Already contracted with Superior Charter Schools, Inc.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

N/A

III. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for AcadeMir at Palm Orchard 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 **Rolando Mir, Senior Executive at Superior Charter School Services,** Inc. to sign as the legal correspondent for the school.

Signature

7/31/25
Date

Ruben Perez
Printed Name

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a 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 decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "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.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Ruben Perez

Signature

7/31/25

Date

III. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for AcadeMir at Palm Orchard 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 **Rolando Mir, Senior Executive at Superior Charter School Services,** Inc. to sign as the legal correspondent for the school.

Signature

7/31/25
Date

Ruben Perez
Printed Name

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

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(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a 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 decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "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.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Ruben Perez

Signature

7/31/25

Date

AcadeMir at Palm Orchard
(APO)



Exhibit D
Governing Board Disclosure Form

Exhibit D

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: AcadeMir at Palm Orchard

NAME OF THE GOVERNING BOARD MEMBER: Alexander Casas

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Personal

Name of Charter School: AcadeMir of Palm Orchard

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

Name: Alexander (First) _____ (Middle) Casas (Last)

Home Address: 1848 SW 153rd Passage (Street Number)

Miami (City) FL (State) 33185 (Zip Code)

Home Phone: 305-223-1286 Work Phone: _____

Fax Number: _____ Cellular Number: 786-218-8336

Email Address: acasas@bellsouth.net

Member's Employment: Florida International University (Employer Name) Police Chief (Title/Position)

Employer Address: 11200 SW 8th Street (Street Number)

Miami (City) FL (State) 33199 (Zip Code)

Spouse's Name: Gigi (First) _____ (Middle) Casas (Last)

Spouse's Employment: Miami Dade Police (Employer Name) Police Sergeant (Title/Position)

Employer Address: 10000 SW 142 Ave (Street Number)

Miami (City) FL (State) 33186 (Zip Code)

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

No, they are in college.

Will you be able to attend regularly scheduled board meetings? Yes X 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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☑

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. 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 ☑

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, and/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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

7-31-25

Date

Exhibit D

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: AcadeMir at Palm Orchard

NAME OF THE GOVERNING BOARD MEMBER: Joanna Pino

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Personal

Name of Charter School: AcadeMir at Palm Orchard

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

Name: Joanna (First) N (Middle) Pino (Last)

Home Address: 10292 SW 126th Street (Street Number)

Miami (City) FL (State) 33176 (Zip Code)

Home Phone: _____ Work Phone: _____

Fax Number: _____ Cellular Number: 305-775-9318

Email Address: jpino@siolilaw.com

Member's Employment: Siolo Alexander Pino (Employer Name) Shareholder (Title/Position)

Employer Address: 9155 South Dadeland Blvd, Suite 1600 (Street Number)

Miami (City) FL (State) 33156 (Zip Code)

Spouse's Name: Andres (First) J (Middle) Pino (Last)

Spouse's Employment: Professional Bank (Employer Name) Private Banker (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

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

No, Child not of school age

Will you be able to attend regularly scheduled board meetings? Yes X 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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☑

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. 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 ☑

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. JP 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, and/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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.

Joanna Lino
Signature

7/31/25
Date

Exhibit D

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: AcadeMir at Palm Orchard

NAME OF THE GOVERNING BOARD MEMBER: Ruben Perez

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Personal

Name of Charter School: AcadeMir at Palm Orchard

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

Name: Ruben (First) _____ (Middle) Perez (Last)

Home Address: 13695 SW 196 Street (Street Number)

Miami (City) FL (State) 33177 (Zip Code)

Home Phone: 305-218-3163 Work Phone: _____

Fax Number: _____ Cellular Number: 305-218-3163

Email Address: qbirder@yahoo.com

Member's Employment: Retired Deputy Sheriff (Employer Name) Retired (Title/Position)

Employer Address: Redired from Miami Dade Department of Corrections (Street Number)

Miami (City) FL (State) 33157 (Zip Code)

Spouse's Name: Kim (First) K (Middle) Perez (Last)

Spouse's Employment: Miami Dade Department of Corrections (Employer Name) _____ (Title/Position)

Employer Address: 1321 NW 13th Street (Street Number)

Miami (City) FL (State) 33125 (Zip Code)

Will your child(ren) attend this charter school? If no, why not?
No, Do not have any children

Will you be able to attend regularly scheduled board meetings? Yes X 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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☑

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. 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 ☑

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, and/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

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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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.

Signature

7/31/25
Date

Exhibit D

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: AcadeMir at Palm Orchard

NAME OF THE GOVERNING BOARD MEMBER: Dr. Tirso L. Alonso

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Personal

Name of Charter School: AcadeMir at Palm Orchard

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

Name: Tirso (First) L (Middle) Alonso (Last)

Home Address: 7565 SW 188 Lane (Street Number)

Miami (City) FL (State) 33157 (Zip Code)

Home Phone: 305-234-7476 Work Phone: 305-234-5690

Fax Number: 305-234-5697 Cellular Number: 305-283-3283

Email Address: drtalonso@aol.com

Member's Employment: Allergan Pharmaceuticals (Employer Name) Medical Director (Title/Position)

Employer Address: 7565 SW 188 Lane (Street Number)

Miami (City) FL (State) 33157 (Zip Code)

Spouse's Name: Sandra (First) L (Middle) Alonso (Last)

Spouse's Employment: Life Line Pharmaceuticals (Employer Name) Territory Manager (Title/Position)

Employer Address: 1301 NW 84th Ave #101 (Street Number)

Miami (City) FL (State) 33126 (Zip Code)

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

No, Children are older and have attended private institutions

Will you be able to attend regularly scheduled board meetings? Yes X 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): Health	

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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☑

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. 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 ☑

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, and/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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.

Signature

7-31-25

Date

AcadeMir at Palm Orchard (APO)



Budget at 50% and 100%

ACADEMIR AT PALM ORCHARD

FIVE YEAR ANNUAL BUDGET

	YEAR 1	YEAR 1 50%	YEAR 2	YEAR 2 50%	YEAR 3	YEAR 3 50%	YEAR 4	YEAR 4 50%	YEAR 5	YEAR 5 50%
ENROLLMENT										
Grades k-8	500	250	700	350	900	450	1,200	600	1,500	750
Total Enrollment	**500**	**250**	**700**	**350**	**900**	**450**	**1,200**	**600**	**1,500**	750
REVENUES										
State Sources:										
FEFP	$ 4,018,091	$ 2,009,046	$ 5,681,581	$ 2,840,790	$ 7,602,938	$ 3,801,469	$ 10,538,624	$ 5,269,312	$ 13,680,013	$ 6,840,006
Capital Outlay	$ -	$ -	$ -	$ -	$ 405,000	$ 202,500	$ 540,000	$ 270,000	$ 675,000	$ 337,500
Federal Sources:										
USDA	$ 384,795	$ 192,398	$ 535,500	$ 267,750	$ 688,500	$ 344,250	$ 918,000	$ 459,000	$ 1,147,500	$ 573,750
Title I	$ -	$ -	$ 196,000	$ 98,000	$ 197,960	$ 98,980	$ 199,940	$ 99,970	$ 201,939	$ 100,969
Local Sources	$ 150,000	$ 75,000	$ 150,000	$ 75,000	$ 150,000	$ 75,000	$ 150,000	$ 75,000	$ 150,000	$ 75,000
Other Income - Financing /Loan Proceeds	$ 150,000	$ 75,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenues	$ 4,702,886	$ 2,351,443	$ 6,563,081	$ 3,281,540	$ 9,044,398	$ 4,522,199	$ 12,346,563	$ 6,173,282	$ 15,854,452	$ 7,927,226
EXPENDITURES										
Instruction										
Salaries	$ 1,385,000	$ 692,500	$ 2,204,905	$ 1,102,453	$ 3,380,390	$ 1,690,195	$ 4,687,325	$ 2,343,662	$ 4,968,311	$ 2,484,155
Fringe Benefits	$ 259,495	$ 129,747	$ 405,440	$ 202,720	$ 612,267	$ 306,133	$ 845,242	$ 422,621	$ 884,703	$ 442,351
Classroom Supplies	$ 37,500	$ 18,750	$ 52,500	$ 26,250	$ 67,500	$ 33,750	$ 90,000	$ 45,000	$ 112,500	$ 56,250
Student Activities	$ 12,500	$ 6,250	$ 17,500	$ 8,750	$ 22,500	$ 11,250	$ 30,000	$ 15,000	$ 37,500	$ 18,750
Textbooks	$ 30,000	$ 15,000	$ 30,000	$ 15,000	$ 30,000	$ 15,000	$ 30,000	$ 15,000	$ 30,000	$ 15,000
Furniture	$ 40,000	$ 20,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000
Software for Instruction	$ 30,000	$ 15,000	$ 42,000	$ 21,000	$ 54,000	$ 27,000	$ 72,000	$ 36,000	$ 90,000	$ 45,000
Contingency	$ 40,000	$ 20,000	$ 64,000	$ 32,000	$ 96,000	$ 48,000	$ 136,000	$ 68,000	$ 136,000	$ 68,000
Sub-Total Instruction	*$ 1,794,495*	*$ 917,247*	*$ 2,762,345*	*$ 1,413,173*	*$ 4,176,657*	*$ 2,136,329*	*$ 5,764,566*	*$ 2,950,283*	*$ 6,133,014*	*$ 3,134,507*
Pupil Personnel Services										
Salaries	$ 225,000	$ 112,500	$ 227,250	$ 113,625	$ 278,997	$ 139,499	$ 281,787	$ 140,894	$ 284,605	$ 142,303
Fringe Benefits	$ 30,008	$ 15,004	$ 44,602	$ 22,301	$ 54,067	$ 27,034	$ 54,309	$ 27,154	$ 54,552	$ 27,276
Contracted Professional Services	$ 25,000	$ 12,500	$ 35,000	$ 17,500	$ 45,000	$ 22,500	$ 60,000	$ 30,000	75,000	37,500
Sub-Total Pupil Personnel Services	*$ 280,008*	*$ 127,504*	*$ 306,852*	*$ 135,926*	*$ 378,065*	*$ 166,532*	*$ 396,096*	*$ 168,048*	*$ 414,158*	*$ 169,579*
Media Services										
Interactive Technology	$ 25,000	$ 12,500	$ 25,000	$ 12,500	$ 25,000	$ 12,500	$ 25,000	$ 12,500	$ 25,000	$ 12,500
Sub-Total Media Services	*$ 25,000*	*$ 12,500*	*$ 25,000*	*$ 12,500*	*$ 25,000*	*$ 12,500*	*$ 25,000*	*$ 12,500*	*$ 25,000*	*$ 12,500*
Staff Development										
Workshops	$ 6,000	$ 3,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000
Sub-Total Staff Development	*$ 6,000*	*$ 3,000*	*$ 10,000*	*$ 5,000*	*$ 10,000*	*$ 5,000*	*$ 10,000*	*$ 5,000*	*$ 10,000*	*$ 5,000*
Instruction Related Technology										
Computer Equipment	$ 20,000	$ 10,000	$ 12,500	$ 6,250	$ 12,500	$ 6,250	$ 12,500	$ 6,250	$ 12,500	$ 6,250
Sub-Total Instruction Related Technology	*$ 20,000*	*$ 10,000*	*$ 12,500*	*$ 6,250*	*$ 12,500*	*$ 6,250*	*$ 12,500*	*$ 6,250*	*$ 12,500*	*$ 6,250*
Board										
Professional Services	$ 17,500	$ 8,750	$ 18,500	$ 9,250	$ 19,500	$ 9,750	$ 20,500	$ 10,250	$ 22,500	$ 11,250
Travel	$ 1,000	$ 500	$ 5,000	$ 2,500	$ 5,000	$ 2,500	$ 5,000	$ 2,500	$ 5,000	$ 2,500
Contingency	$ 39,176	$ 19,588	$ 55,801	$ 27,901	$ 74,973	$ 37,487	$ 104,288	$ 52,144	$ 135,660	$ 67,830
Sub-Total Board	*$ 57,676*	*$ 28,838*	*$ 79,301*	*$ 39,651*	*$ 99,473*	*$ 49,737*	*$ 129,788*	*$ 64,894*	*$ 163,160*	*$ 81,580*

ACADEMIR AT PALM ORCHARD

FIVE YEAR ANNUAL BUDGET

	YEAR 1	YEAR 1 50%	YEAR 2	YEAR 2 50%	YEAR 3	YEAR 3 50%	YEAR 4	YEAR 4 50%	YEAR 5	YEAR 5 50%
General Administration										
Management Fees	$ 470,117	$ -	$ 669,615	$ -	$ 899,681	$ -	$ 1,251,462	$ 260,721	$ 1,627,921	$ 339,150
Administrative Fee	$ 100,452	$ 50,226	$ 101,457	$ 50,728	$ 105,596	$ 52,798	$ 109,777	$ 54,889	$ 114,000	$ 57,000
Sub-Total General Administration	*$ 570,569*	*$ 50,226*	*$ 771,072*	*$ 50,728*	*$ 1,005,277*	*$ 52,798*	*$ 1,361,239*	*$ 315,610*	*$ 1,741,922*	*$ 396,150*
School Administration										
Salaries	$ 217,000	$ 217,000	$ 243,370	$ 243,370	$ 245,764	$ 245,764	$ 322,302	$ 322,302	$ 410,308	$ 410,308
Fringe Benefits	$ 35,981	$ 35,981	$ 43,251	$ 43,251	$ 45,858	$ 45,858	$ 57,294	$ 57,294	$ 68,858	$ 68,858
Equipment Rental	$ 3,000	$ 1,500	$ 3,030	$ 1,515	$ 3,060	$ 1,530	$ 3,091	$ 1,545	$ 3,122	$ 1,561
Travel	$ 1,000	$ 500	$ 1,010	$ 505	$ 1,020	$ 510	$ 1,030	$ 515	$ 1,041	$ 520
Postage	$ 300	$ 150	$ 303	$ 152	$ 306	$ 153	$ 309	$ 155	$ 312	$ 156
Office Supplies	$ 4,800	$ 2,400	$ 4,848	$ 2,424	$ 4,896	$ 2,448	$ 4,945	$ 2,473	$ 4,995	$ 2,497
Furniture and Office Equipment	$ 3,000	$ 1,500	$ 4,500	$ 2,250	$ 5,500	$ 2,750	$ 6,000	$ 3,000	$ 6,500	$ 3,250
Computers	$ 3,200	$ 1,600	$ 4,500	$ 2,250	$ 5,000	$ 2,500	$ 5,500	$ 2,750	$ 6,000	$ 3,000
Sub-Total School Administration	*$ 268,281*	*$ 260,631*	*$ 304,812*	*$ 295,716*	*$ 311,404*	*$ 301,513*	*$ 400,472*	*$ 390,034*	*$ 501,135*	*$ 490,150*
Fiscal Services										
Professional Services (auditing)	$ 8,000	$ 4,000	$ 8,500	$ 4,250	$ 9,000	$ 4,500	$ 9,500	$ 4,750	$ 10,000	$ 5,000
Sub-Total Fiscal Services	*$ 8,000*	*$ 4,000*	*$ 8,500*	*$ 4,250*	*$ 9,000*	*$ 4,500*	*$ 9,500*	*$ 4,750*	*$ 10,000*	*$ 5,000*
Food Services										
Salaries	$ 50,989	$ 50,989	$ 51,499	$ 51,499	$ 66,875	$ 66,875	$ 82,553	$ 82,553	$ 90,958	$ 90,958
Fringe Benefits	$ 9,167	$ 9,167	$ 9,211	$ 9,211	$ 10,919	$ 10,919	$ 12,653	$ 12,653	$ 13,569	$ 13,569
Food	$ 382,500	$ 191,250	$ 535,500	$ 267,750	$ 688,500	$ 344,250	$ 918,000	$ 459,000	$ 1,147,500	$ 573,750
Materials & Supplies	$ 1,500	$ 750	$ 2,000	$ 1,000	$ 2,000	$ 1,000	$ 2,000	$ 1,000	$ 2,000	$ 1,000
Inspection fees	$ 250	$ 125	$ 253	$ 126	$ 255	$ 128	$ 258	$ 129	$ 260	$ 130
Sub-Total Food Services	*$ 444,406*	*$ 252,281*	*$ 598,462*	*$ 329,586*	*$ 768,548*	*$ 423,171*	*$ 1,015,463*	*$ 555,334*	*$ 1,254,287*	*$ 679,407*
Pupil Transportation Services										
Contracted Transportation Services	$ 43,750	$ 21,875	$ 44,188	$ 22,094	$ 44,629	$ 22,315	$ 45,076	$ 22,538	$ 45,526	$ 22,763
Sub-Total Pupil Transportation Services	*$ 43,750*	*$ 21,875*	*$ 44,188*	*$ 22,094*	*$ 44,629*	*$ 22,315*	*$ 45,076*	*$ 22,538*	*$ 45,526*	*$ 22,763*
Operation of Plant										
Salaries	$ 173,568	$ 173,568	$ 205,604	$ 205,604	$ 298,587	$ 298,587	$ 347,492	$ 347,492	$ 358,546	$ 358,546
Fringe benefits	$ 30,548	$ 30,548	$ 33,508	$ 33,508	$ 61,885	$ 61,885	$ 76,282	$ 76,282	$ 82,227	$ 82,227
Rent	$ 600,000	$ 300,000	$ 848,400	$ 424,200	$ 1,101,708	$ 550,854	$ 1,483,633	$ 741,817	$ 1,873,087	$ 936,544
Property Insurance	$ 15,000	$ 15,000	$ 21,210	$ 21,210	$ 27,543	$ 27,543	$ 37,091	$ 37,091	$ 46,827	$ 46,827
Telephone Services	$ 3,000	$ 3,000	$ 3,030	$ 3,030	$ 3,060	$ 3,060	$ 3,091	$ 3,091	$ 3,122	$ 3,122
Utilities	$ 24,000	$ 12,000	$ 33,936	$ 16,968	$ 44,068	$ 22,034	$ 59,345	$ 29,673	$ 74,923	$ 37,462
Custodial Supplies & Equipment	$ 11,300	$ 5,650	$ 11,500	$ 5,750	$ 20,000	$ 10,000	$ 25,000	$ 12,500	$ 30,000	$ 15,000
Sub-Total Operation of Plant	*$ 857,416*	*$ 539,766*	*$ 1,157,187*	*$ 710,269*	*$ 1,556,851*	*$ 973,963*	*$ 2,031,934*	*$ 1,247,945*	*$ 2,468,733*	*$ 1,479,728*
Maintenance of Plant										
Cleaning & Sanitation	$ 10,000	$ 5,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000	$ 10,000	$ 5,000
Sub-Total Maintenance of Plant	*$ 10,000*	*$ 5,000*	*$ 10,000*	*$ 5,000*	*$ 10,000*	*$ 5,000*	*$ 10,000*	*$ 5,000*	*$ 10,000*	*$ 5,000*
Total Expenditures	*$ 4,385,599*	*$ 2,232,867*	*$ 6,090,219*	*$ 3,030,143*	*$ 8,407,406*	*$ 4,159,607*	*$ 11,211,635*	*$ 5,748,187*	*$ 12,789,435*	*$ 6,487,615*
Annual Excess of Revenues over Expenditures	$ 317,287	$ 118,576	$ 472,862	$ 251,398	$ 636,992	$ 362,592	$ 1,134,928	$ 425,095	$ 3,065,017	$ 1,439,611

MODEL FLORIDA CHARTER SCHOOL APPLICATION
HIGH-PERFORMING CHARTER SCHOOL SYSTEM REPLICATION



Pinecrest Academy Elementary

Exhibit A

Dear Charter School Applicant,

Miami-Dade County Public Schools (MDCPS) will be utilizing electronic mail (email) as the primary mode of communication during the charter application process. This communication will include, but is not limited to, the following:

- Requests for additional information from our office;
- Invitations to the Application Review Committee (ARC) meeting;
- Notifications regarding the presentation of board items to The School Board of Miami-Dade County;
- Distribution of evaluation tools;
- Updates on the status of your application review;
- If applicable, notices regarding the recommendation for denial of an application.

Please ensure that your email address is monitored regularly throughout the application process, as all official communications, including time-sensitive notifications, will be sent via email.

To ensure that we have accurate E-mail information, all applicants must provide the following information:

Name of the individual that will serve as primary contact: Carlos Alvarez cc: Francisco Mestre

Title / affiliation with the school : Board Chair; Authorized Representative

Address: 6340 Sunset Drive

City, State Zip Code: , Miami, FL 33143

Telephone Number: (305) 669 - 2906

E-mail: calvarez@pinecrestacademyschools.org/fmestre@academica.org

This information must be signed and delivered to our office with the application being submitted. Please feel free to provide this form with your application or it can be scanned and sent electronically to Ms. Dahlia Gonzalez at dmgonzalez@dadeschools.net .

Signature: FMestre

Print Name: Francisco Mestre Date: 3/30/2026

Relationship to Applicant: Authorized Representative

Exhibit B

Charter School Compliance and Support

Charter School Receipt/Waiver Application Submittal

This receipt serves to confirm that a charter school application has been submitted by:

Pinecrest Academy, Inc.

(Name of submitting organization/individual)

on behalf of: Pinecrest Preparatory Academy Middle School

(Name of Charter School)

to Charter School Compliance and Support, as stipulated by Section 1002.33 F.S., Charter Schools. The application, if approved, is for a charter school that would be able to first open for the 2026-27 school year.

INDIVIDUAL SUBMITTING APPLICATION:

Carlos Alavarez
Name

__Board Chair_____
Title/Affiliation

(305) 669 2906
Telephone number(s)

calvarez@pinecrestacademyschools.org
E-mail

In accordance with Section 1002.33, F.S., a district school board is required to approve or deny a charter school application no later than 90 calendar days after receipt of the application. However, due to the advance scheduling of School Board meetings and to allow for a thorough review process, applications submitted to the School Board for consideration will be presented for a final decision within the 90-day period or as soon as possible thereafter. This may result in an extension of the review period beyond 90 days, depending on meeting schedules and time availability.

I/We acknowledge receipt of and agree with the aforementioned stipulations.

CSCS Staff Member's Name	Signature	Date
Authorized Signature of Applicant	Signature	Date

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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Pinecrest Academy Elementary

NAME OF HIGH-PERFORMING CHARTER SCHOOL SYSTEM SUBMITTING APPLICATION: Pinecrest Academy, Inc.

NAME OF NON-PROFIT GOVERNING BOARD UNDER WHICH CHARTER WILL BE OPERATED: Pinecrest Academy, Inc.

NAME AND MASTER SCHOOL IDENTIFICATION NUMBER (MSID) OF THE HIGH-PERFORMING CHARTER SCHOOL BEING REPLICATED:
Pinecrest Academy (South Campus) 13-0342

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: **Carlos Alvarez / cc Frankie Mestre**

TITLE/RELATIONSHIP TO NON-PROFIT: Board Chair / Authorized Representative

MAILING ADDRESS: c/o 6340 Sunset Drive, Miami, FL 33143

PRIMARY TELEPHONE: (407)754-6311 ALTERNATE TELEPHONE: (305) 669-2906

E-MAIL ADDRESS: calvarez@pinecrestacademyschools.org/fmestre@academica.org

Names, roles, and current employment of all persons on applicant group, i.e., anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

Full Name	Current Job Title & Employer	Role with Proposed School
Carlos Alvarez	Pinecrest Academy, Inc Governing Board Chair	Pinecrest Academy, Inc Governing Board Member
Shannie Sadesky	Pinecrest Academy, Inc Governing Board Vice Chair	Pinecrest Academy, Inc Governing Board Member
Elaine Clemente	Principal, Pinecrest Academy South Campus	Replicating School Principal, Support
Colette Papa, Esq.	General Counsel, Academica	ESP Support: Legal
Richard Moreno	Vice President, Building Hope	Financial Consultant
Willy Tagle	Safety and Security, Academica	ESP Support
Adriana Lima	Curriculum Support, Academica	ESP Support
Vanessa Mancebo	Legal Representative, Academica	ESP Support
Lilian L. Salazar	Nat'l Dir. of Spec. Ed., Academica	ESP Support
Kelly Mallon	Gov. Board Liaison, Academica	ESP Support: Governance
Ana Martinez	CFO, Academica	ESP Support: Fiscal
Amy Nunez	HR Director, Academica	ESP Support: Human Resources
Frankie Mestre	Service & Support, Academica	ESP Support

Projected Date of School Opening (Month/Year): August 2027

__X__Will contract or partner with an Education Service Provider (ESP). *(See definition of an ESP in the Addendum, which applicant must complete if using an ESP.)*

Name of ESP: Academica

Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.

Kindergarten	90	90	90	90	90
1st Grade	90	90	90	90	90
2nd Grade	90	90	90	90	90
3rd Grade	0	90	90	90	90
4th Grade	0	0	90	90	90
5th Grade	0	0	0	90	90
	270	**360**	**450**	**538**	**538**

Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Carlos Alvarez	*Current*	*Governing Board Chair*	__x_ Information Sheet __x__Resume
Juan Molina	*Current*	*Secretary*	__x_ Information Sheet __x__Resume
Shannine Sadesky	*Current*	*Director*	__x_ Information Sheet __x__Resume
Erin Demirjian	*Current*	*Director*	__x_ Information Sheet __x__Resume
Sheila Caleo Gonzalez	*Current*	*Director*	__x_ Information Sheet __x__Resume
Albert Maillo	*Current*	*Director*	x_ Information Sheet __x__Resume

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

Governing Board Chair
Title

Carlos Alvarez
Printed Name

3/18/26
Date

EXECUTIVE SUMMARY

The charter school application before you is being submitted by the Pinecrest Academy, Inc. Governing Board of Directors. Currently, Pinecrest Academy, Inc. oversees 23 Pinecrest schools in Florida. Pinecrest Academy, Inc. maintains the prestigious accolade of being classified as a High Performing School system in accordance with Florida Statute 1002.332.

The application for Pinecrest Academy Elementary will be a replication of Pinecrest Academy South Campus and will have a focus on standards-based and research-based instruction. The school will offer grades Kindergarten through 5th and will serve 538 students at full capacity.

Mission: Pinecrest Academy Elementary will use differentiated instruction to support individual student growth in a rigorous and challenging learning environment where students are motivated to succeed.

Vision: The core philosophy and vision of Pinecrest Academy Elementary is to provide every student with a high-quality education that focuses on academic mastery in an environment where everyone grows and shares responsibility for academic success.

By design, Pinecrest's program is aligned to the Florida BEST Standards and by commitment of the School to the founder's mission and vision, the School will deliver the same high quality elementary school program and curriculum of the HP school it seeks to replicate. Pinecrest's "best practices", explained throughout this application and professed by all Pinecrest leaders, are established components of the Pinecrest Academy, Inc. Elementary School program that has yielded fantastic results. Accordingly, the school will combine the best practices developed by the Pinecrest network and those principles driving essential school reform nation-wide. Pinecrest Academy will provide all students with a core curriculum of English/language arts (ELA), Mathematics, Social Science, Science, and a rich array of specials/electives, health, physical education, and world languages and career technical educational with industry certification options and STEM programming, including Project Lead the Way, among other things.

The governing board members of Pinecrest Academy, Inc. believe that the future of education lies in partnerships between communities, parents, and educators and their commitment to prepare lifelong learners. Therefore, Pinecrest Academy, Inc. upholds an educational culture where academic excellence is respected and pursued and caring for others is intrinsic.

Pinecrest Academy, Inc. (the applicant) is a Florida not-for-profit educational institution with a proven track record of successful development and operation of charter schools in Florida. In 2016, Pinecrest Academy, Inc. was designated by Cognia as a fully accredited charter school system.

The applicant has developed a multi-tier system (management, instruction, assessment, and professional development) that has achieved increased performance across many schools as evidenced by their historical academic student performance, and specifically the success of the HP school to be replicated. Pinecrest Academy stakeholders have become an accomplished and established team, with a track record of academic and financial success that guarantees the human and financial resources to increase, sustain, and ensure the quality and performance of its existing schools. Moreover, Pinecrest has implemented unique and innovative strategies aimed at improving student performance and achievement and Pinecrest Schools have improved high school graduation rates and increased college readiness; and

cultivated not only college-bound culture as early as their elementary schools, proving their model and their chosen strategies are successful. The governing board of the proposed school is comprised of the same individuals responsible for the operation of the existing Pinecrest schools and they have the financial and human resources available to replicate the high-quality model in Miami-Dade County.

Section 1: Replication Overview

A. Identify the High-Performing Charter System that is submitting the application and include as Attachment A the Commissioner of Education letter pursuant to s. 1002.332, F.S., designating the system as High-Performing.

Pinecrest Academy, Inc. – See Attachment A for Commissioner of Education HP System Letter

B. Identify the High-Performing Charter School that the applicant intends to replicate and include as Attachment B the Commissioner of Education letter pursuant to s. 1002.331, F.S., designating the school as High-Performing.

The application for Pinecrest Academy Elementary is a High Performing System Replication Pursuant to Section 1002.332. As required, this school intends to replicate Pinecrest Academy (South Campus) - MSID 13-0342. (*Please see Attachment B –High Performing School verification letter).* The school will offer grades K-5 and will serve 538 students at full capacity.

C. Describe how the proposed school will be substantially similar to the high-performing school that is being replicated.

In alignment with the network's mission and vision and in keeping with the mission and vision of the replicated program, the mission and vision of Pinecrest Academy South Campus is as follows:

Mission: Pinecrest Academy Elementary will provide individual instruction in a nurturing environment ensuring college and career success, using rigor, relevance and relationships to empower students to become tomorrow's global leaders.

Vision: The core philosophy and vision of Pinecrest Academy Elementary is to empower lifelong learners with knowledge and values required for productive global leadership.

The board of the proposed School is comprised of the same individuals responsible for the existing Pinecrest Academy South Campus program to be replicated, thus, they have ownership of the program and the experience to ensure the existing school model is replicated with fidelity.

D. If the applicant's projected student population is substantially different than the student population in the high-performing school that is being replicated, describe any modifications to the educational program that are necessary to ensure student success.

Based on the current districtwide traditional public school demographics average that serve the students where the School will be located (Miami Dade County), it is anticipated that the school's demographics will mirror that population. Miami Dade County demographics for the 24-25 year reflect the following: 5.9% White, 76% Hispanic, 16.5% African American, 0.5% Multiracial, 1.0% Asian along with 48% of students identifying as economically disadvantaged; 26% of students being identified as English Language Learners (ELL) and 13% of students being identified as having a disability (SWD).

The school being replicated, Pinecrest Academy South currently serves 98% minority student population; 60% of students identifying as economically disadvantaged; 21% of students being identified as English Language Learners (ELL) and 5% of students being identified as having a disability (SWD).

Pinecrest Academy, Inc. has implemented best practices aimed at positively affecting student performance and achievement. These practices have proven to be successful with all student populations, including minority and economically disadvantaged students as well as students entering Pinecrest schools below grade level.

District Number	District Name	School Number	School Name	Grade 2025	Grade 2024	Informational Baseline	Grade 2023	Grade 2022	Grade 2021	Grade 2019	Percent of Economically Disadvantaged Students
05	BREVARD	6558	PINECREST ACADEMY SPACE COAST	A	A	A	A	A			21.9
13	MIAMI-DADE	0342	PINECREST ACADEMY (SOUTH CAMPUS)	A	A	A	A		A		60.2
13	MIAMI-DADE	0600	PINECREST PREPARATORY ACADEMY	A	A	A	A		A		64.1
13	MIAMI-DADE	2031	PINECREST GLADES ACADEMY	A	A	A	A		A		51.6
13	MIAMI-DADE	5004	PINECREST NORTH PREPARATORY (FONTAINEBLEAU CAMPUS)	A	A	A	A	A			21
13	MIAMI-DADE	5048	PINECREST ACADEMY (NORTH CAMPUS)	A	A	A	A	A	A		67
13	MIAMI-DADE	5049	PINECREST COVE ACADEMY	A	A	A	A		A		58.3
13	MIAMI-DADE	6022	PINECREST ACADEMY CHARTER MIDDLE SCHOOL	A	A	A	A		A		61.2
13	MIAMI-DADE	7027	PINECREST GLADES PREPARATORY ACADEMY MIDDLE HIGH SCHOO	A	A	A	A		A		52.5
13	MIAMI-DADE	7053	PINECREST PREPARATORY ACADEMY CHARTER HIGH SCHOOL	A	A	A	A		A		61
13	MIAMI-DADE	7079	PINECREST NORTH PREPARATORY HIGH SCHOOL	A	A						16.8
35	LAKE	9027	PINECREST ACADEMY FOUR CORNERS	A	A	B	B				64.9
35	LAKE	9039	PINECREST ACADEMY TAVARES	A	A	A	A	A			51
35	LAKE	9041	PINECREST LAKES ACADEMY	A	A	A	A	A	A		25.9
35	LAKE	9061	PINECREST LAKES MIDDLE/HIGH ACADEMY	A	A	A	A	B			24.1
48	ORANGE	0155	PINECREST PREPARATORY CHARTER	A	A	A	A	A	A		71.6
48	ORANGE	0203	PINECREST CREEK CHARTER	B	A	B	A		A		94.1
48	ORANGE	0238	PINECREST ACADEMY AVALON	A	A	A	A	A	A		35.8
48	ORANGE	0283	PINECREST COLLEGIATE ACADEMY	A	A	A	A	A			35.7
51	PASCO	4332	PINECREST ACADEMY WESLEY CHAPEL	A	A	B	A	B			31.5
51	PASCO	4339	PINECREST ACADEMY WESLEY CHAPEL HIGH SCHOOL	A	C						41.8

Pinecrest Academy Inc. was designated a high preforming charter school system by the FLDOE based in the success of their program implementation and strong financial success.

That said, the school, like all Pinecrest schools, commits to make any modifications necessary, such as adding additional staff for ESE/ELL and/or providing curriculum support and allocating resources (for interventions services) as needed, to support the needs of the incoming student population and ensure continuous improvement. The School will ensure that all students, including those with special needs, are effectively served in accordance with the policies and procedures of the Sponsor and State.

E. Explain how the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

The Pinecrest Academy, Inc. Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the school including but not limited to academic direction, curriculum, and budgetary functions.

The governing board of directors 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.

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 Principal of the high performing school that is being replicated will serve as a resource and guide to the school's principal. The on-site administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School.

Within Pinecrest exists a culture of collaboration. The new school administrative team and the replication school team of leaders will work together to ensure a successful program.

Section 2: Mission, Guiding Principles and Purpose

A. Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.

Mission: Pinecrest Academy Elementary will provide individual instruction in a nurturing environment ensuring college and career success, using rigor, relevance and relationships to empower students to become tomorrow's global leaders.

Vision: The core philosophy and vision of Pinecrest Academy Elementary is to empower lifelong learners with knowledge and values required for productive global leadership.

Through its academic rigor, the school will promote a sense of identity, community, personal integrity, and values that prepare students to become effective leaders.
As such, Pinecrest Schools are required to:

Foster an expectation of student excellence
Instill a college bound mindset
Implement a rigorous standards-based instructional program building college readiness at every level starting at the elementary grades
Partner with parents to support the family through their child's academic career at the school and beyond
Collaborate with various stakeholders and supports to ensure quality outcomes for all students and in turn the school and consequently the entire Pinecrest family.

B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

In accordance with the law, charter schools shall be guided by the following principles:

- ***Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.*** **PAGE(S) 12-33, 35-40**
- ***Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.*** **PAGE(S) 44-47, 56-61**
- ***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.*** **PAGE(S) 19-20 & Reading Plan**

C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.

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

- ***Improve student learning and academic achievement.*** **PAGE(S) 41-43**
- ***Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.*** **PAGE(S) 12-35**
- ***Encourage the use of innovative learning methods.*** **PAGE(S) 33**
- ***Require the measurement of learning outcomes.*** **PAGE(S) 41-43**

Section 3: Educational Program, Curriculum, and Instructional Design

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

The School will deliver the Pinecrest educational program model, successfully implemented at other Pinecrest Academy Schools, wherein students benefit from a program that addresses Rigor, Relevance, and Relationships, in an environment in pursuit of Academic Excellence. Pinecrest schools meet high standards of student achievement through the delivery of a rigorous and relevant advanced curriculum, with emphasis on student mastery of the Florida BEST Standards.

The School will offer a rigorous elementary program aligned to the Florida B.E.S.T. Standards and supported by high-quality assessments (FAST) to build a strong academic foundation and close early learning gaps. The School, a dynamic and engaging community of learners, will ensure instructional effectiveness by differentiating curriculum, assessments, and professional development to nurture students' strengths while identifying and addressing areas in need of growth.

To drive instruction, teachers will use data from all available assessments to develop and target their student's needs. Units of instruction, within and across all grade levels/courses, will provide a vertically and horizontally articulated curriculum framework that scaffold on the skills and knowledge required for success in all courses and concomitantly provides teachers with continuous feedback on student progress. As a result, students will build a strong academic foundation and develop the skills and confidence needed for success in middle school, high school, and future college and career pathways. These and other Pinecrest "best practices" (described through this application) are established pillars of the Pinecrest Academy, Inc. trademark, and derived from over two decades of experience with innovative board members, parents, and educators working together for a common purpose.

Additionally, the Pinecrest model is unique in that at its core, it affords all students the opportunity to engage in advanced academic coursework. Students who are struggling and/or below-level will be identified; remediation courses, as well as prescriptive classroom-based strategies, will target their gaps;

and students who appear to be at or above grade level will also be given opportunities to accelerate. Continuous data analysis by teachers and other support staff, from all available sources, will drive targeted instruction. The School will combine the best practices developed by model schools and those principles driving essential school reform nationwide and which are being implemented at other Pinecrest schools, namely the school to be replicated. The School will combine the best practices developed by model schools and those Principals driving essential school reform nationwide.

Rigor, Relevance and Relationships (3Rs) - The Rigor, Relevance and Relationships Framework serves as the fundamental core of pedagogy and drives teaching and learning, preparing students for success in meeting the demands of college and careers that have yet to be defined. The school approaches the "3 Rs" by implementing the following best "R" practices:

Rigor:

- Offer enriched and advanced learning opportunities, as appropriate for elementary students;
- Provide engaging STEM-focused activities and exploratory learning experiences;
- Utilize age-appropriate assessments to monitor student progress and inform instruction;
- Embed foundational skills in reading, writing, and critical thinking across all content areas;
- Maintain high expectations for all students while fostering a supportive learning environment;
- Encourage participation in exploratory enrichment activities, including early exposure to career awareness;
- Promote student involvement in school-based clubs and leadership opportunities;
- Engage students in academic challenges and competitions at the school and district levels;
- Implement clear instructional pacing aligned to essential standards and grade-level expectations; and
- Utilize data-driven, differentiated instructional practices, including collaborative discussions among leadership, teachers, and students to support continuous growth.

Relevance:

- Implement pacing of essential standards based on nine-week intervals, in each content area;
- Provide group and individualized academic counseling and student data chats;
- Offer opportunities for students to exercise curricular **autonomy** (whenever possible):
- Offer an educationally-nurturing environment:
  - Offer opportunities for all students to advance, despite entry level (e.g. Before and After school targeted-tutoring; Saturday tutoring enrichment for FAST.
  - Build student-teacher relationships;
  - Vertical and horizontal curriculum alignment;
  - Administrative availability and visibility;
    - Walkthroughs; and Open-door policy.

Relationships:

- Deliver Project-Based Learning initiatives emphasizing individual and collaborative projects as the foundation for learning;
- Create a "second home" culture – offering students a sense of belonging;
- Foster student interest driven extra-curricular activities such as dance, chess club, robotics, drama, art,

etc
- Offer student-driven Service club to encourage community engagement;
- Offer student-driven Service clubs to encourage community engagement;
- Encourage parental and community partnerships; and
- Build student-teacher and student-admin relationships via faculty and administrative availability and visibility through consistent walkthroughs and through an open-door policy.

Through academic rigor, activities that make curriculum relevant to students' lives and through relationship building among all stakeholders, Pinecrest will establish a supportive learning community that extends beyond the classroom. Teachers will serve as role models, principals as mentors, and parents and community members will be active volunteers invested in the common mission of promoting student success and molding future leaders. This will allow the School to provide a unique learning environment for students that: 1) fosters a sense of belonging and an appreciation of student's unique talents and skills; 2) reinforces concepts in the classroom through enrichment activities and real-world learning experiences; and 3) instill character development though community service programs and volunteerism. Through the replication of this "learning community" model, the School will promote a sense of identity, community, personal integrity and values that prepare students to become effective leaders.

B. Describe the basic learning environment (classroom-based, independent study, blended learning, etc.).

The educational program will be classroom–based and structured according to the required daily minutes of instruction and with consideration to expectations in accordance with the *Student Progression Plan.* grade level and course content. In an effort to maintain small class sizes, the School will maintain student-to-teacher ratios in accordance with Florida class size legislation as applied to charter schools. Through academic rigor, activities that make curriculum relevant to students' lives and through relationship building among all stakeholders, Pinecrest will establish a supportive learning community that extends beyond the classroom.

- *Standard Classroom Setting* - The standard classroom setting is structured to reflect and address Rigor, Relevance, and Relationships within every lesson. The focus on the 3R's is to create a quality learning environment in support of the school's mission to serve all students and accommodate the diverse needs of the students learning styles. Classroom teachers will begin the school year with a thorough review of their students' academic data. Within the first weeks of class, the classroom teacher will administer diagnostic assessments in Reading and Math. The results of the diagnostic test will allow the School to gather the most current data in order to determine areas of students' strengths and weakness, allow counselors to make accurate classroom placement decisions, structure teacher lessons using differentiated instructional strategies, and determine the appropriate level and sequence of interventions/support services.

The School will use a continuous improvement methodology wherein student assessment results guide differentiated and targeted instruction, leading to consistent and increased student performance and achievement outcomes. Teachers and other support staff will use data from all available assessments to develop and target instruction in order to meet the needs of all students so that each child can realize his or her highest potential. Units of instruction, within and across all grade levels/courses, will provide a vertically articulated curriculum framework that scaffolds the skills and knowledge required for success while providing teachers with continuous feedback on student progress.

Advanced Learning – The school is committed to providing a strong academic foundation that prepares students for future success. Students who qualify have access to advanced or gifted learning settings, where they are challenged with enriched and rigorous instruction tailored to their abilities. Each year, the school reviews its curriculum to ensure it promotes academic excellence and equips students with the skills and confidence needed for a smooth transition to middle school. These opportunities help students build critical thinking, problem-solving, and foundational skills while fostering a love of learning.

Support for English Language Learners (ELL)

The proposed Pinecrest Academy Elementary Educational program will fully support English Language Learners (ELLs) through implementation of a comprehensive English for Speakers of Other Languages (ESOL) program aligned to Florida Statute 1003.56, Florida Administrative Code 6A-6.0900–6A-6.0909, and the META Consent Decree. These requirements ensure that ELL students are properly identified, assessed, and provided with equitable access to all instructional programs. The school will adopt the Sponsor's ELL Plan. The school will use the Sponsor's ELL Plan to develop programs and services for students classified as ELL.

All students will be screened using the Home Language Survey and, when applicable, assessed for English language proficiency. ELL students will receive **comprehensible instruction through ESOL strategies embedded across all content areas**, including sheltered instruction, differentiation, and language scaffolds to support reading, writing, listening, and speaking. Instruction will integrate the Florida B.E.S.T. Standards with English language development standards to ensure both academic achievement and language acquisition.

Consistent with the Pinecrest model, English Language Learners (ELLs) will have full access to rigorous, grade-level instruction, enrichment opportunities, and school-based programs, with appropriate accommodations and supports. The School will also ensure ongoing communication with families in their home language and encourage active participation in ELL Committee meetings to support each student's academic progress and success.

Support for ELL and ESE Populations

The school will implement a **Multi-Tiered System of Supports (MTSS)** to address the academic, linguistic, and social-emotional needs of both ELL and Exceptional Student Education (ESE) populations. This integrated framework will provide tiered interventions, data-driven instruction, and continuous progress monitoring.

ELL and ESE students will benefit from:

- Differentiated instruction aligned to individual needs
- Targeted small-group interventions and progress monitoring
- Collaboration between general education teachers, ESOL specialists, and ESE personnel
- Appropriate testing accommodations and instructional supports
- The program ensures that language proficiency or disability does not limit access to grade-level content or enrichment opportunities, consistent with Florida requirements for **equal access to** appropriate programming.

Provision of Services to ESE Students

The school will provide a continuum of ESE services in accordance with **IDEA and Florida statutes**, ensuring a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Services will be individualized based on each student's Individual Educational Plan (IEP) and may include:

- **Support Facilitation:** ESE specialists will provide in-class support alongside general education teachers to ensure access to grade-level curriculum.
- **Consultation:** Ongoing collaboration between ESE staff and teachers to implement accommodations, modifications, and behavioral supports.
- **Collaboration:** Regular data meetings and co-planning to align instruction, interventions, and progress monitoring.
- Related services (e.g., speech-language, occupational therapy) will be provided as required by the IEP. The school will also implement **positive behavioral supports and social-emotional interventions** to ensure student success.

C. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida B.E.S.T. standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.

The School's curriculum will focus on clear and measurable expectations for student learning. The School's curriculum will address the core subject areas of Reading/Language Arts, Mathematics, Social Studies, Science, and an array of special area classes both required and optional in order to meet State and sponsor student progression requirements and also maximizing student potential while providing students a well-rounded elementary education.

Like the School to be replicated, the School's educational program will use standards-based, state-adopted texts and research-based instructional materials that are aligned to the adopted Florida Standards. The School will implement the Pinecrest model with fidelity to all practices and standards described in this petition to ensure that all students who attend the School will have the opportunity to attain and demonstrate mastery of state approved standards - B.E.S.T standards. This will ensure the School prepares its students for success at the next level, without the need for remediation. Teachers will utilize differentiated instruction, research-based and state adopted texts, enhanced by supplementary materials and programs, to ensure student success, as measured by the goals presented herein, Section 4 – *Student Performance, Assessment and Evaluation.* Differentiated instruction across the curriculum and targeted intervention programs will serve as vehicles to increase learning opportunities for all students, including English Language Learners (ELL) and Students with Disabilities (SWD).

Accordingly, all students will have access to every opportunity our teachers and administration can provide to accelerate their academic progress. The School will use an individualized approach for the

proper placement of the students in courses, considering test scores, academic history, student interests and commitment, and both State and Sponsor requirements to inform placement decisions. The School will use the Sponsor's Student Progression Plan as a vehicle to guide the progression and implementation of the curriculum. Teachers will be encouraged to use the FLDOE's vetted resources and interactive tools available on CPALMS.ORG to effectively implement teaching strategies and address learning standards for mastery.

Methods & systems for providing differentiated instruction to meet the needs of all students
In order to assist struggling students, the School will also implement a Response to Intervention (RtI)/Multi-Tier System of Supports (MTSS) Framework to effectively meet the academic and behavioral needs of all students. Students entering the School below grade level will be engaged in and benefit from the curriculum by receiving immediate and appropriate interventions and support through the RtI/MTSS process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student success as part of the RtI/MTSS process. Students not meeting specific levels of performance in content areas for each grade level (or not meeting specific levels of performance on statewide assessments) will receive additional diagnostic assessments to determine the nature of the students' difficulty and areas of academic need. Students needing remediation or intensive instructional/behavioral support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

Teachers will be trained to continuously monitor student progress and make data-driven decisions for effective delivery of instruction. The School's RtI/MTSS team will determine the interventions matched to student needs using learning rate over time and level of performance. Through this process the team will plan, evaluate, and revise all tiers of instruction.

- *Tier I* is inclusive of all students. All students in Tier 1 will receive high quality, scientifically based instruction, differentiated to meet their needs and will be screened at minimum in a bi-weekly basis to identify struggling learners who need additional support. Core academic interventions include the use of the core curriculum and whole-class instruction and interventions, following research-based instructional strategies and best practices. Core behavioral interventions would include school-wide discipline policies and procedures, as well as positive behavior supports. Academic assessments at Tier 1 STAR reading and benchmark assessments, like Topic Tests for Math, classroom and textbook assessments as well as summative/end of year assessments. Behavioral assessments at the Tier 1 include observational data, parent conference records and disciplinary data.
- *Tier 2* is inclusive of students not making progress in the core curriculum. The School will provide these students with increasingly intensive instruction matched to their needs including, but not limited to: small group instruction, one-to-one re-teaching, pull-out intervention, individualized, intensive interventions that address each student's needs; and additional tutoring opportunities with qualified interventionist using research based interventions. Assessments at this level include behavioral observations, intervention data and gap analysis, in accordance Sponsor guidelines, and progress monitoring through data tracking logs. The School will provide additional academic support through targeted Reading and Math interventions for all students who need extra help. Students will receive small-group instruction in Reading and Math using specialized lessons and strategies aligned with the school's Reading and Math plans, ensuring they build the skills needed to succeed.
- *Tier 3* interventions are introduced when students need a more frequent, intense and individualized instructional setting, which may include but would not be limited to: Pull-out tutoring conducted daily, or one-on-one instructions; behavior intervention plan or individualized counseling (if applicable); intensive individualized academic plans following assessments such as Functional Behavioral Analyses (FBA).

In implementing Pinecrest's "push and pull" philosophy, the School will encourage all students to maximize their academic potential by taking the most rigorous program they can handle. Students who are

ready for more challenging work will have opportunities to participate in advanced learning programs, including Advanced, and Gifted settings, as appropriate.

The following is an overview of the core curriculum that will be offered in each content area. The primary instructional strategies listed under each subject area below have proven to be highly successful with economically disadvantaged and primarily minority student populations at existing Pinecrest Academy schools. Teachers will be trained to use these primary instructional strategies, as well as Pinecrest's best practices to effectively serve the target population.

Standards - Teachers will provide instruction for mastery of the of ELA B.E.S.T. Standards to promote academic excellence in Reading, Speaking & Listening, Language and Writing. The grade specific state adopted standards will guide instruction at each grade level and help ensure that students gain adequate exposure to an increasing complex range of texts and tasks as they progress through the elementary school grades. The Language Arts program will reflect critical and creative thinking and a harmonious balance of its several components, including reading, writing, speaking, listening, viewing and oral interpretation of literature. Teachers will teach the state standards and help students master the skills expected at each grade level. Language Arts instruction will include the writing process, speaking and listening skills, grammar and language use, and activities that build critical thinking and reading comprehension. These lessons give students a strong foundation for success as they move into middle school and beyond.
Instructional Strategies - The School's Language Arts program will include strategies for students reading at grade level or higher, as well as for students who are reading below grade level. It is expected that students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas. The program emphasizes critical and creative thinking skills through instruction aligned to state adopted Florida Standards, as applicable. Lessons will be based on broad topics covering the reading process, literary analysis, the writing process, communication, information and media literacy. Some of the instructional strategies the School will employ include:

- *Differentiated Instruction (DI):* For optimal instruction, students will be grouped in various ways and in flexible settings to accommodate varying reading levels and learning styles. Teachers will utilize the methods of whole-group instruction, small-group instruction, individual instruction, and independent reading to address the various needs of the students. Teachers will set specific reading goals with students during data chats and will monitor the reading goals as a part of their independent reading and accountability strategies embedded into their weekly instruction.
- *Cross curricular literacy Strategies:* Literacy strategies designed to help students of all abilities learn content information across the curriculum and throughout the grade levels, like word walls, graphic organizers, marginal note taking, reader response logs, two column notes, to name a few. Teachers will these and other support literacy strategies in their lessons.
- *Universal Design of Learning*: The School will use the Universal Design of Learning as a guide to instructional design and delivery in all curriculum development. Universal Design of Learning is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, to ensure all students (e.g., Students With Disabilities, ELLs) can participate fully in core instruction.
- *Writing Strategies*: Writing will be incorporated across the curriculum and specifically during ELA instruction. Writing strategies may include reader response logs, two-column notes, perspective journal entries, completing framed paragraphs, four square strategy, IRC (introduction, reasons, conclusions), or RAFT (essay writing that includes a role, audience, format and a topic, plus a strong verb). Students writing after reading may include quick-writes, mapping, brainstorming, essay questions and/or journal entries, writing a summary, developing a learning log entry, writing peer responses, or creating a summary poem.

- *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.
- *Grammar, Usage and Mechanics (GUM):* GUM will be utilized to build student mastery of the conventions of standard English critical for success on standardized assessments. Students will also have exposure to writing prompts utilized on standardized tests. These writing strategies will be utilized within content area classrooms to support, connect and enhance the learning experience.
- *Professional Learning Community* - As a resource for English/Language Arts teachers, the School will select teachers to join the network of ELA/Reading Coaches as well as the Math, Science and Social Studies Professional Learning Communities, respectively, wherein the respective groups of teachers work together to prepare pacing guides, discuss network and school data, identify student level of understanding, set goals for students, and share best practices. The model is also implemented at the administrative level for Principals, APs, LTs, etc., and this PLC is called the *Pinecrest Principals Coalition*.
- *Technology integration* - The School also plans to implement and use technology across all disciplines, especially in English/Language Arts, through real world application activities. For example, students will use technology resources to supplement instruction, digital texts, hyperlinks, videos, and audio websites such as YouTube and other mediums for students to publish and make their class presentations. Students will also have opportunities to develop group forums, communicate with teachers and other students, providing in-depth, real-world application, and multi-level sensory application of acquired skills, knowledge, and material. Technology will also be integrated within the lesson as one of the methods used to diagnose student's curricular gaps (e.g. I-Ready, accelerated reader, STAR, IXL).

- *Systematic & Explicit Instruction: Systematic* instruction refers to the explicit sequence of instruction and the emphasis upon providing guided practice. Systematic instruction is a more descriptive term than direct instruction and is less ambiguous. The School will use formative and summative assessment data to realign the instructional framework and provide systematic and explicit instruction for text-based vocabulary acquisition and close reading models using complex text that is appropriate. Explicit instruction is teacher-led, interactive instruction where the words and actions of the teacher are unambiguous and direct. The teacher begins with a clear explanation of the targeted skill, followed by modeling of the skill. Ample practice opportunities, including guided practice with corrective feedback, supported application and student independent practice using aligned student materials help the student to apply what they have been taught. The purpose of explicit instruction is to convey the content and skills clearly so that students can be led to mastery of the information.
- *Individualized Course Placement* - The curriculum is designed to serve students of all levels. All students will have access to every opportunity our teachers and administration can provide to accelerate their academic progress. Students who are ready for more challenging work will have the opportunity to participate in Advanced or Gifted learning settings, as appropriate and based on eligibility. The School will utilize an individualized approach for the proper placement of the students in their courses, considering test scores, academic history, and both state and sponsor requirements to inform placement decisions. All students at the School will be encouraged to maximize their academic potential by taking the most rigorous program they can handle.

Coursework to assist in meeting the needs of all students (whether below, at/or above grade level):
The emphasis of the Pinecrest framework is to maximize student potential, starting and meeting the students at whatever level they are (in need of remediation, proficient, etc.) and consistently moving

towards supporting them to attain a level of mastery and ensuring personal growth, therein encouraging students to pursue the most rigorous and challenging academic program they can handle, while students who are struggling and/or underachieving are gently guided and/or assisted towards achieving proficiency and mastery through remediation via a targeted intensive tutoring program and taught using supportive learning strategies. As a result, students will build a strong foundation and be better prepared for success in middle school and, later, in high school and beyond.

E/LA Instructional Materials for some of the E/LA courses the School plans to offer: The school plans to use state-adopted instructional materials, similar to those used at other Pinecrest schools, including the school to be replicated, including digital software and multimedia in the instruction of English/Language Arts and Reading to differentiate between the regular and advanced curriculum (Intensive Reading Materials will be those implemented by the Sponsor). The school commits to use these or other digital state-adopted materials as approved by the sponsor/state for use by the charter school, as follows:

Grades/ Course	Materials	Supplementary / Technology	Rationale
K-5 ELA	-McGraw Hill Florida Wonders	-Magnetic Reading by Curriculum Associates -Wordly Wise -Top Score Writing -IReady Instructional program -IReady teacher Tool box -IXL Language Arts -Primary Phonics Books 1 and 2 -Accelerated Reader -MyON Digital Library -BrainPOP	-Florida Wonders is State-adopted, research-based and has brought success to Pinecrest schools and is included in the Sponsor's Evidence-Based Reading Plan.

K-5 Tier Two Interventions	Reading Horizons/Discovery Elevate	- Florida Wonders Tier 2 Lessons -IReady Teacher Toolbox -IReady Instructional Program Teacher	-State-adopted & other instructional materials have resulted in a track record of outstanding success across Pinecrest Academy schools, and is part of the Sponsor's Evidence- based reading plan. -Selected texts, supplements and materials are aligned to Florida Standard
K-5 Tier 3 Interventions	Reading Horizons Discovery/Elevate	-IReady Instructional Program Teacher Assigned Lessons	-State-adopted & other instructional materials have resulted in a track record of outstanding success across Pinecrest Academy schools, and is included in the Sponsor's Evidence-based reading plan. -Selected texts, supplements and materials are aligned to Florida Standard

**Please Note – The materials listed herein are those utilized by the School to be replicated and which the school also hopes/plans to use. However, as adoptions expire, and new standards are implemented, the School will adopt core instructional materials that meet the requirements of s. 1001.215(7), F.S., and thereby continue to utilize instructional materials that incorporate explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text comprehension and incorporate decodable or phonetic text instructional strategies as jointly identified by the Just Read, Florida! Office and the Florida Center for Reading Research.*

Writing —The writing standards focus mainly on text types, responding to reading, and research. To build a foundation writing readiness and success, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. The expectation is that students learn to appreciate that a key purpose of writing is to communicate clearly to an external audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. It is also important that students develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, teachers will be expected to provide students with significant opportunities and time and writing, producing numerous pieces over short and extended time frames throughout the year.

Teachers will deliver lessons that focus on the following areas:
Purpose, Focus, and Organization: These lessons will enable the student to write sustained and consistently focused within the purpose, audience, and task; and the student has a clearly stated controlling idea and effective organizational structure creating coherence and completeness.

Evidence and Elaboration: The main focus in this area is to provide additional resources to enable students to elaborate within their responses providing thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details.
Conventions of Standard English: Additional lessons will focus on grammar usage and conventions both written and via the use of technological tools. This will enable students to respond demonstrating an adequate command of basic conventions.

Other primary instructional strategies include the use of kinesthetic supports and structured learning tools to strengthen student understanding. Prewriting and organizational skills are developed through the use of graphic organizers. Students are taught to respond to questions using the RACE strategy (restate, answer, cite, and explain) to promote clear, evidence-based thinking. Writing instruction may also incorporate RAFT activities (role, audience, format, and topic) to help students develop purpose and voice in their writing.

To support reading comprehension, teachers utilize the SPADE strategy (Survey, Predict, Annotate and Analyze, Additional Reads, Dissect Questions, Evidence). This approach helps guide students through texts in a structured way, beginning with identifying the general meaning and building toward deeper understanding and use of text-based evidence.

Mathematics

Standards - The School will implement the BEST Math Florida Standards as the base for instruction. The standards describe the mathematical skills and concepts all students need for success in college and careers. The *Mathematical Content Standards* describe what students should be able to do (the "what?"). *Standards for Mathematical Practice* describe the ways in which Mathematical Content Standards should be approached (*the "how?"*). The Standards for Mathematical Practice are the same at each grade level; however, students will engage with and master new and more advanced mathematical ideas as they progress through each grade (Mathematical Content Standards). Accordingly, the Mathematical Practice Standards will be taught in conjunction with the Content Standards at each grade level. Teachers will pace instruction using curriculum pacing guides by subject or grade level, that aligns the State adopted textbook to the standards to provide the timeline for instruction and ensure the course material is taught sequentially, consistently and in a challenging format.
Instructional Strategies - Through a rich Mathematics curriculum and research-based instructional strategies, the School aims to develop students' mastery of mathematical concepts as well as their ability to engage mathematics to reason, communicate, and problem-solve making them able to remain competitive in an ever changing, fast-paced and technology-rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel at or above grade level expectations.

Further, the School, like the school to be replicated, will commit to focus on STEM initiatives, with the ultimate goal of growing the proficiency level of students in the areas of science and mathematics, preparing them for a competitive global marketplace, that will require students to excel in science, math, technology and engineering to become a contributor therein. Some of the strategies the School will use include:

Some of the strategies the School will use include:

- *Literacy Integration* - The School will infuse literature and technology into Mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g. word walls, journals for

hypothesizing and/or subsequent reflection of mathematical conclusions, graphing software, interactive white boards, to name a few.)

- *Differentiated Instruction* – Classroom teachers design lessons that recognize the diverse learning style of students and afford opportunities for student choice and creativity (e.g. some strategies include prior knowledge assessment, graphic organizers, collaborative mathematical discourse, higher order thinking, continuous assessment of learning, etc.). Math intervention courses will be designed to assist students in strengthening their individual areas of identified need/deficiency as well as Advanced courses will be offered for students who have mastered grade level/content standards, as applicable, and are in need of instruction at a higher level of mathematics. Pinecrest schools commit to differentiated instruction as a means to ensure every child is growing and making continuous improvement and maximizing their own mathematical potential.
- *Cooperative Groups of Mixed Ability* – Classroom teachers place students in cooperative groups of mixed abilities to complete a daily activity. Students who are struggling can benefit and learn from students with a greater mastery of the skill or better grasp of the subject matter.
- *Coordinated Intervention/Support from School Staff* – Utilize the School's staff to plan intervention strategies for individual students. One example that typifies this intervention, the School's counselor will check on struggling students on a weekly basis and communicate with the parent and teacher. Communication between teachers and parents of struggling learners, provides a safety net for the struggling student and/or advanced students get additional support for enrichment.
- *Student-generated word problems - S*tudents create word problems for a specific math skill. Through the construction of a problem, students learn what to look for when solving word problems, they are assigned. It also makes mathematics relevant to their own lives.
- *Think-Pair-Share:* This strategy gets students to think critically and use each other as resources before going to the teacher. Students will think independently about the answer to a question with which they were prompted. After, students share their response with a partner, they have an opportunity to discuss whether their answers agreed or if one or both need to go back to the drawing board. Next, they share responses with the entire class.
- *Think-alouds:* using explicit explanations of the steps of problem solving through teacher modeling metacognitive thought. Often students see a problem and hear the answer but don't know what happened in between. When a teacher works through what is going on in his/her brain (and models) as a problem is solved, students can begin to fill in and apply the gaps.
- *Technology Integration:* The School plans to use state-approved instructional materials, including digital and multimedia software in the instruction of Math to encourage and enable students to explore, visualize, solve, and better describe the concepts they are learning. Graphing software, calculators, computers, and interactive white-boards are some of critical technology tools that will be used as part of the School's effective mathematics program. Additionally, the School may utilize specific software to support the teaching and learning of mathematics, such as IXL Learning, Gizmos, Reflex Math, FRAX, Generation Genius, Coach Digital much like other Pinecrest Academy Schools.

Methods for Differentiated Instruction -

- **Placement & Courses** – The Mathematics program is designed to meet the needs of all elementary students and support a range of ability levels. All students will have access to opportunities that promote academic growth and acceleration. Students who are ready for more rigorous instruction may be placed in Advanced or Gifted settings, as appropriate and based on eligibility.The School uses an individualized approach to student placement, considering assessment data, teacher recommendations, academic history, and State and Sponsor requirements. Teachers follow curriculum pacing guides aligned to state standards to ensure instruction is delivered consistently, sequentially, and at an appropriate level of

rigor.Mathematics instruction focuses on building strong foundational skills, including number sense, problem solving, mathematical reasoning, and early concepts in areas such as geometry and algebraic thinking, helping students develop confidence and prepare for future success.

Meeting the Needs of All Students (Whether Below, At/or Above Grade Level):

- **Students in Need of Intervention/Remediation** – Students who require additional support in mathematics will receive targeted intervention in addition to their core instruction, rather than replacing essential instructional time. These supports are designed to reinforce skills and address specific learning gaps. Classroom teachers will collaborate with interventionists by sharing data to ensure instruction is aligned to student needs and areas of improvement. Students will also have access to supplemental support through programs such as IXL study plans, including approximately 1 hour of individualized practice that may be completed through guided home learning. In addition to in-school support, students may participate in afterschool and Saturday tutoring sessions, as appropriate, to further strengthen their skills and promote academic growth.

Advanced/Gifted – The School will address the needs of advanced learners in the elementary grades by providing enriched and rigorous learning opportunities for students who demonstrate high academic potential. These students may participate in Advanced or Gifted settings (for those who qualify), where instruction is designed to challenge their abilities and promote higher-level thinking.

These opportunities go beyond the regular curriculum and are intended to help students maximize their potential, foster creativity, and develop a strong foundation for continued academic success. Instruction is differentiated to ensure that advanced learners are engaged, supported, and appropriately challenged as they prepare for the transition to middle school.

Instructional Materials for some of the Mathematics courses the School will offer - The School will use research-based materials that is rigorous and standards-driven. Some of the curriculum, programs, texts, and curriculum supplements the School intends to use to deliver Mathematics instruction to aide student achievement/mastery of state approved standards, include:

Course	Main Text	Technology/Supplements	Rationale
K-5 Math	National Geographic/Cengage Big Ideas Math	IXL, Gizmos, Reflex Math, FRAX, BrainPOP	State-adopted & other instructional materials have resulted in a track record of outstanding success across Pinecrest Academy schools, including the school being replicated. Selected texts, supplements and materials are aligned to Florida Standards.
K-5 Math Interventions	National Geographic/Cengage Big Ideas Math	Reteach lessons, IXL	State-adopted & other instructional materials have resulted in a track record of outstanding success across Pinecrest Academy schools, including the school being replicated. Selected texts, supplements and materials are aligned to Florida Standards.

Science

Standards - The School will deliver a science curriculum that will prepare students to achieve mastery of the Florida Standards in Science, or other FLDOE standards proffered in the future, by providing cutting edge science instruction and utilizing instructional strategies and varied resources to deliver science curriculum. All science courses and science curriculum content will be inquiry-based and hands-on in nature. All science classrooms will utilize strategies such as wide reading from complex texts, emphasize text-specific complex questions, and provide extensive research and writing opportunities.

Instructional Strategies – Teachers will provide opportunities for emphasis on text-specific complex questions and give emphasis on students' supporting answers based upon evidence from text and provide extensive opportunities for research to increase content literacy by providing reading and writing opportunities throughout each of the science courses. The School will use curriculum pacing guides, aligned to the Florida Standards and State adopted textbooks to deliver course content (as per the FLDOE course content guidelines) to pace instruction for each academic area, thus ensuring the course material is taught sequentially, consistently and in a challenging format. The following strategies, proven successful at the school to be replicated, will be utilized in science classrooms by the School:

- *Inquiry based learning* - This student-centered strategy in Science 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, especially through the scientific method.

- *Cross Curricular Alignment and Planning* - Allocate time for science and mathematics (and ELA) teachers to work together to plan the integration of science and mathematics (and literacy) to support the curriculum of their specific courses. Mathematics and science teachers at the School

will include meaningful mathematics and science projects that emphasize the content strands and incorporate into classroom and home learning assignments, reinforcing and integrating various subject matters, thus capitalizing on time, increasing exposure and presenting material in a different manner.

- *STEM Focus* - Teachers (science and non-science teachers) will use STEM-like resources to aide in planning lessons and increase access in an effort to "capture natural curiosity and stimulate interest, thereby building better understanding and quality performance." Several Pinecrest schools are currently implementing PLTW (Project Lead The Way) curriculum and currently employ teachers who have been trained and are incorporating PLTW instructional strategies in their classrooms. The School may consider such an endeavor, bearing the continued success of implementation of the program at other Pinecrest schools-with the potential end goal of STEM integration to ultimately increase interest in STEM careers.

- *Literacy Integration in Science* - Teaching scientific literacy skills and processes will not occur separate from the teaching of content. Instead teachers will embed the literacy skills in the content by developing lessons mindfully and using strategies that incorporate the following essential Science components/strategies**:**
  - *Preparing Students for Learning and Prior-Knowledge Assessment:* "frontloading" to elicit prior knowledge related to real-life experiences and applications. Strategies: Using graphic organizer, Concept Mapping, KWL, showing a video clip, conducting a demonstration, using literature to introduce a lesson or Science topic.
  - *Developing Active Learners:* Providing opportunities for students to construct their own understanding. These situations would require students to organize, classify, interpret, and draw conclusions about real-life mathematical and scientific problems. Strategies: Posing open-ended questions, real-life scenarios to solve, or situations requiring higher order thinking skills.
  - *Differentiated Instruction:* Strategies: Using scientific laboratory equipment in learning centers that build in difficulty, hands-on activities in groups to encourage collegiality, and technology-based activities to support familiarity with technology to introduce perhaps an unfamiliar or difficult new concept and address a different learning modality; assignation of open-ended projects, "teaching up…start with what we consider to be high-end curriculum and expectations -- and then differentiate to provide scaffolding, to lift the kids up" to name a few.
  - *Integrated Teaching:* Strategies: Posing authentic problems to solve; bridging activities that involve students in critical thinking, process skills, and product development; CRISS strategies for math and science.
  - *Critical Thinking and Higher-Order Questioning:* Teachers will encourage students to pose their own questions, evaluate the information presented, and make informed decisions about the information. Examples would include, "How would you solve a similar situation?" or "What criteria would you use to ...?" Strategies: Elaborating, analyzing, hypothesizing, and evaluating.
  - *Continuous Assessment of the Learning:* Strategies: Using performance tasks, essays, portfolios, video presentations, and demonstrations.

- *Methods for Differentiation* –The School will offer science courses as a solid foundation for students to be able to pursue the advanced science/high school level courses with success whenever they are ready to do so and their schedule lends itself. All of the School's science courses are designed to promote a sense of inquiry through laboratory experiences and to develop critical thinking skills.

- **Placement and Courses** – The science program is designed to meet the needs of all elementary students, providing a range of opportunities to support and extend learning. Students will have access to engaging, hands-on science experiences that build curiosity and support academic

growth. Students who are ready for more challenging work may participate in Advanced or Gifted learning settings, as appropriate and based on eligibility.

The School will use an individualized approach to student placement, considering assessment data, academic history, and State and Sponsor requirements to guide decisions. The science program will also incorporate STEM-focused learning experiences to help students develop critical thinking, problem-solving skills, and an early interest in science and technology, preparing them for continued success in future grade levels.

o *Instructional Materials* - The School will use research-based, State-adopted materials for science instruction that are rigorous and standards-driven. Classroom instruction in all courses will include scientific investigations using the inquiry approach and scientific method via science lab experiences. Students will explore science concepts through hands-on experiences, formulate and test hypotheses, solve problems as well as learners will give priority to evidence when responding to questions. The resources and instructional materials listed below, are currently being used at other Pinecrest Academy Schools and yielding success:

Science Instructional Materials

Course	Main Text	Technology/ Supplements	Rationale for selected Materials
K-5 Science	McGraw Hill Florida Science	Gizmos, Quizlet, Nearpod, J & J Education Bootcamp, Sciencesaurus, BrainPOP, IXL, Fl JumpStart Science, Penda Science, Generation Genius	State adopted texts, rich in STEM connections and aligned with FL Standards. Gizmos provides a variety of interactive tools to help support, extend, & enrich classroom instruction.

Additional Science instructional materials will be gathered for lesson plans using the following resources: Florida Association of Science Teachers; National Institute for Science Education; National Science Teachers Association, STEM TIPS, and Discovery Learning: STEM, Everglades Literacy Program.

Social Studies

The School will deliver a Social Studies curriculum that will prepare students to achieve mastery of Social Studies Florida Standards as well as support content area literacy standards for Language Arts Florida BEST Standards. Social Studies education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in democratic and 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 instill an understanding of the world beyond their borders. Among the many goals of the Social Studies program, include mastery of Social Studies Standards with support for FL BEST Srandards, as well as the School will also aim to encourage students' civic responsibility; promote high expectations for all students; promote understanding of social, political, and economic institutions; encourage student involvement in community service; and focus on the identification of the potential solutions to local, national, and world problems.

Instructional Strategies - The Comprehensive Social Studies program will emphasize content, concepts, and skills from the social sciences, the humanities, and, wherever appropriate, mathematics, and the natural sciences. The school will also support literacy via the Social Studies content as children will experience

wide reading from complex texts, address text-specific complex questions, emphasizing students support their answers based upon evidence from text and students will be given opportunities for extensive research and writing opportunities throughout each of the social studies courses. Teachers will also engage learners in "broad questions" with the aim of teaching a large concept, deconstructing the sum of its parts and later rejoining the individual concepts to create a deep understanding. The School commits to utilize instructional pacing guides, as a means to ensure course material is taught sequentially, consistently and in a challenging format and covering the necessary concepts using materials aligned to the Florida Standards in Social Studies. The following strategies, will be implemented by the School as part of their Social Studies program:

- *Inquiry-based learning* – through primary sources of information - allowing students to: *Connect* to prior knowledge, interpreting and questioning an information source; *Wonder:* by developing focused questions to guide their inquiry investigations; *Investigate:* by using a combination of primary and secondary sources to pursue their questions in depth; *Construct:* by organizing and drawing conclusions from the information to confront conflicting ideas and form and defend their evidence-based opinions; *Express:* by developing a product to demonstrate their new understandings and share with others, they solidify their own learning; and *Reflect:* by encouraging students to think about what they have learned about the topic or idea and about inquiry itself.

- *Infusing Literacy skills:* Teachers will incorporate reading comprehension strategies, including vocabulary development, and reading comprehension strategies, in the delivery of Social Studies curriculum. These will include the following: monitoring comprehension, connecting, questioning, visualizing, inferring, determining importance, and summarizing with emphasis on vocabulary.

- *History Labs:* require in-depth learning and thinking on the part of the student guided by an essential question, analysis of primary or secondary source documents, and ending in a rigorous writing assignment or other rigorous learning task. History/Social Studies labs ensure that engaging lessons are designed to increase student skill level in interpreting documents.
- *Stimuli Based Instruction* – using primary or secondary sources of information, emphasizing content/skills explicitly stated in standards/benchmarks, to increase student content knowledge, analytical skills, and engagement (e.g., political cartoons, graphs, quotes, etc.)

- *Use of visuals* - such as graphs, maps, information and digital materials (google earth) in Social Studies instruction. The School will also use Newspapers as a literacy enrichment supplement and to incorporate data analysis daily by means of graphs and charts and will integrate Reading and Writing strategies within the Social Studies Content using Literacy Standards for Social Science.

- *Claim Evidence Reasoning (C-E-R)* - requiring students to state a *claim* (may be in response to a question); provide *evidence* **t**o support the claim and state a *reason* why the evidence answers the question.

- *Horizontal curriculum planning* - Cross Curricular Alignment between Social Studies and Language Arts will benefit student writing and comprehension skills, reference and research skills, identifying primary sources and secondary sources, and proper citations of sources will further solidify the effectiveness of core instruction. Students will be given instruction in Informational Text and Research Process skills and will also be given various opportunities to apply these skills.

Assessments will be aligned to Benchmarks in order to maximize opportunities for students to master content**.** The content in these courses will also allow for students to master such skills, including but not limited to: Analyzing primary and secondary sources of information; Interpreting trends in government that span across multiple time periods; Evaluating Civics from political, economic, and social perspectives; Understanding, evaluating, and interpreting graphic information (e.g., from charts); Drawing conclusions

from multiple pieces of complex information; Researching and writing about important historical tie periods; Understanding and being able to explain the meaning of political cartoons.

Methods for Differentiation:
Placement - The School is committed to treat learners as individuals; therefore, one of the responsibilities the School commits to take most seriously is the proper class placement of each student in coursework. Each child will be evaluated for course placement individually, taking into account test scores, past performance, personality, development, and state requirements.

Differentiated Instruction - The School will use state-approved texts to differentiate between the regular and honors curriculum in the area of Social Studies. The School plans to mirror the Social Studies curriculum offerings and instructional materials being utilized and implemented at the school to be replicated and which have proven effective, as follows:

Social Studies Instructional Materials

Grades	CORE	Supplementary/ Technology	Rationale
K_5	*Analytic Orange: Florida History Makers Series*	-Social Studies Weekly -BrainPOP	The school will adopt state-approved Social Studies texts that are aligned with Florida Standards and rich in real-world connections to help students understand history, geography, civics, and economics in meaningful ways. These texts, paired with interactive tools and resources, provide opportunities to support, extend, and enrich classroom instruction, engaging students in active learning and helping them make connections between content and their everyday lives.

D. Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment C.

The applicant acknowledges that Reading is a critical piece foundational for success in every subject, at every grade level and in every content area and therefore the School will provide extensive and explicit instruction in comprehension and analysis strategies with complex and rigorous texts, be they literary or informative. At the School, teachers will use a variety of research-based proven instructional strategies to

reach all level of learners with the goal that all students become successful, independent, and comprehensive readers. To that end, the School will adopt the Sponsor's Comprehensive Research-Based Reading Plan to provide teachers with a systematic framework for literacy instruction. The goal of all instruction is to improve student achievement through mastery of the Florida BEST Standards, where applicable, the Next Generation Sunshine State Standards. Attachment C – Reading Curriculum

E. Describe how the educational program, curriculum and instructional design is substantially similar to the high-performing charter school that is being replicated.

All Pinecrest Academy schools share: a common philosophy/expectation of student excellence; an expectation of parental commitment; and a collaborative decentralized management infrastructure, which was established at the inception of the Pinecrest model over two decades ago and has historically yielded success for the Pinecrest schools. These factors support the organization's capacity to replicate the Pinecrest model and specifically, the School commits to replicate Pinecrest Academy Charter School South Campus' design, including the aforementioned details and in addition to substantially replicate their curriculum focus, instructional materials selection, teaching strategies and philosophy, which feature: a preparatory environment (instilling a college mindset) – wherein commitment to rigor, relevance and relationships serve as the pedagogical compass. The School will also use an advancement mindset, wherein rigorous coursework will prepare and allow students to have a seamless transition successfully into the next level of their schooling.

The administrators, coaches and teachers at the School will engage in many of the same professional developments as that of the staff of the school being replicated, including the Opening of Schools professional development, which is mandatory for all Pinecrest staff members, including staff of the future School, for which this petition is being submitted. New staff members will be matched with staff of the replicated school for peer tutoring and mentoring. Throughout the year, teachers of the new school will work together with other Pinecrest school teachers during Pinecrest-wide professional developments. In addition, the School will work directly with the administration of other Pinecrest schools, to align and mirror horizontal and vertical teaming, such as: Pinecrest Reading Coach PLC Dialogues, Pinecrest Math and Science PLC Dialogues, and in-school vertical teams of Reading/LA/and a Math and Science PLCs. The School will also mirror the school calendar and class schedule, and curriculum offerings and other Pinecrest-based research based material and program PDs. The School will also participate in similar educational training and shared PDs amongst the Pinecrest network. The School will also replicate the Parental Involvement Component with the creation of their School Advisory Council, as well as offer the same Open House and quarterly parent-teacher conference structure that is offered at other Pinecrest schools. The School will also replicate the extracurricular program, including athletics and interest-based clubs, giving students opportunities to develop their athletic skills, explore personal interests, and learn important lessons in sportsmanship, teamwork, and fair play.

As previously described, the School will uphold Pinecrest's core mission of Academic Excellence, with a strong focus on preparing students for middle and high school, and eventually post-secondary education and career readiness. The Pinecrest approach uses a "push and pull" method: students are pushed to engage in the most rigorous and challenging academic program they can handle, while those who are struggling receive targeted support and remediation through small-group instruction and focused learning

strategies. This approach ensures that all students are supported in reaching their full potential, better preparing them for success at the next grade level and beyond.

To that end, in order to ensure the educational program proposed by the applicant will replicate the Pinecrest program, the governing board will oversee implementation of the following best practices of the replicated school, including but not limited to:

- ensuring fidelity of instructional programming, and utilizing appropriate grade/subject level pacing guides utilized by other Pinecrest Academy Schools, especially the school to be replicated;
- meeting periodically by grade level and/or subject to plan and share best practices and creating lesson plans to be submitted to department heads for review;
- utilizing the common board configuration - outlining the objectives, agenda, essential questions, and home learning assignments for each class;
- ensuring teachers are on task and effective, utilizing various processes such as: formal observations conducted at least once a year, classroom, walkthroughs conducted daily, and ongoing review of student performance data and results as a means to inform instruction;
- using qualitative and quantitative data to inform and guide instructional planning and practices that are aligned with the adopted Florida Standards;
- using numerous data results from state summative assessments – and collecting, disaggregating and compiling data binders to use for data chats inclusive of all stakeholders;
- ensuring the School engages in the same student data-driven continuous improvement methodology that is utilized at all Pinecrest Schools as a part of their continuous improvement plan (and detailed as part of their accreditation plan and commitments);
- engaging in professional development for implementation of curriculum, such as IReady;
- implementing the same cornerstone elements: high expectations (through a push and pull philosophy) like targeted tutoring and parental involvement;
- recruiting faculty and staff that are committed to deliver a rigorous curriculum, and maintain a differentiated instructional approach to ensure student success;
- providing access to supervised study time and tutoring after school (and possibly on Saturdays as well) to accelerate student progress; and
- availing access and offering support for students who wish to pursue advanced academic program.

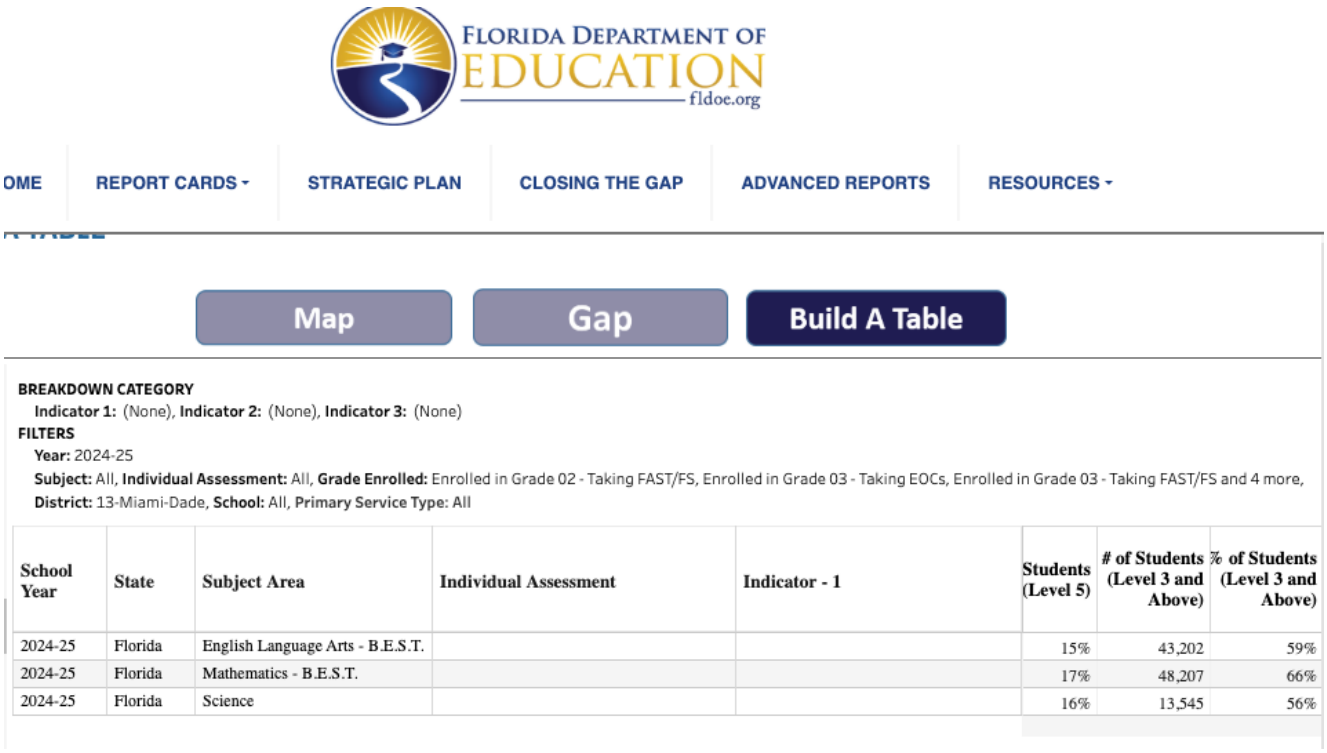
In essence, the principal and the teachers of the School will be held accountable to the same expectations and level of professionalism as those of other Pinecrest schools, including the School to be replicated. The School principals will work with the administration and staff at the replicated school in an effort to align and mirror all areas of the Pinecrest program.

Section 4: Student Performance, Assessment and Evaluation

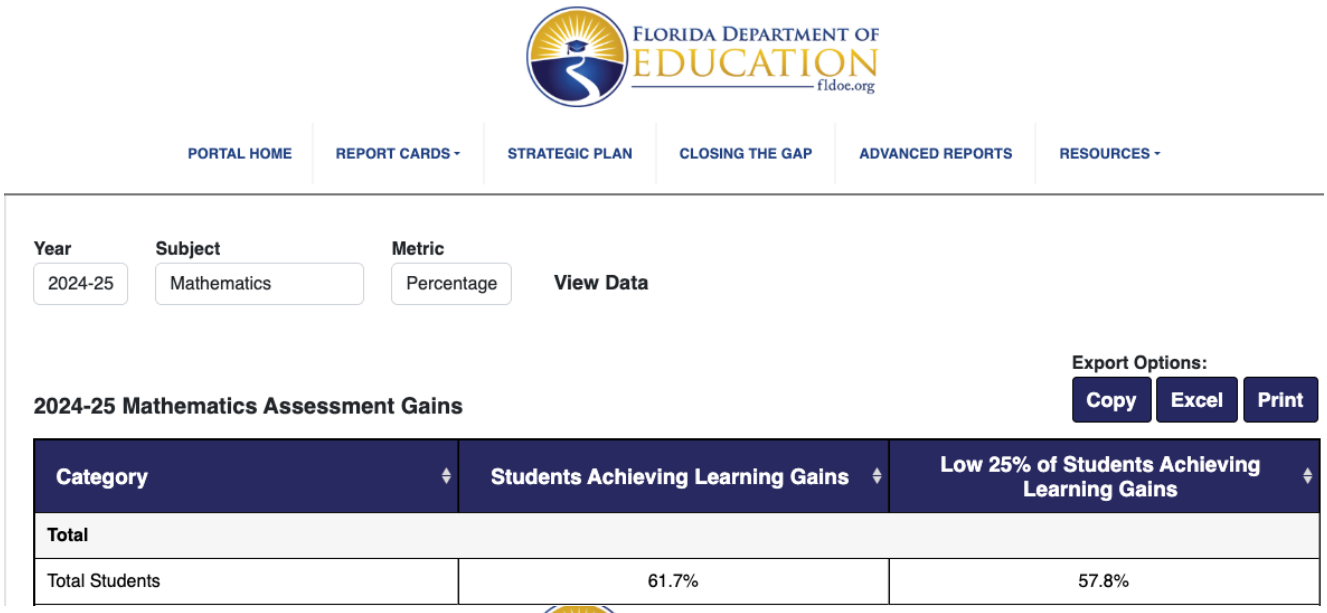
Performance Goals

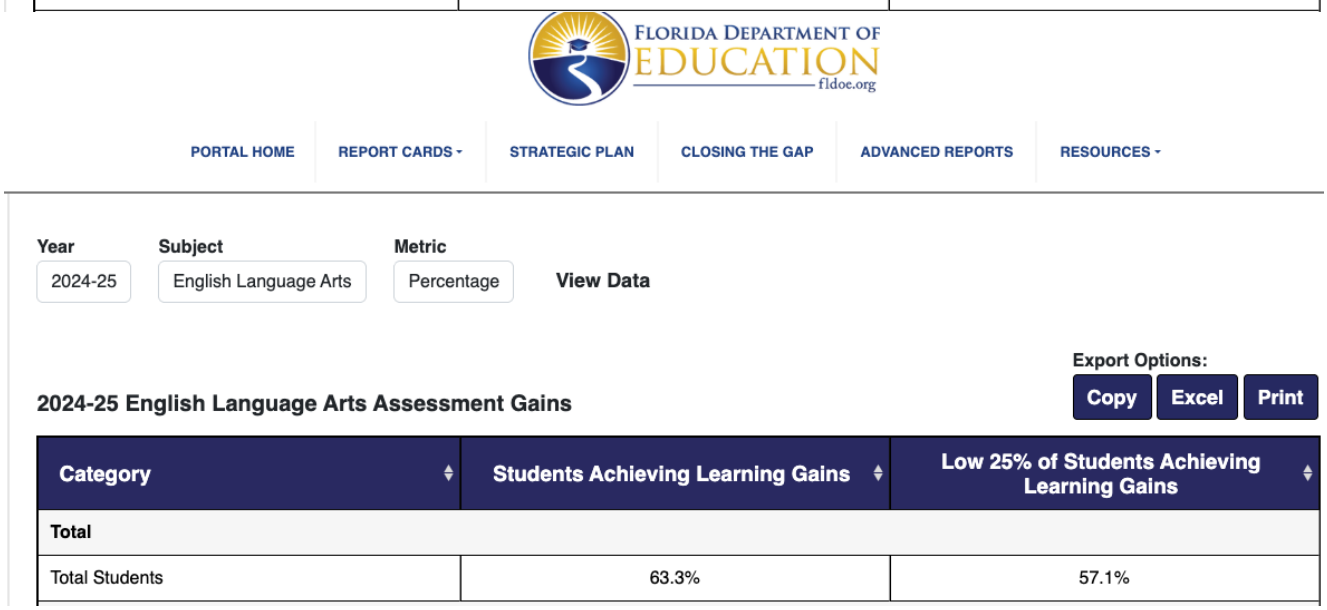
A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the specific results to be attained through instruction.

The expected incoming baseline for Year 1 is determined using the Sponsor's average performance in the 2024-2025 assessment year. The rationale is that the School's incoming students are presumed to be representative of the demographics of Miami Dade County.



School Year	State	Subject Area	Individual Assessment	Indicator - 1	Students (Level 5)	# of Students (Level 3 and Above)	% of Students (Level 3 and Above)
2024-25	Florida	English Language Arts - B.E.S.T.			15%	43,202	59%
2024-25	Florida	Mathematics - B.E.S.T.			17%	48,207	66%
2024-25	Florida	Science			16%	13,545	56%





https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=13

Because the incoming baseline projected here may not actually be the exact student population in year 1 of the School, the projections below establish the basis for academic growth and improvement that students are expected to show each year, but will be realigned once the School collects baseline data after the first year of operation.

The School's educational goals for improving student achievement each year will aim to increase student proficiency from year to year; aspire to remain competitive with district/state achievement targets; and seek to increase student performance and learning gains from year to year. Performance goals will be developed with the rationale of reaching, at least, the average proficiency levels of Pinecrest Academy elementary schools as compared to the district average after a few years of Pinecrest program implementation.

By replicating and implementing the same best practices and curriculum design while serving similar student populations, the School expects to have a similar rate of academic growth and improvement as the existing Pinecrest Academy schools beyond the first year of inception.

Instruction and assessments in Reading, Writing, and Mathematics will be aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.). The Florida Assessment of Student Thinking (FAST), will be administered as a progress monitoring assessment, which students will participate in three times per year.

Goals for Academic Growth

ELA Baseline: 59% based on Miami Dade County 2024-25 ELA FAST Assessment

Goal: At least 61% of students in 3rd-5th grade, will perform on grade level in ELA, as evidenced by their scores on the FAST PM3 ELA assessment.

Rationale: The School commits to achieving a similar proficiency level or learning gains and attain a school average in excess of the District and/or statewide average (whichever is higher). The replicated school model is an established school implementing the program for many years, and we anticipate the School will grow to replicate their success as a result of program implementation.

Mathematics Baseline: 66% based on Miami Dade County 2024-25 FAST Math Assessment.

Goal: At least 68% of students in 3rd-5th grade, will meet high standards in Mathematics, as evidenced by performing at grade level or higher on the PM3 FAST assessment in Mathematics.

Rationale: The School commits to achieving a similar proficiency level and attain a school average in excess of the District and/or statewide average (whichever is higher. This goal will remain competitive with District and State as well as be competitive with Pinecrest-wide average after implementing the program for 3 years.

Science Standards Baseline: 56% based on Miami Dade County 2024-25 Statewide Science Assessment Proficiency Rate

Goal: At least 58% of 5th grade students will meet high standards in Science, as evidenced by scoring proficient or higher on the Statewide Science Assessment within the first year of operation.

Rationale: The School commits to achieving a similar proficiency level and attain a school average in excess of the District and/or statewide average (whichever is higher. This goal will remain competitive with District and State as well as be competitive with Pinecrest-wide average after implementing the program for 3 years.

Learning Gains Goal for students scoring in the lower quartile:

Goal: At least 57% of students in 3rd-5th grade, will make learning gains in ELA by:

· Improving one or more achievement levels from one year to the next; or

· Level 1 and 2 students increasing their score from one subcategory to a higher subcategory; or

· Level 3-4 students maintaining a Level 3 or 4 and improving their score by at least 1 point from one year to the next; or

· Level 5 students, maintaining a level 5 from one year to the next.

Rationale - The School's educational goals for improving student achievement each year:

aim to increase student proficiency from year to year; aspire to remain competitive with district/state achievement targets; and seek to increase student performance and learning gains from year to year.

Learning Gains Goal for students scoring in the lower quartile:

Goal: At least 58% of students in 3rd-5th grade, will make learning gains in Math by:

· Improving one or more achievement levels from one year to the next; or

· Level 1 and 2 students increasing their score from one subcategory to a higher subcategory; or

· Level 3-4 students maintaining a Level 3 or 4 and improving their score by at least 1 point from one year to the next; or

· Level 5 students, maintaining a level 5 from one year to the next.

Rationale - The School's educational goals for improving student achievement each year aim to increase student proficiency from year to year; aspire to remain competitive with district/state achievement targets; and seek to increase student performance and learning gains from year to year.

If actual incoming baseline is substantially different than the expected baseline: As previously intimated, annual learning goals should be written to ensure the students who are being served are growing and in a mode of continuous improvement. The School will establish educational goals for improving student achievement each year. These educational goals will reflect the School's commitment to continuous improvement and will aim to increase student proficiency from year to year as well as remain competitive with district/state achievement targets. If the actual incoming baseline is substantially different than the expected baseline, the School's academic goals and objectives will be revised depending on the need for setting higher targets than expected.

In addition to the specific goals for Academic growth enumerated above, we will also establish baselines in student process dimensions during the first month of the Academic year and will expect to see steady growth from these initial baselines over the course of the year. Process baselines will be established for each course in which a student is enrolled, and will include the following:

- Engagement - in addition to taking attendance, teachers will record at the end of each class the degree to which students were engaged in the class
- Learning Skills - for all assessed work, in addition to being assessed on the degree to which student work product exhibits the intended learning, students will be assessed on the degree to which they exhibit mastery on the different categories of learning skills: Investigate, Analyze, Reason, Communicate, and Reflect.

- Work Process Skills - in addition to the learning skills students will also be assessed on the degree to which they have mastered the work process skills, namely: focus, plan, manage resources, work efficiently, and document.

By tracking performance across these dimensions we will able to monitor students carefully to ensure that they are growing in their performance and to provide focused intervention in specific areas as needed.

B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

Parent Satisfaction Goal:

- At least 80% of parents/guardians of students enrolled at the School will indicate a high level of satisfaction with their child's schooling experience, evidenced by positive feedback on Stakeholder Satisfaction Survey administered in the second semester of each school year.

Revising academic goals for improving student learning – The School will establish educational goals for improving student achievement each year through Annual Measurable Objectives (AMO). The AMOs and goals will reflect the School's commitment to continuous improvement and in accordance with their Cognia (formerly AdvancED) Accreditation, and will aim to increase student proficiency from year to year as well as remain competitive with district/state achievement targets. If the actual incoming baseline is substantially different than the expected baseline, the School's academic goals and objectives will be revised depending on the need for setting higher targets than expected. In addition to increasing performance on external benchmarks the School will track performance on internal measures to ensure that students are remaining on the predicted learning growth trajectory or are demonstrating improved rates of growth.

Desired Overall Results and Evaluating Success - The School's overarching goal for academic growth and improvement is to increase student proficiency from year to year and demonstrate mastery of the Florida BEST Standards. To achieve this, the School will set realistic AMO targets for Year 2 based on actual student performance results of the School's population in Year 1 (as detailed above). Classroom-based, sponsor-adopted, statewide assessments will measure student progress toward mastery of the standards, mastery of course content as outlined by the FLDOE across all grade levels served. Using each previous year's results on all applicable assessments, the School will compare student progress from year to year to determine growth and areas in need of instructional focus. Student academic progress will be compared from quarter to quarter and from year to year as a means to determine whether students are continuously improving and making learning gains (i.e. baseline established during Year 1 will be used to determine student academic improvement in Year 2). The School will use this data to evaluate the effectiveness of the curriculum by determining the extent to which the School is meeting the Annual Measurable Objectives (AMO) each year. Data will be used to determine annual student growth and to inform stakeholders to the extent which the School's educational goals and performance standards are being met each year.

Assessment and Evaluation

C. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments). Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.

The School will participate in the statewide assessment program created under section 1008.22, F.S. and comply with all applicable requirements under 1003.43, F.S. The School will also participate in all federal, state, and sponsor assessment programs as directed by the Sponsor following all required policies and procedures with regard to administration of tests and standardized practices. The School will administer and use state standardized assessment scores and sponsor-adopted assessments in each course offered (as required) to measure mastery of Florida BEST Standards across all grade levels and monitor student performance.
Furthermore, the School will implement the Sponsor's testing calendar and measurements, and frequency of assessments therein as amended from time to time in accordance with district and/or statewide assessments.

Baseline assessments – The School will use diagnostic screening assessments in ELA and Math to establish baseline at the beginning of the school year. Diagnostic assessments may include, but **are not limited to**: teacher assessments, placement tests, diagnostic software, IReady, STAR, etc. In addition, any available data from previous school year (e.g. coursework, report card grades, Standardized assessments results ((e.g. ELA Writing Test, district Science baseline, etc. and/or other standardized assessments deemed appropriate for this purpose in the future) and teacher made pre-tests will help to form individual baseline. The baseline will allow teachers to plan for intervention and differentiation to remediate or enrich students' instruction and inform class placement.
Interim/progress monitoring assessments currently available, and which School will utilize include:

- F.A.S.T. Progress Monitoring Assessment (PM1 and PM2)
- IReady AP1 and AP2
- Mid-Year Assessments (MYA) such as Science and Writing administered in the second semester of the school year as follows: Results will be used to target instruction for mastery of BEST Standards, respectively and to monitor ongoing student progress.
- Benchmark Topic Tests
- MYA results reports - Generated at the student, classroom and school level, will be utilized for differentiation of instruction, progress reporting, and as a PM measure for SIP goals/objectives.

The school will also use progress monitoring assessment data to communicate with parents on whether their child is reading at grade level. Additional evaluation methods to monitor student progress throughout the school year include: Teacher-generated quizzes and Assessments Rubric; Textbook adopted assessments, Quarterly Examinations, projects/investigations; Portfolios and presentations; and UDL Design Framework (adaptations for ELL and SWD students).

Assessment Schedule - The School will adopt the Sponsor's Assessment schedule (See Attachment F), which directly aligns with FLDOE requirements and the School's standards-based program.
Rationale for assessments - The School is accountable to all stakeholders (students, parents, community, et. al.) in its responsibility to provide a good education for all students. Thus, the School will participate in the statewide assessment program created under section 1008.22, F.S. and utilize state standardized assessment data and results to inform instruction. The school will also use sponsor-based publisher generated assessments to monitor progress towards mastery of the Florida BEST Standards in each course. The School will implement other standardized assessments including nationally recognized standardized assessments; Industry certification examinations; and in-school (teacher-made) formative and summative assessments to measure mastery of standards and course content.
All assessments align with the School's curriculum, performance goals, and state standards in that they specifically assess mastery attainment of the standards, skills, and content within specified timeframes. The results will also allow the School to assess, how the School is progressing towards meeting AMO targets, enabling the School to inform students and their parents as to whether or not the student is: gaining at least a year's worth of academic growth for each year spent in the School.

D. Describe how student assessment and performance information will be shared with students and with parents. Describe how the school will 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.

Data used to evaluate and inform instruction – Student assessment and performance data will be used to not only evaluate school effectiveness but more importantly to inform instruction and continuous improvement efforts. The school's comprehensive assessment program will be used to inform students, parents, and teachers where a student is succeeding and what are areas that need strengthening. Assessment will serve as a feedback system to guide: 1) administrators in instructional focus areas and inform them which teachers need additional PD and support; 2) teachers in lesson planning and individualizing instruction efforts, 3) students in understanding their own progress towards achieving mastery of each respective standard and 4) parents in being informed about their child's progress and achievement towards goals.

Pinecrest Academy Inc. has access to a data specialist to assist the School in collecting, disaggregating and processing school wide and individual teacher/student performance and achievement data, on an on-going and consistent basis. State standardized assessments will be used to determine mastery of content standards and make decisions regarding school-wide improvement from year to year (see Attachment F-Assessment Schedule). The data specialist will also share data with schools and with the governing board to identify trend data and assist the governing board to identify necessary and targeted support that might be needed across Pinecrest schools;

Who will be responsible for managing data - The responsibility to manage, evaluate and interpret student data will be addressed collaboratively, as follows:

- Data Specialists, from Pinecrest Inc. assists the School in collecting, disaggregating and processing school wide and individual teacher/student performance and achievement data on an on-going and consistent basis (after every quarterly assessment and also throughout the school year). The data specialists share data with schools and with the governing board to identify trend data and assist the governing board to identify necessary and targeted support.
- *Administrative staff and lead teachers* also collect and disaggregate student data on an on-going and consistent basis (bi-weekly, after every quarterly assessment, and ongoing throughout the school year). Data tracking reports are generated by student, standard, teacher, and school-wide results will be available to teachers to inform and target instruction and make adjustments, as necessary; and teachers are trained on how to properly analyze data and implement a data chat.
- *The school leadership team* will meet weekly to: Evaluate data and correlate and inform instructional decisions; Review progress-monitoring data at the grade level and classroom level to identify students and their academic progress; Identify professional development to enhance students' achievement levels; Collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; Facilitate the process of building consensus and or determine need to enhance infrastructure, and make 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.
- *Teachers* will communicate with their students (and their parents as applicable) to inform them of their strengths and opportunities for improvement so they are aware where to concentrate their effort to learn and grow.

The aforementioned process has proven to be highly effective in Pinecrest Academy Schools, as it gives students, parents and teachers a clear understanding of how students are performing and facilitates open communication and an understanding, by all parties, as to how to best support students.

Section 5: Student Recruitment and Enrollment

A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.

In accordance with federal and state anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2)(a), the School will not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation or disability against a student in the admission process. Moreover, Pinecrest Academy will make great efforts to reach families reflective of the demographic of the Miami Dade county community as a whole.

A comprehensive advertising and promotional plan will include the use of digital and print media to disseminate information about the School and open enrollment periods.

Examples of social and digital marketing/ads include: Google ads, Facebook/Instagram Ads. Site signage will be placed with relevant information including grade levels and website URL. Promotional flyers and/or postcards will be distributed via direct mail, penny-saver publications, and/or directly to community groups through partners in the community, to ensure that harder-to-reach families are aware of the School and their eligibility to apply for enrollment.

The School will distribute press releases and/or public service announcements to various media outlets to promote the open enrollment period, open house and other essential details about the School and its programs. This information will also be posted in local public facilities such as community centers, local churches, parks/recreation centers, libraries and other locations of public access as permitted by local regulations.

Also, 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 also capitalize upon the success and presence of the Pinecrest brand in the Florida community and tap the "word of mouth" and social media frenzy that has already embraced the Pinecrest brand.

The goal is to reach parents by using various means and formats of information delivery. Also, 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 make a concerted effort to make this educational option known and available to the harder-to-reach families, including families living in poverty, academically low-achieving students; students with disabilities and ELL students. The school will do their due diligence to enroll students that reflect the population of the comparable schools.

Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about Pinecrest and its programs. Local elected officials and community leaders will be invited to visit the School. They will also be given an update on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings. Costs for advertising and promotion of the School are listed in the School's startup and operating budget.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

As mentioned above, the School will be nonsectarian in its programs, admission policies, employment practices and operations. Accordingly, students will be enrolled without regard to ethnicity, national origin, gender, or achievement level. The marketing and recruitment plan is designed to reach the entire community and thereby designed to reach all racial/ethnic groups within it. The school will do their due diligence to hire and recruit staff that are reflective of the school's ethnic population. Informational and Promotional meetings will be held in a variety of community forums (ex: parks, church groups, and community centers, etc.), to ensure that a diverse set of families are reached and given the opportunity to learn about the educational opportunity at the School.

The governing board and administrators will also work with established partners and with local social service agencies and community organizations to disseminate information. By publicizing the availability of the School in various formats and venues as described above, and throughout Florida, as well as by employing a non-discriminatory admissions policy, the School expects to have a racial/ethnic balance equivalent to that of public schools currently serving the community.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment D.

Admission Policy - 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, or disability against a student in its school admission process. 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 F.S.§1002.33(10), who submits an application (prior to the posted deadline) 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/lottery 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.

Enrollment Preferences - In accordance with Section 1002.33(10)(d) F.S., the School will give enrollment preference to the following student populations:

- 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.
- Students who are children of an active-duty member of any branch of the U.S. Armed Forces.
- Students who attended or are assigned to failing schools pursuant to s. 1002.38(2)

Enrollment Limitations - In accordance with Section 1002.33(10)(e) F.S., the School may limit the enrollment process to target the following student populations:

- Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c) of F.S.1002.33. Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district;
- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.

**1002.31 Controlled Open Enrollment* – In accordance with 1002.31(2)(a), the charter school shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child as part of the charter school's controlled open enrollment process, if the School has not reached capacity. In accordance with 1002.31(2)(b) and (c), the charter school's governing board will determine the School's capacity based upon its charter school contract and post current capacity

determinations on the School's website. As part of its controlled open enrollment process, the School will annually post on its website the application process required to participate in controlled open enrollment, consistent with s. 1002.31 and s.1002.33. Students residing in the district will not be displaced by a student from another district seeking enrollment under the controlled open enrollment process as per 1002.31(2)(a (e). As part of its controlled open enrollment process, the School may provide preferential treatment (within its controlled open enrollment participation process) to the enrollment preferences and limitations pursuant to s. 1002.33(10) as described above.

Enrollment Timeline (*Approximate Dates)*
October 1, 2026 - Student Registration Begins
December 1, 2026- Students who have registered will be officially enrolled. If the number of applicants exceeds capacity, a lottery will be conducted.
December 1, 2026- Second Registration Period Begins as needed

D. Provide the school's projected population of students with disabilities and English Language Learners 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 the Miami Dade County, the School's demographic composition should mirror that of the local community. Therefore it is anticipated that the School's total enrollment should include approximately 11% of Students with Disabilities (SWD) and 15% English Language Learners (ELL). The School has based its projections on the average current enrollment in the District. The data was derived from Florida Department of Education Bureau of Exceptional Education and Student Services 2025 LEA Profile: *https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=13*

E. Describe how the school will ensure that students with disabilities and English Language Learners 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 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. This process doesn't take into account a student's background, ethnicity, race, socio economic status or disability, and therefore allows for every student who applies to have an equal opportunity to enroll in the school.

Section 6: Management and Staffing

A. **Describe the management structure of the school.**

The management structure for the school's day-to-day operations will be as follows:
The Governing Board will hire and oversee the school principal. The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with sponsor, state, and federal guidelines for the school's operation. The Principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc. The principal will report to the board on the school's operations and finances and is expected to communicate with the board as often as needed by the School and/or board members in order for school's operational needs to be met.
The administration will implement policies and procedures for the daily operations of the school. The principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies and procedures are being implemented in accordance with the school's mission. Faculty and staff will be responsible for carrying out these procedures in their day-to-day duties, activities, and interactions with students, teachers, and parents of the school.

The Board expects it will contract with Academica, an Educational Services and Support Provider, to provide off-site support to the school.

The Governing Board has the ultimate responsibility of ensuring that the school's finances are managed properly. The Board will annually adopt and maintain an operating budget and maintain oversight of all school-based finances. The Governing Board will ensure that the charter school has retained the services of a certified public accountant for the annual financial audit. The ESP, as contracted by the Board, will assist the School with additional preparation and reporting of the school's finances. The board has also established financial policies and internal controls for the school's operational and internal accounts.

B. **Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application.**

Refer to Staffing plan provided in Attachment H (Operating Budget/Staffing Plan)

C. **Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?**

The School will be a not-for-profit, private employer, and will not participate in the Florida Retirement System. Full time, salaried employees will be entitled to Health Insurance and other benefits as detailed below. 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.

Compensation structure

The proposed school will use its Governing Board's adopted performance-based salary schedule for instructional personnel and school administrators, in accordance with s. 1012.22(1)(c) relating to *Compensation and Salary Schedules*. The Board's plan includes a base salary schedule for classroom teachers, other instructional personnel, and school administrators in which annual adjustments are based on performance as follows:

- An employee who is "**highly effective,"** as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the board.
- An employee who is "**effective,"** as determined by his or her evaluation, would receive a salary increase that will be 50% of the annual salary increase provided to a highly effective employee.
- An employee who is in **"need of improvement (or developing)"** or is **"unsatisfactory,"** as determined by his or her evaluation would not be eligible for a salary increase.

Please note: percentages are subject to change and will be determined according to the approved budget once all evaluation data and the number of eligible staff determined.

Such adjustments will be in addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s.121.021(22). Advanced Degrees will not be used for base salary calculations, but may be used for supplements. Supplements will be annual additions to the base pay, but will not be part of the continuing base salary.

All entering new hire teachers are placed at a base salary unless creditable years of experience are applicable. Once base salary is determined calculating creditable years of experience (if any), then any applicable credential supplement is added to the new base salary for total compensation. Teacher salaries reflected in the budget are based on an average salary for teachers with 4-5 years of experience. Please see attached *Budget*.

Employee Benefits

Employee health benefit options are structured as follows:

Carrier	UNITED HEALTHCARE							
Plan Name	UHC CP BTUT/136 1000/80%		UHC BTWQ/128 2,500/80%		UHC CP BTVK/998 4,000/80%		UHC HDHP BTVD/136 2800 Embedded	
Plan Type	Choice Plus		Choice Plus		Choice Plus		High Deductible Health Plan	
In vs. Out of Network	In	Out	In	Out	In	Out	In	Out
Primary Care Copay	$25	40% after ded	$30	50% after ded	$30	40% after ded	$30 after Ded	50% after ded
Specialist Copay	$50	40% after ded	$30/$60	50% after ded	$60	40% after ded	$60 after ded	50% after ded
Virtual Visits (Telehealth)	$0	Not covered	$10	Not covered	$10	Not covered	$10 after ded	Not covered
Referrals Required	No	No	No	No	No	No	No	No
Hospital Inpatient Deductible/Copay	20% after ded	40% after ded	$500 + 20% after ded	50% after ded	20% after ded	40% after ded	$500 after ded	50% after ded
Hospital Outpatient Deductible/Copay	20% after ded	40% after ded	$250 + 20% after ded	50% after ded	20% after ded	40% after ded	$300 after ded	50% after ded
Calendar Year Deductible - Individual	$1,000	$2,000	$2,500	$5,000	$4,000	$6,000	$2,800	$5,000
Calendar Year Deductible - Family	$3,000	$6,000	$5,000	$10,000	$8,000	$12,000	$5,600	$10,000
Coinsurance	80%	60%	80%	50%	80%	60%	100%	50%
Calendar Year Out of Pocket Max Individual (inc. ded)	$3,500	$6,000	$6,000	$10,000	$7,900	$12,000	$6,000	$10,000
Calendar Year Out of Pocket Max Family (inc. ded)	$7,000	$12,000	$12,000	$20,000	$15,800	$24,000	$12,000	$20,000
Diagnostics (X Ray & Lab)	No addt'l charge	40% after ded	No addt'l charge	50% after ded	No addt'l charge	40% after ded	No addt'l charge after ded	50% after ded
Imaging (CT/PET/MRI)	20% after ded	40% after ded	20% after ded	50% after ded	$200 copay	40% after ded	$300 after ded	50% after ded
Prescriptions Tiers	$10 / $35 / $60		$15/$45/$65		$20/ $50 / $80		$10 / $35 / $60 after ded	
Emergency Room Copay	$200		$250		$350		$350 after ded	
Urgent Care Copay	$75	40% after ded	$75	50% after ded	$75	40% after ded	$75 after ded	50% after ded
HSA Contribution	N/A		N/A		N/A		$300	N/A

The compensation and benefits structure mentioned above offers teachers and staff with an attractive program which the school believes contributes to their high teacher/staff retention rate. For example, teachers may participate in a 401K in which they are immediately 100% vested in any employer contributions and those related earnings, there is no vesting period. Contribution is optional. The employee may roll over his/her 401K plan or roll it over into an IRA should they change or leave jobs. Said benefits offer the employee lower co-pays, lower family plan rates, low out of pocket maximum and desirable coinsurance rates.

D. **Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.**

The school will adhere to all antidiscrimination provisions of section 1000.05, F.S. The school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the School may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

All instructional and non-instructional personnel who are hired or contracted to fill positions and members of the governing board of the school must undergo background screening as required by Section 1012.32, F.S. The school will be a safe, Drug-Free and Tobacco-Free Environment. All employees will be required to undergo background checks and drug-screenings.

Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in FAC Rule 6A – 10.080.

Section 7: Facilities

If the site is not yet acquired:

A. Explain the school's facility needs, including desired location, size, and layout of space.

The Board plans to 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. The School would need 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.

Size and Layout of Space: The facility will have an adequate number of classrooms designed to meet or exceed all pertinent classroom designs standards set forth by the governing agency. The proposed facility will include program elements such as traditional classrooms, art, science and computer labs, multi-media instructional areas, lunch / multi-purpose room, food prep areas, and indoor and outdoor activity spaces. In accordance with 1002.33(18)(a)(b) F.S., The school facility will comply with the Florida Building Code pursuant to chapter 553, with the exception of State Requirements for Educational Facilities, the exception of SREF. The school's facility will comply with the Florida Fire Prevention Code, pursuant to Section 633.208, F.S.

B. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g., letter, MOU) as Attachment E.

The Governing Board expects to enter into a triple-net, long-term lease for the facilities. 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 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. The Board and the ESP have undertaken several such leases, and have budgeted for anticipated lease and other facilities costs in the budget as follows:

Lease of Facilities: The amount assumes an average cost of $1500 per student station in the budget, with a 3% increase for CPI. 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. The figures are based on statistical expense data compiled from the applicant's other successful charter schools currently operating in Florida. The fees included are comparable to the average annual amounts paid by other charter schools with similar enrollment numbers. Lease payments will commence upon the taking of possession of the facilities by the School.

Estimate of Costs - These Budget projections have been derived from actual historical data from other comparable charter school facilities leased by the board, and 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. The Board has obtained confirmation that the budgeted amounts comport with the current forecast of lease conditions.

Utilities and maintenance cost estimates are shown in the proposed budget and amounts are comparable to the average annual costs paid by other charter schools with similar enrollment numbers. Water and sewer bills are set at $80.00/Classroom and electricity bills are set at $2,400.00/Classroom.
Operations of Facility/Plant includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities.

C. Explain the strategy and schedule that will be employed to secure an adequate facility.

The Governing Board will direct its ESP to bring to the Board a recommendation for a quality educational facility to be leased by the School.

Projected Schedule

May-August	Facility Identification
August-October	Facilities Negotiations upon charter approval by Sponsor
October-December	Execute Lease/Conduct Maintenance and Repairs
December-July 2027	Final Preparations of Facilities
July 2027	Conduct Final Facilities and Safety Inspections

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 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.

Safety, Permitting, and Inspections - The facility will meet all requirements for educational facilities in accordance with 1002.33(18)(a)(b) - the Florida Building Code pursuant to chapter 553, with the exception of SREF and state minimum fire protection codes pursuant to Section 633.028, F.S., as adopted by the County. The facility will meet all such requirements for education facilities, including but not limited to, restrooms, fire safety, campus security, air quality control, weather proofing, etc.

The School will participate in the Sponsor's annual site compliance visits for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety requirements. Other inspection agencies may include inspections of kitchens and related spaces as well as Department of Labor and Employment to for OSHA compliance. The School will show proof of the annual inspections prior to the first day of operations.

D. Describe the back-up facilities plan.

In the event that the facility for any reason not available, the Board will direct the ESP to locate alternative facilities options suitable for school use immediately for the Board's review. Any such alternate facility shall be zoned for educational use and contain the adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency.

Section 8: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c), F.S.

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(20)(c), F.S. The School's plan for providing reasonable and equitable transportation opportunities for all students is as follows:

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 or who otherwise are entitled to transportation by law. In these situations, the School may provide transportation by contracting with an independent private transportation provider approved by the Sponsor.

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.

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.

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.

Section 9: Food Service

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

An organized, healthy meal service that meets local health, state and federal regulations and adheres to 7 CFR Parts 210 and 220 will be offered at the school site. Healthy, well-rounded, nutritious meals will be provided in accordance with The Healthy, Hunger-Free Kids Act of 2010 and the USDA Dietary Guidelines of meal component and portion size requirements. The School will participate in the free/reduced priced meal program and will provide free and reduced priced meals for eligible children. Eligible children are children from households with gross incomes within the free and reduced limits on the Federal Income Guidelines. All Healthy meals will be distributed to students using a point of sale accountability procedure.

The school will participate in the National School Lunch Program (NSLP). The school will either prepare its own food, in which case the school will have a food service preparation area with all of the necessary equipment for preparing and holding the food, or the school will contract with a FDACS registered vendor or Sponsor to provide the food and equipment necessary for holding the food at required temperatures.

The school will implement a Verification plan and during the verification period, the confirmations of eligibility for free and reduced priced meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR). Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits.

The School will process all necessary lunch applications; adhere to program operation and record keeping requirements; and use of the Florida Automated Nutrition System (FANS). The School will implement the following procedure for processing Free/Reduced Lunch Applications: 1) Disseminate lunch applications to all students upon enrollment; 2) Collect lunch applications and determine applications, according to Florida Income Eligibility Guidelines, published in the Federal Register by Food & Nutrition Service, USDA; 3) Enter determinations for each child into mainframe or report the information to the sponsor as required; 4) Provide students with notice of eligibility; 5) Serve/Charge student lunches in accordance with determined eligibility; 6) Submit claims for reimbursement within 30 days of the following month for each approved month of the school year once approved by the NSLP.

Contracting Services - The School may contract with an independent provider to prepare and provide meals, or the school may prepare and serve the meals to students. If an independent provider is required, the school will solicit bids from registered vendors for food service. The private vendor selected by the school will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and Business Regulations. The private vendor will be required to maintain and supply the school with equipment to hold the meals and daily records of all lunches served and current copies of inspection and insurance certificates.

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

Section 10: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ. A full plan that also includes procedures for unanticipated emergency situations will be required prior to school opening.

The School will cooperate with the Sponsor and law enforcement to provide the safest school possible for the staff and students. The school will incorporate all applicable and appropriate sponsor-approved emergency efforts to maintain a safe school environment. The administrative team will conduct ongoing trainings for all staff on safety protocols and emergency action plans for emergency situations. Procedures and plans will be provided to teachers and the staff through the faculty handbook. Parents and community members will receive information regarding emergency procedures via newsletters, the parent handbook and routinely scheduled school meetings.

The Governing Board and the School will ensure that all provisions of the Jessica Lunsford Act and the Marjory Stoneman Douglas High School Public Safety Act are adhered to at the school in ensuring the safety of all faculty, staff and students on the property. With input and assistance from the network's National Director of Safety & Security and the Governing Board, the school will establish a School Based Safety Team.

In order to establish if a facility is secure and to identify areas of strength and weakness, the school administration and personnel will complete the Readiness Emergency Management Facility Security Checklist. The checklist will ensure that administration is always on top of the status of the security of the building. Security designees will be accountable for the safety and security of all students and staff. As a whole, the safety and well-being of the students will be the number one priority of all staff members. Results of the checklist will establish where the school needs to tighten security and establish procedures to do so quickly. The forms will be completed on an ongoing basis to ensure the safety of the facility is never compromised.

The checklist includes, but is not limited to:
Outer Perimeter Security Check: Perimeter Property Inspection – Fencing/Gates, Bus drop-off/Pick-up zone, Vehicles/Emergency Vehicles – Parking
Building Exterior Security Check: Signage, Landscaping, Exterior Lighting, Video Surveillance Cameras, Exterior Building Components
Building Interior Security Check: Interior Building Components: Single Point Entry, Security Monitor Station, Camera Control Room/Control Room Monitor, Visitor Management System, Access Control/Photo ID for Visitors
Identification: Student/Staff Identification Procedures and policies
Evacuation Plans: Evacuation Procedures: Drills, Plan for Disabled Students, Accounting Procedures for students & Staff

Building Access/Notification: Keys & Access Cards/Announcements

The School will maintain a log of all fixed and roaming security post locations including the exact location on the campus, name of the security monitor and times (start to finish) the individual will be present. The building will be monitored at all times while students are on campus. A log of who is responsible for management of school safety site logistics including but not limited to: cameras, media, parent staging off-site, reunification off-site, bus staging, etc. will be kept and updated on an ongoing basis.

The Board will secure all required permitting and insurance coverage for the facility (as described herein) to operate safe and orderly school. All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Students and staff will be trained in planning for these events through routine drills and practice. A detailed security plan outlining all procedures will be established prior to school opening. The detailed plan will not be made available to the public in order to protect the safety of the students, teachers and staff.

Alyssa's Law/Alyssa's Alert – In accordance with Section (s.) 1006.07(4), Florida Statutes (F.S.), the school will implement a mobile panic alert system capable of connecting diverse emergency services technologies to ensure real-time coordination between multiple first responder agencies. Such system, "Alyssa's Alert," will integrate with local public safety answering point infrastructure to transmit 911 calls and mobile activations.

School staff will have the capability to summon the police quietly and quickly through an application on their cellphone or computer, silently alerting law enforcement of emergencies or life-threatening situations on all public and charter school campuses. The application can also be used to alert of medical emergencies and fights occurring at the school. GPS will track the location of the person making the call, and transmit a signal to law enforcement. The caller, who might be in a panic or unable to make noise, won't have to speak.

The steps the School will take to assure there is a Safe-School Officer (SSO) present while School is in session include:

1. The applicant's National Director for Safety and Security (NDSS) will establish agreements with the police municipalities and security armed guard companies on behalf of the School to ensure the requirement of the SSO is contractually established.
2. The SSO will complete the "Safe School Officer Sign-In Log" form once he/she arrives at the School site located in the main office for the purpose of documenting the SSO is on campus. The form has the following information: Date, First and Last Name, Arrival and Departure time, and a Signature.
3. The Administration is responsible for making direct contact with the SSO in the morning and throughout the entire instructional day.
4. If the SSO is not present 15 minutes prior to the school day, the Administration must immediately complete the 'Missing School Safety Officer Alert From" on applicant's online alert platform so that the NDSS is alerted. Once alerted, the NDSS contacts the appropriate entities on rectifying the issue, whenever there is a missing SSO at the site.

The Active Assailant Response Plan serves the purpose of providing guidance to staff on the circumstances under which they may initiate an on-campus active assailant response. The explanation on how the School will adopt the plan includes:

a) The NDSS will present to the Schools' Board the two options available for the Active Assailant Response Plan: The Active Assailant Response Plan created by the NDSS, or the plan created by the School Sponsor.
b) The Board will review both plans and adopt one of the options.
c) The Administrator will present the adopted plan to the entire faculty and staff and obtain a signature from each employee that they have participated in the training for this statutory requirement.
d) Documentation of the training will be provided to the Sponsor as per their expectations and the Administrator will also maintain a file for supporting documentation.
e) The Administrator will contact the NDSS at any time during the process for training support and specific faculty/staff needs.

Faculty and staff will participate in C.R.A.S.E. - Civilian Response to Active Shooter Events – Training during the professional development week prior to opening of schools. The school intends to form a relationship with local law enforcement to ensure the safety of all on campus. As such, the school will arrange to have a member of local law enforcement present during active assailant trainings. In addition, the school commits to participate in any Sponsor mandated active assailant training if different from C.R.A.S.E.

Law enforcement officers responsible for responding to the school in the event of an active assailant emergency, as determined necessary by the sheriff, and in coordination with the sponsor's school safety specialist, will be physically present on campus and directly involved in the execution of active assailant emergency drills. The school will notify law enforcement officers at least 24 hours before conducting an active assailant emergency drill at which such law enforcement officers will be expected to attend, in accordance to section 1006.07(4)(a), F.S.

Pursuant to section 1006.07(6)(e), F.S., the Board will adopt, in coordination with local law enforcement agencies and local governments, a family reunification plan to reunite students and employees with their families in the event that a school is closed or unexpectedly evacuated due to a natural or manmade disaster. This reunification plan will be reviewed annually and updated, as applicable.

In accordance with the Marjory Stoneman Douglas Act, the school will establish a School Based Threat Management Team (SBTMT). In accordance with section 1006.07, Florida Statutes, teams consist of the CORE 4, persons with expertise in:

i. School Administration
ii. Law enforcement
iii. Counseling
iv. Instruction

Each team member will be trained in Florida Harm Prevention and Threat Management. Certificates for training completion will be kept on file at the Charter School. The team will meet monthly to review any school and/or student safety concerns. All participants at the SBTMT meeting shall sign the document acknowledging their presence at the meeting.

In 2023, the legislature amended Section 1001.212(12), F.S. to task the Department of Education's Office of Safe Schools with developing a statewide behavioral threat management operational process, a Florida-specific behavioral threat assessment instrument, and a threat management portal. The threat management process, is designed to identify, assess, manage, and monitor threats to schools, school staff, and students. The goal of all school safety efforts is to *prevent* violence or harm to members of the school community. Threat management uses a methodology that identifies students exhibiting threatening or other concerning behavior, gathers information to assess the risk of harm to themselves or others, and identifies appropriate interventions to prevent violence and promote successful outcomes. The process applies a non-punitive assessment to distinguish between innocuous and serious situations. The aim of the threat management process is to intervene at the earliest stage to provide assistance to students and to alter or disrupt concerning behavior for the benefit of the student and school.

All threat assessment team members are trained on Florida Harm Prevention and Threat Management. Threat assessment teams will be fully staffed and all team member have completed Florida Harm Prevention and Threat Management before the start of the school year. Those appointed to threat assessment teams after the start of the school year will complete Florida Harm Prevention and Threat Management training within thirty (30) days of appointment.

The School Based Threat Management Team (SBTMT) will meet monthly and/or as often as necessary to fulfill its duties of assessing and intervening with person whose behavior has indicated a level of concern (LOW, MEDIUM, HIGH). The Charter School will maintain documentation of their meetings, including meeting dates and times, team members in attendance, cases discussed, and actions taken.

Administrators at the school will address the staff and student body regarding the reporting of threats. As a school community, everyone will have the responsibility to report and share any concerns regarding the safety and well-being of all on campus.

Additionally, the School intends to participate in the sponsor's plan to train school staff on youth mental health awareness and assistance. In addition, the applicant's National Director for Special Education and Student Support is a certified Youth Mental Health First Aid (YMHFA) trainer and may provide the training for the School upon request. All trainers have been officially trained through the FLDOE YMHAT Administration Program located in the Bureau of Exceptional Education and Student Services and can be located on the National Council for Behavioral Health's website: https://www.mentalhealthfirstaid.org.

Pursuant to F.S. 1006.07(9), the school will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data. The school Principal or TAT designee shall be responsible for receiving complaints related to school safety. Immediately upon hearing of such threat, concern, or complaints, the individual will be responsible for initiating the reporting of such to law enforcement and any other appropriate officials/individuals.

Reports will be made for serious incidents of crime, violence, and disruptive behaviors as identified by the state. The school will consult with local law enforcement where applicable. All reports in the SESIR system will be submitted to the State in a timely manner of the incident occurring.

The school will report any incident using the Sponsor's Charter School SESIR Event and Discipline Data Report Form and shall adopt any other Incident Reporting System being utilized by the Sponsor. The School will abide by the protocols and utilize the process and procedures set forth and mandated by the Sponsor, and as may be amended by the Sponsor, in the future.

Section 11: Budget

A. Provide as Attachment H an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment G for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.

See Attachment H

B. Provide a start-up budget as Attachment I that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of full-time equivalent (FTE) payments in which the school will expend funds on activities necessary for the successful start up of the school.

See Attachment I

C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g., MOU, letters) as Attachment J.

See Attachment J

D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

See Attachment H

E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.

See Attachment H

F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

See Attachment H – Year 1 Budget Monthly

G. Provide monthly cash flow projections for the school's start-up period (i.e., from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

See Attachment H – Start Up

Section 12: Financial Management and Oversight

A. **Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.**

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

The School has established sound financial policies and accounting procedures to safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on at least a quarterly basis during regularly scheduled Board Meetings.

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

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

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

General Accounting - utilization of accepted state codification of accounts pursuant to the *Financial and Program Cost Accounting and Reporting for Florida Schools* in all transactions pertaining to its operations.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

For receivables, all cash payments will be logged, coded by source and deposited in a timely manner.

Deposits are reconciled to cash receipt logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement 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 packages are reviewed and approved by the Principal and the ESP. For internal accounts, all disbursements require two signatures. For operating and lunch accounts, disbursements require two signatures for any check in the amount of $10,000 or above. Checks in the amount of $25,000 or above require that one of the signatures be that of the Board Chair, with the exception of certain previously board-approved expenses such as facility leases, inter-entity shared expense reimbursements, and other contracted services. Authorized signatures on checks are limited to the Chair of the Governing Board, the School Principal/designee, ESP representative, and others, as approved by the Governing Board.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

Wire Transfers - copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.

Internal Revenue Collection - funds collected at the school (i.e., lunch monies, fundraisers, field trips) will be initially collected by designated school staff. These funds along with supporting documents are submitted to the Financial Manager/Treasurer 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 sent to the vendor and ESP, and copy retained 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.

Authorized Check Signers - authorized signers on school accounts are limited to certain specified individuals as approved by the Board of Directors.

Segregation of Duties relating to financial controls – The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the Principal, who then reports to the Governing Board. The ESP, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter school's sponsor
7. overseeing the school's principal and all financial matters delegated to the principal, and
8. reviewing and approving the monthly financial statements submitted to the school board. The governing board may review/approve all monthly financial statements for the months between two successive board meetings. The governing board will record the review/approval of these statements (month/year indicated) in its minutes.

All expenditures, with the exception of exempt items as listed in the board's Financial Policies and Procedures manual, require a purchase order, which is approved by the School Principal. Expenditures are incurred based on the board-approved annual budget. Expenditures outside of the board-approved budget that exceed $10,000 must be presented to the board for approval and inclusion in the budget.

Invoices are received by the ESP, linked to the approved purchase order, and routed to the School Principal for approval. Upon approval, payment may be processed by the Accounts Payable Representative. Disbursements for approved invoices (checks/ACHs/wire transfers) are approved by the ESP's Chief Financial Officer. Second signatures from authorized signers on the bank accounts are obtained based on the established dollar thresholds.

Bank statements are reconciled by the Financial Specialist. The person processing payments shall not be the same person to reconcile the bank statements. The person processing payments and reconciling bank statements shall not be an authorized signer on the bank accounts.

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 sponsor.

B. **Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.**

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 with assistance from ESP, 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.

C. **Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.**

The Board of Directors selects an external independent audit firm through a formal RFP process. The selected firm performs an independent examination of financial statements and internal controls on an annual basis for the period ending June 30th.

D. **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.

Additionally, these policies, identified in the Board's Policies and Procedures Manual, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a monthly basis to ensure compliance with all statutory and regulatory authorities.
Among others, these procedures require the school to:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.
- Open an operating bank account, lunch bank account (if applicable), and a school fundraising account with an FDIC insured institution
- Record transactions managed by these accounts in a QuickBooks, MRI, or Nexus accounting software program
- Reconcile monthly reports and bank statements and maintain these records in hard copy form and/or electronically.
- Record and log all cash and checks received and deposit daily.
- Require dual signatures for all checks over $10,000.00 disbursed from the operating account, and dual signatures for all checks regardless of amount, disbursed from internal accounts, as established by the Board
- Prepare disbursement packages at school site for internal and special accounts as authorized by the Principal.

- Maintain supporting documentation electronically within MRI and/or Nexus software for all disbursements made from the operating account, as authorized by the Principal
- Make disbursements only to authorized/approved vendors. *A Form W9 must be obtained for any and all vendors before payment may be released.*
- Conduct physical property inventories at the beginning and end of every school year to safeguard fixed assets.
- Categorize, label, and record all fixed assets in an Inventory Log, and/or in a fixed asset management software such as Real Asset Manager, which is updated throughout the school year as items are purchased and disposed. School administration must ensure it is following both sponsor and funding source inventory requirements (Example, CSP, Title I, etc.)
- Follow the procedures for proper disposal of inventory as detailed in the board's financial policies and procedures manual.
- Retain documents for a specified amount of time

E. **Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.**

Monthly and quarterly (unaudited) financial statements are prepared and submitted to the Sponsor, as well as to the school's Board of Directors, for review and approval and its compliance. Budgets are also prepared and presented to the Board of Directors for review and approval at regularly scheduled board meetings. Upon adoption, the budget is posted to the school's website. In addition, annual budgets are submitted to the Sponsor. Annual Audited Financial Statements are presented to the Board of Directors upon completion, and submitted to the Sponsor and Auditor General per reporting requirements.

F. **Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.**

The ESP provides services to the school per the Educational Service and Support agreement, including but not limited to facility design, staffing recommendations, human resources coordination, regulatory compliance, legal and corporate upkeep, maintenance of books and records, bookkeeping, budgeting, and financial reporting. The PEO is selected through a competitive process, where cost and scope of services of the various providers in this field are compared.
In addition, the Board of Directors publishes an RFP in a local newspaper soliciting proposals from qualified firms of certified public accountants to annually audit their financial statements. After receipt and review of proposals, the Board ranks the top three firms, and subsequently selects the highest ranked firm with which to enter into an Engagement. Costs for audit and tax services are provided within the formal proposals, and within the Engagement Letter.

Chart of Attachments

Please tab or separate attachments as noted below

A. High-Performing System Letter
B. High-Performing School Letter
C. Reading curriculum
D. Student enrollment application
E. Evidence of facility funding sources, if applicable
F. Draft rental agreement or lease for facility, if applicable
G. Florida Charter School Revenue Estimating Worksheet
H. Proposed Operating Budget
I. Proposed Startup Budget
J. Evidence of external funding (e.g. foundations, donors, grants), if applicable.
K. Applicant history worksheet (*Form IEPC-M1A,* found at: http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference)
L. Draft of the proposed ESP management agreement, if applicable

`STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Pinecrest 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.
- Will not charge tuition or registration fees, except those fees normally charged by other public schools.

The governing board, at its discretion, allows Charles Gibson, Esq to sign as the legal correspondent for the school.



Signature

3/18/26

Date

Carlos Alvarez, Governing Board Chair

Printed Name

Addendum: EDUCATION SERVICE PROVIDERS

An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to the Addendum, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP.

ESP Background

A. **Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference and attach as Attachment K.**

See Attachment K – Form IEPC-M1A / Applicant History Worksheet.

B. **List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.**

See Attachment K – Form IEPC-M1A / Applicant History Worksheet.

Legal Relationships

A. **Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.**

The Governing Board is self-governing and independent from the ESP, and no member of the Governing Board is employed by the ESP or related to any owner or manager of the ESP.
The ESP is hired by the Governing Board of the school to perform specific duties, at the discretion of the Board. The ESP does not manage the day-to-day operations of a school, but rather provides "back office" support and independent accountability for the Board. The ESP provides teams with expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance. The ESP charges a flat annual fee per student enrolled at the school.
An "arm's length " performance-based relationship exists between the governing board and the ESP. The Boards annually evaluate the ESP and determines continuation and renewal of services based on the ESP's performance.
The ESP is hired by the Board to provide services which support the operations of the school. The principal, as the leader, is the individual responsible for the day-to-day operations of the school.
Both the ESP and the principal report to the Governing Board, which has the ultimate authority to hire and fire them. The ESP, at the direction of the Governing Board, provides support and guidance to principals. Principals are hired by and report directly to their Governing Boards. The ESP does not sign off on annual performance evaluations for principals or staff.

B. **Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated[1] with or owned in whole or in**

1 The term "affiliated" means and includes one or more corporations or entities under the same or substantially the same control of a group of business entities which are connected or associated so that one entity controls or has the power to control each of the other business entities. The term "affiliated" includes, but is not limited to, the officers, directors,

part by the ESP. If so, identify the nature of those entities' business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

The school may lease its facilities from an entity which may be deemed "affiliated" with the school's ESP. The provisions of the lease, including without limitation, the creation and continuity of the leasehold estate, rent reserved and quiet enjoyment, will be independent of the existence or status of the contract with the ESP, and vice versa, including the absence of any cross-default terms in either such document. The board does not enter into tie-in contracts, such as a facility lease which would require the board to have an education services contract with a particular entity, or an education services contract which would require the board to obtain supplies or FF&E from a particular entity. The board retains independent counsel and other advisors on an as-needed basis to analyze and provide advice with respect to its long-term physical plant needs and long-term service needs. In addition, the board has adopted a "Conflict of Interest" policy which is attached as Attachment K.

C. If the school's governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:

- **Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.**
- **Provide evidence that the agreement was or will be reviewed by the governing board's independent legal counsel or attorney and subject to a fair market analysis.**
- **Describe how such agreements will be repaid. Repayments should be reflected in the budget.**

Not applicable: the school's board does not intend to enter into a financing agreement with its ESP or any entity affiliated with its ESP.

Organizational Structure

A. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

Academica charges a flat fee of $475 per student FTE, per year during the term of the agreement. The service fee may be payable in equal monthly installments. The ESP does not receive any other compensation from the school.

B. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any

executives, shareholders active in management, employees, and agents of the affiliated corporation. The ownership by one business entity of a controlling interest in another business entity or a pooling of equipment or income among business entities shall be prima facie evidence that one business is affiliated with the other.

indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.

See Attachment L – Sample ESP Service Agreement
Term of Agreement –Attachment L. Section 22
Renewal/Termination of agreement –Attachment L. Sections 23-24 of
Conditions/Procedures for renewal/termination – Attachment L. Sections 23-24
Grounds for termination – Attachment L. Section 24D
Indemnification – Attachment L Section 30.

C. **Provide as Attachment L a draft of the proposed management agreement with the ESP.**

See Attachment L – Sample ESP Service Agreement

ATTACHMENT A

High-Performing Systems Letter

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

State Board of Education

Tom Grady, *Chair*
Ben Gibson, *Vice Chair*
Members
Monesia Brown
Marva Johnson
Ryan Petty
Andy Tuck
Joe York

Richard Corcoran
Commissioner of Education

October 18, 2021

Carlos Alvarez
Chairman
Pinecrest Academy, Inc.
6340 Sunset Drive
Miami, Florida 33143

Dear Mr. Alvarez:

This letter serves as notification that the Department of Education has verified that Pinecrest Academy, Inc., currently meets the criteria for high-performing charter school system status pursuant to section 1002.332, Florida Statutes.

If you have any questions, please contact the Office of Independent Education and Parental Choice at 850-245-0502, or via email at charterschools@fldoe.org.

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

Sincerely,

Richard Corcoran

RC/ae

ATTACHMENT B

High-Performing School Letter

FLORIDA DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

KATHLEEN SHANAHAN, Chair
ROBERTO MARTÍNEZ, *Vice Chair*

Members

GARY CHARTRAND
DR. AKSHAY DESAI
BARBARA S. FEINGOLD
JOHN R. PADGET

John L. Winn
Commissioner of Education

Just Read, Florida!

July 29, 2011

Ms. Judith Marty, Board Chair
c/o Michael Diaz de la Portilla
Pinecrest Preparatory Academy South (13-0342)
6340 Sunset Drive
Miami, Florida 33413

Dear Ms. Marty:

This letter serves as notification that the Department of Education has verified that Pinecrest Preparatory Academy South (13-0342) currently meets the criteria for high-performing charter school status pursuant to s. 1002.331, F.S.

If you have any questions, please contact the Office of Independent Education and Parental Choice at (850) 245-0502, or via e-mail at charterschools@fldoe.org.

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

Sincerely,

John L. Winn

Cc: Mr. Alberto M. Carvalho, Superintendent
Ms. Tiffanie Pauline, Executive Director of Charter Schools

ATTACHMENT C

READING CURRICULUM

Pinecrest Academy's Elementary Reading Plan

The School will follow the Sponsor's Reading Plan for the instruction of Reading using the Sponsor's placement procedures for Intensive Reading and following the same frequency of delivery, data collection and timelines for progress monitoring, and as may be amended in the future. The School will apply scientifically researched and evidenced-based reading instructional strategies that improve reading performance for all students, including explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text comprehension and multisensory intervention strategies. The Reading Plan will provide teachers a systematic framework for literacy instruction and will align all departments to focus on the teaching of reading and writing throughout all areas of the curriculum. Teachers will address all English Language Arts /Reading B.E.S.T. Standards, including literacy instruction, and will prepare students for mastery of those standards. The School intends for all students to be proficient in all aspects of reading to ensure they are successful in whatever career they choose to pursue. Reading instruction will be the focus in the promotion of student achievement through mastery of the Florida B.E.S.T. Standards and applicable Florida Literacy Standards across the curriculum.

Pinecrest Schools commit to implement the Sponsor's state-adopted Comprehensive Evidence-Based Reading Plan for the instruction of reading, and especially for students who have demonstrated proficiency levels that require Tier 2 and/or Tier 3 interventions and support and for which the instruction will be differentiated and aimed at remediating, intentionally and specifically, the learners' exact deficiencies.

- *Instructional Strategies*—In order to build skills and accelerate academic growth in phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension, some of the strategies/programs that will be used, include but are not limited to:

- *Standards driven instruction*- Teachers will provide instruction for mastery of the of ELA *B.E.S.T. Standards* to promote academic excellence in Reading, Speaking & Listening, Language and Writing. The grade specific State adopted standards will guide instruction at each grade level and help ensure that students gain adequate exposure to an increasing complex range of texts and tasks as they progress through elementary (grades K-5). The Language Arts program will reflect critical and creative thinking and a harmonious balance of its several components including reading, writing, speaking, listening, viewing and oral interpretation of literature. Teachers will address state adopted standards instruction and will prepare students for mastery of those standards. Language Arts instruction will also cover the application of the writing process, effective use of speaking and listening and language skills, higher order critical thinking and literacy skills, enabling future success, respectively through middle school and subsequently through the post-secondary school level.

  · *Universal Design of Learning*- Used as a guide for instructional design and delivery in all efforts for curriculum development. Universal Design of Learning is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (including Students With Disabilities (SWD) and English Language Learners (ELL) can

participate fully in core instruction.

· *Cross curricular literacy Strategies* - Literacy strategies designed to help students of all abilities learn content information across the curriculum and throughout the grade levels, like word walls, graphic organizers, marginal note taking, reader response logs, two column notes, to name a few. Pinecrest teachers will use these and other support literacy strategies in their E/LA lessons.

· *Literacy Rich Environment*- Reading classrooms will maintain a classroom library that includes 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 to support their individual interests, abilities, and interaction with fictional and non-fiction text. Frequent successful reading experiences using appropriate grade level texts will provide the opportunity to improve students' reading proficiency with regard to fluency, vocabulary and comprehension. The classroom will provide access to additional age-appropriate texts that students can explore in English and/or in their native language as a means to encourage literacy.

· *Professional Learning Community* - As a resource for professional development and sharing of best practices, English/Language Arts teachers at Pinecrest Academy will join the Pinecrest Reading Coaches' Professional Learning Community (PLC). This community of learners is represented by reading coaches and reading teachers (and E/LA teachers, are invited to participate as well) working together in designing curricular alignments both vertically and horizontally, identifying student levels of understanding based on data, setting appropriate goals for students, disaggregating performance data and analyzing/discussing student performance trends across the Pinecrest schools as a means to identify and share best practices and identify opportunities for improvement.

· *Systematic & Explicit Instruction*- Systematic instruction refers to the explicit sequence of instruction and the emphasis upon providing guided practice. Systematic instruction is a more descriptive term than direct instruction and is less ambiguous. The School will use formative and summative assessment data to align the instructional framework and provide systematic and explicit instruction for text-based vocabulary acquisition and close reading models using complex text that is grade level appropriate. Explicit instruction is teacher-led, interactive instruction where the words and actions of the teacher are unambiguous and direct. The teacher begins with a clear explanation of the targeted skill, followed by modeling of the skill. Ample practice opportunities, including guided practice with corrective feedback, supported application and student independent practice using aligned student materials, help students apply what they have been taught. The purpose of explicit instruction is to convey the content and skills clearly so that students can be led to mastery of the information.

· *Methods for Differentiated Instruction (DI)*- For optimal instruction, students will be grouped in various ways and in flexible settings to accommodate varying levels and learning styles. Teachers will implement various teaching methodologies, such as whole-group, small-group and individual instruction to address the various needs of the students. Teachers will set specific reading goals with students during data chats and will monitor attainment of reading goals as a part of their independent reading and accountability strategies embedded into their weekly instruction. The School will implement DI strategies and utilize interventions and supplemental materials for students reading at grade level or higher, as well as, for students who are reading below grade level. Students will master reading, writing, and verbal skills through continuous infusion of and integration of reading and literacy skills across all subjects.

Reading centers will be set up in classrooms 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. Manipulatives such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches. For example, during:

- **guided reading center**, students work with the teacher to read and practice the weekly reading strategies and skills using text at their level.
- **writing center**, students are practicing their writing skills related to the week's writing focus. Students are moving through the writing process at their own pace.
- **test prep center**, students are participating in practice of reading skills and strategies relevant to their grade level grade reading. Students work independently and alongside a teacher when it is time to review the content.
- **technology center**, students onto computer assisted instructional (CAI) programs where they are challenged according to their reading rate and comprehension level.

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.

Print-Rich Environment - To support the learning environment, every classroom will have classroom libraries and leveled texts appropriate for students' assessed levels. Frequent successful reading experiences using appropriate texts will allow students to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. Teachers will choose complex text through access to resources, District based resources, non-fiction magazines, and e-books and other digital mediums to provide a variety of complex texts within their classrooms. Classroom libraries will have a collection of quality literature that includes material written at varying reading levels and genres inclusive of both fiction and nonfiction. This collection will give students access to fiction and nonfiction text representing a range of levels, interests, genres, and cultures.
Teachers will model effective reading strategies and guide students through pre-reading, during reading, and post-reading techniques that will strengthen metacognition and help students self-monitor their own comprehension.

Reading Curriculum Structure—The *Multi-Tiered System of Supports/Response to Intervention framework* will be used as a school-wide, multi-level instructional system for screening, progress monitoring, data-based decision making for instruction and movement within the multi-level system. Key elements of a multi-tiered system in Reading involve:

- Providing effective core instruction for all students;

- Administering high quality assessments to monitor progress and identify students and systems in need of intervention;

- Instructional use of a wide variety of complex texts to challenge student vocabulary and comprehension learning; and

- Designing and implementing interventions that are matched to student needs.

The Reading Plan ensures that individual needs of students are being met with instructionally appropriate materials. The instructional framework provides students with the opportunity to examine subjects from multiple perspectives and through different mediums with a focus on informational and opinion/argumentation tasks. The School will continually assess the instructional materials and tools and identify any gaps or needs for additional complex texts used in teaching complex comprehension tasks.

The School RtI/MTSS Team will implement a tiered approach to instructional delivery. The RtI/MTSS at the school will provide high quality instruction and interventions matched to student needs using learning rate over time and level of performance to inform instructional decisions. This multi-tiered approach to providing services and interventions to students at increasing levels of intensity is based on progress monitoring and data analysis. Supplemental reading resources will differentiate instruction for all students across the continuum of Tiers 1, 2 and 3.

Initial Instruction

Tier 1—The School will use the Comprehensive Evidence-Based Reading Program, practices and supports designed to instruct students on grade level and provide initial and differentiated reading instruction based on needs of students. Instruction will build student capacity to think as they read and deepen content understanding through text-based content area instruction. The reading block will include whole group instruction using the Reading Plan and small group differentiated instruction in order to meet individual student needs. Key components of reading courses are as follows:

- Warm-up activity will focus on daily vocabulary review and routine. The reading components addressed are morphemic analysis and syntactic application.

- Differentiated instruction will provide sample group and individual instruction, technology based practice, audio-assisted reading, and reading strategy instruction, application, and feedback. The reading components addressed are comprehension, vocabulary, fluency, phonics, and phonemic awareness using the Reading Plan and educational software programs. These differentiated instructional strategies will allow teachers to meet the demands of the different learning abilities in the same class. For optimal instruction, students will be grouped in various ways and in flexible settings to accommodate varying reading levels and learning styles.

- Reading Courses (in addition to other courses) will be structured using the Gradual Release Model ("I Do, We Do, You Do"). This model allows students to be introduced to a concept while accessing prior- knowledge and then applying both the new information with the prior knowledge-thus, allowing students to have a deeper understanding of the concept introduced. It also gives the teacher the ability to model the concept effectively and address the

needs of the higher level students as well as those students that need extra support before allowing them to attack the problems on their own during independent learning time. The wrap up allows the teacher to formally and/or informally assess student comprehension and implement appropriate remediation strategies, if necessary, to ensure students have a thorough understanding.

- Independent reading practice periods will focus on student selected texts based on independent reading levels and monitored by the teacher. Teachers will monitor independent reading using journals/logs, summaries, and quizzes. Both quantitative and qualitative measures will be considered in leveling books.

- Closing activity such as a teacher read aloud including a discussion of new vocabulary or a discussion of lesson concepts will be used.

- Students identified as struggling readers will receive appropriate interventions. The small- group, teacher-led center during the 90-minute reading block is the initial provision of intervention. Highly-qualified teachers plan and deliver remedial instruction designed to target specific student needs including explicit instruction on specific skills and the application of these skills in scaffolded, guided-reading lessons, and using text at the students' instructional level and progressing to more complex text.

In addition to the 90-plus minutes, the classroom teacher, special education teacher, or literacy coach will provide immediate intensive interventions to students in need as determined by assessment data.

Immediate, Intensive Interventions--Students who fail to achieve the required Level 3 (Satisfactory) score for Reading or have otherwise been identified as deficient and who have intervention needs in the areas of decoding and/or fluency will continue to receive strong core instruction and receive additional supplemental instructional and behavioral interventions. All immediate interventions will infuse the Florida Standards in Literacy across the curriculum (specifically in subjects such as Science, Social Science, and Technical Subjects) with a focus on text complexity aligned to LAFS expectations and matching expected assessment samples.
Tier 2—Students whose literacy development is determined to be 'at risk' or who are not adequately progressing in the core curriculum, will continue to receive strong core instruction and additional supplemental interventions at Tier 2. At Tier 2, on-going progress monitoring involves reviewing group data, or data of the individual student's performance (formative & outcome data) at both Tiers 1 & 2. State Standardized Assessment data (Formative/Diagnostic Assessments, ELL and IEP plans) will be considered when selecting the appropriate interventions.
The intervention program is designed to meet the specific diagnosed needs of each individual student. Teachers select research–based strategies and materials proven to be effective for most students at this Tier 2. If the data demonstrates that Tier 2 interventions are not working for a student or if a student requires more intensive support, individualized instruction is provided as documented in a student's intervention plan at Tier 3 to overcome significant barriers and accelerate learning.
On-going progress monitoring data will be used to modify the intervention schedules and strategies, as well as, to monitor fidelity of implementation. On-going progress monitoring is done more frequently at Tier 2 than Tier 1. Data gathered through Tier 2 on-going progress

monitoring allows the problem solving team to determine if any changes need to be made to the intervention plan or identify individual students who continue to struggle despite Tier 1 & 2 supports.

Tier 3—Tier 3 intensive supports are intended for students who demonstrate more severe deficits and are not demonstrating a positive response to generally effective Tier 2 interventions. These students will require curriculum and instruction that is more explicit and intense. These interventions will be designed to meet individual student needs by identifying and targeting the specific skill deficits of the student. The goal is to accelerate a student's rate of learning by: (1) increasing the intensity of the intervention; (2) increasing the frequency and duration of individualized interventions; (3) decreasing group size; or (4) increasing academic engagement.

Progress Monitoring Frequency - Tier 1 – Data is collected at least 3-4 times during the school year and is used for screening and benchmarking for all students. Tier 2 – Data is collected as frequently as every two weeks to determine if the extra instruction and interventions are making a difference or if changes are needed. Additionally, growth monitoring data is collected every 21 days to track student progress within the trajectory to narrow the achievement gap. Tier 3 – Data is collected for the same reason as Tier 2, but it is collected more frequently so that decisions and possible changes to the student's instructional plan can be made quickly. Additionally, growth monitoring data is collected every 21 days to track student progress within the trajectory to narrow the achievement gap.

Early Warning System - The school plans to implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school as may be required by the Sponsor. This early warning system will include the following indicators:

1. Attendance below 90 percent, regardless of whether absences are excused/unexcused and/or a result of out-of-school suspension(s);
2. One or more suspensions, whether in school or out of school;
3. Course failure in English language arts or mathematics during any grading period; and
4. A Level 1 score on the statewide, standardized assessments in E/LA or mathematics.

The School's RtI/MTSS team will oversee and monitor the early warning system including

- Collecting and analyzing data on the number of students identified by the system as exhibiting two (2) or more early warning indicators, and the number of students by grade level who exhibit each early warning indicator(s).

- Preparing a description of all intervention strategies employed to improve the academic performance of students identified by the early warning system.

Determining, in consultation with the parent, appropriate intervention strategies based on data from the early warning system for each student who exhibits two (2) or more early warning indicators (unless the student is already being served by an intervention).

Course Placement – Students will receive 90 minutes of consecutive, uninterrupted daily instruction in Reading/Language Arts. Students identified through the RtI/MTSS process as needing Tier 2 support will receive a minimum of 30 minutes of additional, targeted small-group intervention each day, provided outside of the core reading block.

Students identified as Tier 3 will receive more intensive, individualized intervention beyond both the core instruction and Tier 2 support, based on their specific needs.

Scientifically Based Reading Research (SBRR) strategies will also be reinforced across all content areas, including science, mathematics, and social studies, to strengthen literacy skills and support overall student achievement.

Per the Sponsor's K-12 Comprehensive Evidence-Based Reading Plan, the School will use the general framework of the District's Curriculum Decision Tree, captured as follows, and as may be amended from time to time, to help make informed decisions about student placement in Reading courses, as well as Progress Monitoring Plan Implementation and specifically for students requiring Tier 2 and Tier 3 intervention**.**

In addition, previous assessment results, teacher judgment, and parental guidance will also be considered in determining placement. Reading teachers will be at minimum, endorsed, although it is preferred they are certified. For students without FSA scores, all other available data will be considered, including national or state tests, report card grades, and the level of coursework successfully completed at the previous school.

Reading Instruction and Intervention

Students will receive a comprehensive, standards-aligned English Language Arts (ELA) block as their core reading instruction. In addition, students who demonstrate a need for additional support based on prior year FAST ELA results or ongoing progress monitoring data will receive targeted reading interventions.

These interventions will be provided outside of the 90-minute reading block through small-group, skill-based instruction designed to address specific areas of need. Instruction will follow the state-adopted Comprehensive Evidence-Based Reading Plan and utilize research-based strategies to support student growth. Teachers providing intervention will be appropriately trained and supported to ensure effective delivery of instruction.

Students identified as at risk will receive immediate and ongoing support, including frequent progress monitoring, to ensure they are making adequate progress toward grade-level proficiency.

The School will also address the need of students reading at or above grade-level by including a range of grade level complex texts, including exemplar text selections aligned to the rigor of the Language Arts Florida Standards. Teachers will be guided in providing opportunities for close, analytical reading which will require comparing and synthesizing ideas across text.

Assessments to Guide Instruction:
Screening: Students will be screened using FAST English Language Arts administered annually in the Spring to determine Tier placement for intervention purposes.

Progress Monitoring: The FAST English Language is administered three times in the academic calendar year (PM1, PM2, PM3). The first and second progress monitoring assessment will be used to drive instruction in the classroom such as standard based instruction and instructional groupings

based on student deficiencies and proficiencies. The third progress monitoring given in the Spring (PM3), will be used to determine Tier placement for intervention purposes.

- **Outcome Measures:** The FAST ELA Assessment will be administered to students in Grades 3–5 to measure progress toward grade-level proficiency. *In accordance with Florida law, Grade 3 students must demonstrate reading proficiency for promotion to Grade 4. Specifically, students must earn a Level 2 or higher on the Grade 3 FAST ELA Reading assessment (PM3). Students who do not meet this requirement may be subject to retention unless they qualify for a Good Cause Exemption or demonstrate proficiency through alternative assessments or a student portfolio.*

- *Students who are identified as at risk of retention will receive targeted interventions, ongoing progress monitoring, and additional support opportunities to help ensure they meet promotion requirements and achieve reading success.*

- *Data Collection and Analysis:* Administrative staff and lead teachers are provided data for their schools and they review, disseminate, discuss and disaggregate data on an on-going (weekly, monthly and after assessment, etc.) and consistent basis throughout the school year. Data tracking reports are generated by student, by standard, by teacher, and school-wide results are immediately available to teachers to target instruction and make adjustments as necessary. When the data evidences that reading intervention is not meeting a student's unique needs, the intervention plan is adjusted to better meet student needs in order to effectively close the achievement gap.

Administrative Support - The principal and his or her designee will review lesson plans weekly, conduct daily walkthroughs to observe teachers and perform informal and formal observations in monitoring interventions. Teachers will keep data folders of student assessment results and progress in their classrooms to provide additional data of student progress for District and school-based monitoring.

The principal, literacy coach and lead teachers, as applicable, will conduct classroom visitations, monitor lesson plans and ensure that reading strategies are implemented across the curriculum. The principal will identify teachers in need of support and provide assistance through reading coaches, veteran mentor teachers and the team members. The School will monitor the use of data through Data Chats and through the implementation of RtI/MTSS in order to make decisions regarding differentiation of instruction. ELA lead teacher and literacy coach will analyze progress-monitoring data on a quarterly basis. As student data is collected and analyzed, these will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for focused professional development (including site-based modeling and coaching).

Data chats: RtI/MTSS Team including the principal will hold data chats with teachers (minimally three (3) times per year) on a full array of classroom data, while teachers conduct on-going individual data chats with students. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for focused professional development (including site-based modeling and coaching).

Reading/Literacy Coach – If/When a reading/literacy coach is allocated, the School will utilize this individual to serve as a stable resource for professional development throughout the School to generate improvement in reading and literacy instruction and student learning. The coach will provide direct instructional services related to improving and supporting classroom instruction. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.

In addition, the literacy coach will work with students in whole and small group instruction in the context of modeling, co-teaching, and coaching in other teachers' classrooms. The literacy coach is responsible for working with all teachers (including ESE, content as well as elective areas) and will be expected to prioritize their time to those teachers, activities, and roles that will have the greatest impact on student learning, namely coaching and mentoring in classrooms.

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

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

Teachers will receive regular professional development in Reading instruction and how to review and use data to guide their instructional decision-making. The School's leadership team will conduct a Needs Assessment in order to identify areas of need and create action plans to offer uniform and cross-curricular professional development sessions for all instructional staff. These will include but not limited to:

- Instruction in the use of screening, diagnostic and classroom-based progress monitoring assessments;
- Procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties;
- Literacy - Analyzing informational text across the curriculum;
- Implementation of all instructional materials, data analysis and Differentiated Instruction (DI);
- All reading programs and strategies based on evidence-based reading research, including early intervention, classroom reading materials and accelerated programs; and
- Immediate intensive intervention programs, UDL and multi-sensory instructional strategies.

As recommended by the FLDOE, professional development will also include opportunities for modeling in classrooms, books studies, data analysis, small group professional development, etc. For further intensification, demonstration lessons, in-class coaching, peer observation and additional professional development opportunities will be made available to the faculty. The reading/literacy coach will also design workshops to address the individual needs of teachers to emphasize literacy/reading instruction in all content areas.

Parental and Family Involvement - Strong parental involvement is a key component of the **Just Read, Florida!** initiative. As a charter school that will expect a high level of parental involvement, the school will promote parental and family involvement in teaching and encouraging reading. The school will encourage family literacy practices though newsletters and through school-sponsored events to promote reading. The school will communicate information regarding students' reading progress to parents through various methods of communication. The school will also share parent resources available from the *Just Read Florida!* website to help parents in building students' reading skills and promoting literacy at home. Parents will be encouraged to read with their children whenever possible to stress that reading takes place in and out of the classroom.

ATTACHMENT D

STUDENT ENROLLMENT APPLICATION

PINECREST ACADEMY

2027 – 2028 Student Application
Pinecrest Academy Elementary School

Upon completion of this application, your child will be considered for the 2027 - 2028 school year registration. A random selection process will be utilized to admin eligible applicants.

PLEASE SUBMIT AN APPLICATION FOR EACH STUDENT
POR FAVOR PRESENTE UNA SOLICITUD PARA CADA ESTUDIANTE

***Today's Date**: _____

STUDENT INFORMATION

_____ _____ _____
*Student's Last Name Student's Middle Name *Student's First Name

*Student's Date of Birth: ___/____/_____

*Grade Level for 2027-2028 School Year: _____

*Address 1: _____

Address 2: _____

*City: _____ *State: _____ *Zip Code: _____

*Has the student ever attended a public school in Florida: Yes No

*Name of school student is attending: _____

*Select One: Public Private

PARENT INFORMATION

*Parent/Guardian's Name: _____

*Home Phone: (_____)- _____- _____ *Cell Phone: (_____)- _____- _____

Other Phone: (_____)- _____- _____

Email:_____

SAMPLE

PINECREST ACADEMY

*Parent/Guardian's Name: _____

*Home Phone: (_____)- _____- _____ *Cell Phone: (_____)- _____- _____

Other Phone: (_____)- _____- _____

Email:_____

SIBLING INFORMATION

Please List Any School-Age Siblings

Name:_____

Date of Birth: _____

Current School: _____

Current Grade: _____

Name:_____

Date of Birth: _____

Current School: _____

Current Grade: _____

General Info:

*How did you hear about us?

_____

Were you referred by someone? If so, who? _____

*Please state your reason for choosing us:

_____

*Verification Code: _____

Please enter characters in the image above. Letters are case sensitive.

Submit
*Indicates required field.

SAMPLE

ATTACHMENT E

EVIDENCE OF FACILITY FUNDING SOURCES

Not Applicable

ATTACHMENT F

DRAFT RENTAL AGREEMENT OR

LEASE FOR FACILITY

Not Applicable

ATTACHMENT G

FLORIDA CHARTER SCHOOL REVENUE

ESTIMATING WORKSHEET

Revenue Estimate Worksheet for Pinecrest Academy K-5

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	205.00	1.108	227.1400	$ 1,255,356
111 Basic K-3 with ESE Services	27.00	1.108	29.9160	$ 165,340
102 Basic 4-8	0.00	1.000	0.0000	$ -
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	$ -
103 Basic 9-12	0.00	0.972	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	38.00	1.165	44.2700	$ 244,671
130 ESOL *(Grade Level 4-8)*	0.00	1.165	0.0000	$ -
130 ESOL *(Grade Level 9-12)*	0.00	1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	270.00		301.3260	$ 1,665,367

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE (Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds $ -
Total Funded Weighted FTE	301.3260	Total Base Funding $ 1,665,367

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$ 1,665,367	X	6.67%	$	111,080
Growth Portion (0.54% of Conference Base Funding)	(a)	$ 1,665,367	X	0.54%	$	8,993
Total Salary Increase Allocation					$	120,073

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above, **less any 113 gifted FTE**.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
27.00	PK-3	251	$ 1,070	$ 28,890
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
0.00	4-8	251	$ 1,200	$ -
	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 27.00			Total ESE Guarantee	$ 28,890

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 270.00 ÷ District's Total UFTE: 396,765.50 = 0.0681%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 301.33 ÷ District's Total WFTE: 423,446.13 = 0.0712%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 270.00 ÷ Scholarship UFTE: 324,592.25 = 0.0832%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 270.00 ÷ District's Total Non-Virtual UFTE: 395,547.22 = 0.0683%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 270.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97 = 0.0835%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0683%	$ 87,872
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	(b)	0	x	0.0681%	$ -
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0835%	$ 31,089
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0832%	$ 16,689
8. Academic Acceleration Options Supplement (Value share)	(g)				

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$ -
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0712%	$ 298,378
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0712%	$ -
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0681%	$ -

12. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	301.3260		1.0287		958.42	=	297,085	
4-8	0.0000		1.0287		915.09	=	0	
9-12	0.0000		1.0287		917.30	=	0	
Total *	301.3260					Total Class Size Reduction Funds		$ 297,085

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

13. Student Transportation	(h)				
Enter All Adjusted Fundable Riders		0	x	552	$ -
Enter All Adjusted ESE Riders			x	1,675	$ -

14. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		$0.00	$0.00	$ -
Civilians on Federal Lands		$0.00	$0.00	$ -
Students with Disabilities			$0.00	$ -
Total				$ -

15. Food Service Allocation	(j)		
		Total	$ 2,425,370
16. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)		$ 2,305,297
17. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)		$ -
		Average Revenue per Student:	$ 8,983
		Revenue Increase from Previous Year	0.00%
		Adjusted Revenue Per Student	$ 8,982.85

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Pinecrest Academy K-5

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	274.00	1.108	303.5920	$ 1,677,890
111 Basic K-3 with ESE Services	36.00	1.108	39.8880	$ 220,453
102 Basic 4-8	0.00	1.000	0.0000	$ -
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	$ -
103 Basic 9-12	0.00	0.972	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	50.00	1.165	58.2500	$ 321,936
130 ESOL *(Grade Level 4-8)*	0.00	1.165	0.0000	$ -
130 ESOL *(Grade Level 9-12)*	0.00	1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	360.00		401.7300	$ 2,220,279

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE (Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds $ -
Total Funded Weighted FTE	401.7300	Total Base Funding $ 2,220,279

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$ 2,220,279	X	6.67%	$ 148,093
Growth Portion (0.54% of Conference Base Funding)	(a)	$ 2,220,279	X	0.54%	$ 11,990
Total Salary Increase Allocation					$ 160,083

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above, **less any 113 gifted FTE**.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
36.00	PK-3	251	$ 1,070	$ 38,520
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
0.00	4-8	251	$ 1,200	$ -
	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 36.00			Total ESE Guarantee	$ 38,520

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 360.00 ÷ District's Total UFTE: 396,765.50 = 0.0907%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 401.73 ÷ District's Total WFTE: 423,446.13 = 0.0949%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 360.00 ÷ Scholarship UFTE: 324,592.25 = 0.1109%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 360.00 ÷ District's Total Non-Virtual UFTE: 395,547.22 = 0.0910%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 360.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97 = 0.1113%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0910%	$	117,077
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.0907%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.1113%	$	41,440
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.1109%	$	22,246
8. Academic Acceleration Options Supplement (Value share)	(g)					

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$	-
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0949%	$	397,698
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0949%	$	-
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0907%	$	-

12. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	401.7300		1.0287		958.42	=	396,076	
4-8	0.0000		1.0287		915.09	=	0	
9-12	0.0000		1.0287		917.30	=	0	
Total *	401.7300					Total Class Size Reduction Funds	$	396,076

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

13. Student Transportation	(h)					
Enter All Adjusted Fundable Riders		0	x	552	$	-
Enter All Adjusted ESE Riders			x	1,675	$	-

14. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation		Total
Military and Indian Lands		$0.00	$0.00	$	-
Civilians on Federal Lands		$0.00	$0.00	$	-
Students with Disabilities			$0.00	$	-
Total				$	-

15. Food Service Allocation	(j)			
			Total	$ 3,233,336
16. Total Less Salary Increase Allocation (for administrative fee calculation)		(k)	$	3,073,253
17. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:		(l)	$	-
		Average Revenue per Student:	$	8,981
		Revenue Increase from Previous Year		2%
		Adjusted Revenue Per Student	$	9,161.12

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Pinecrest Academy K-5

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	274.00	1.108	303.5920	$ 1,677,890
111 Basic K-3 with ESE Services	36.00	1.108	39.8880	$ 220,453
102 Basic 4-8	67.00	1.000	67.0000	$ 370,295
112 Basic 4-8 with ESE Services	9.00	1.000	9.0000	$ 49,741
103 Basic 9-12	0.00	0.972	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	50.00	1.165	58.2500	$ 321,936
130 ESOL *(Grade Level 4-8)*	12.00	1.165	13.9800	$ 77,265
130 ESOL *(Grade Level 9-12)*	0.00	1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	448.00		491.7100	$ 2,717,580

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE (Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds $ -
Total Funded Weighted FTE	491.7100	Total Base Funding $ 2,717,580

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$ 2,717,580	X	6.67%	$	181,263
Growth Portion (0.54% of Conference Base Funding)	(a)	$ 2,717,580	X	0.54%	$	14,675
Total Salary Increase Allocation					$	195,938

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	36.00	PK-3	251	$ 1,070	$ 38,520
		PK-3	252	$ 3,455	$ -
		PK-3	253	$ 7,050	$ -
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above, less any 113 gifted FTE.	9.00	4-8	251	$ 1,200	$ 10,800
		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	45.00			Total ESE Guarantee	$ 49,320

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 448.00 ÷ District's Total UFTE: 396,765.50 = 0.1129%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 491.71 ÷ District's Total WFTE: 423,446.13 = 0.1161%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 448.00 ÷ Scholarship UFTE: 324,592.25 = 0.1380%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 448.00 ÷ District's Total Non-Virtual UFTE: 395,547.22 = 0.1133%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 448.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97 = 0.1385%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.1133%	$ 145,767
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	(b)	0	x	0.1129%	$ -
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.1385%	$ 51,567
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.1380%	$ 27,682
8. Academic Acceleration Options Supplement (Value share)	(g)				

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$ -
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.1161%	$ 486,541
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.1161%	$ -
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.1129%	$ -

12. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X CWF	X Allocation factors			
PK - 3	401.7300	1.0287	958.42	=	396,076	
4-8	89.9800	1.0287	915.09	=	84,703	
9-12	0.0000	1.0287	917.30	=	0	
Total *	491.7100			Total Class Size Reduction Funds		$ 480,779

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

13. Student Transportation	(h)				
Enter All Adjusted Fundable Riders	0		x	552	$ -
Enter All Adjusted ESE Riders			x	1,675	$ -

14. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		$0.00	$0.00	$ -
Civilians on Federal Lands		$0.00	$0.00	$ -
Students with Disabilities			$0.00	$ -
Total				$ -

15. Food Service Allocation	(j)		
		Total	$ 3,959,236
16. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)		$ 3,763,298
17. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)		$ -
		Average Revenue per Student:	$ 8,838
		Revenue Increase from Previous Year	2%
		Adjusted Revenue Per Student	$ 9,194.62

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Pinecrest Academy K-5

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	274.00	1.108	303.5920	$ 1,677,890
111 Basic K-3 with ESE Services	36.00	1.108	39.8880	$ 220,453
102 Basic 4-8	133.00	1.000	133.0000	$ 735,064
112 Basic 4-8 with ESE Services	18.00	1.000	18.0000	$ 99,482
103 Basic 9-12	0.00	0.972	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	50.00	1.165	58.2500	$ 321,936
130 ESOL *(Grade Level 4-8)*	25.00	1.165	29.1250	$ 160,968
130 ESOL *(Grade Level 9-12)*	0.00	1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	536.00		581.8550	$ 3,215,793

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE (Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.)		2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement			$ -
Total Additional FTE	0.0000	Additional Base Funds	$ -
Total Funded Weighted FTE	581.8550	Total Base Funding	$ 3,215,793

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$ 3,215,793	X	6.67%	$	214,493
Growth Portion (0.54% of Conference Base Funding)	(a)	$ 3,215,793	X	0.54%	$	17,365
Total Salary Increase Allocation					$	231,858

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above, less any 113 gifted FTE.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
36.00	PK-3	251	$ 1,070	$ 38,520
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
18.00	4-8	251	$ 1,200	$ 21,600
	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 54.00			Total ESE Guarantee	$ 60,120

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 536.00 ÷ District's Total UFTE: 396,765.50 = 0.1351%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 581.86 ÷ District's Total WFTE: 423,446.13 = 0.1374%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 536.00 ÷ Scholarship UFTE: 324,592.25 = 0.1651%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 536.00 ÷ District's Total Non-Virtual UFTE: 395,547.22 = 0.1355%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 536.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97 = 0.1658%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.1355%	$ 174,328
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	(b)	0	x	0.1351%	$ -
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.1658%	$ 61,731
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.1651%	$ 33,118
8. Academic Acceleration Options Supplement (Value share)	(g)				

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$ -
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.1374%	$ 575,803
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.1374%	$ -
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.1351%	$ -

12. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X CWF	X Allocation factors		
PK - 3	401.7300	1.0287	958.42	=	396,076
4-8	180.1250	1.0287	915.09	=	169,561
9-12	0.0000	1.0287	917.30	=	0
Total *	581.8550			Total Class Size Reduction Funds	$ 565,637

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

13. Student Transportation	(h)				
Enter All Adjusted Fundable Riders		0	x	552	$ -
Enter All Adjusted ESE Riders			x	1,675	$ -

14. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		$0.00	$0.00	$ -
Civilians on Federal Lands		$0.00	$0.00	$ -
Students with Disabilities			$0.00	$ -
Total				$ -

15. Food Service Allocation	(j)		
		Total	$ 4,686,530
16. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)		$ 4,454,672
17. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)		$ -
		Average Revenue per Student:	$ 8,744
		Revenue Increase from Previous Year	2%
		Adjusted Revenue Per Student	$ 9,278.70

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Pinecrest Academy K-5

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	274.00	1.108	303.5920	$ 1,677,890
111 Basic K-3 with ESE Services	36.00	1.108	39.8880	$ 220,453
102 Basic 4-8	133.00	1.000	133.0000	$ 735,064
112 Basic 4-8 with ESE Services	18.00	1.000	18.0000	$ 99,482
103 Basic 9-12	0.00	0.972	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	50.00	1.165	58.2500	$ 321,936
130 ESOL *(Grade Level 4-8)*	25.00	1.165	29.1250	$ 160,968
130 ESOL *(Grade Level 9-12)*	0.00	1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	536.00		581.8550	$ 3,215,793

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE *Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.*			2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement				$ -
	Total Additional FTE	0.0000	Additional Base Funds	$ -
	Total Funded Weighted FTE	581.8550	Total Base Funding	$ 3,215,793

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$ 3,215,793	X	6.67%	$	214,493
Growth Portion (0.54% of Conference Base Funding)	(a)	$ 3,215,793	X	0.54%	$	17,365
Total Salary Increase Allocation					$	231,858

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above, **less any 113 gifted FTE**.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
36.00	PK-3	251	$ 1,070	$ 38,520
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
18.00	4-8	251	$ 1,200	$ 21,600
	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 54.00			Total ESE Guarantee	$ 60,120

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 536.00 ÷ District's Total UFTE: 396,765.50 = 0.1351%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 581.86 ÷ District's Total WFTE: 423,446.13 = 0.1374%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 536.00 ÷ Scholarship UFTE: 324,592.25 = 0.1651%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 536.00 ÷ District's Total Non-Virtual UFTE: 395,547.22 = 0.1355%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 536.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97 = 0.1658%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.1355%	$ 174,328
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	(b)	0	x	0.1351%	$ -
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.1658%	$ 61,731
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.1651%	$ 33,118
8. Academic Acceleration Options Supplement (Value share)	(g)				

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$ -
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.1374%	$ 575,803
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.1374%	$ -
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.1351%	$ -

12. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X CWF	X Allocation factors		
PK - 3	401.7300	1.0287	958.42	=	396,076
4-8	180.1250	1.0287	915.09	=	169,561
9-12	0.0000	1.0287	917.30	=	0
Total *	581.8550			Total Class Size Reduction Funds	$ 565,637

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

13. Student Transportation	(h)				
Enter All Adjusted Fundable Riders		0	x	552	$ -
Enter All Adjusted ESE Riders			x	1,675	$ -

14. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		$0.00	$0.00	$ -
Civilians on Federal Lands		$0.00	$0.00	$ -
Students with Disabilities			$0.00	$ -
Total				$ -

15. Food Service Allocation	(j)		
		Total	$ 4,686,530
16. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)		$ 4,454,672
17. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)		$ -
		Average Revenue per Student:	$ 8,744
		Revenue Increase from Previous Year	2%
		Adjusted Revenue Per Student	$ 9,464.27

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.

Other:

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.

ATTACHMENT H

PROPOSED OPERATING BUDGET

Pinecrest Academy K-5

	2027-28	Year 1 75%	Year 1 Low	2028-29	2029-30	2030-31	2031-32
Grades	K-5			K-5	K-5	K-5	K-5
Students per grade (average)	90	68	45	90	90	89	89
Total # Students	270	203	135	360	448	536	536
Per Student Revenue *	8,983	8,983	8,983	9,161	9,195	9,279	9,464
			2.75%	2.0%	2.0%	2.0%	2.0%
REVENUE							
Maximum Gross Revenue ($)	2,425,370	1,823,519	1,212,685	3,298,003	4,119,189	4,973,383	5,072,851
Enrollment Contingency ($)	-	-	-	-	-	-	-
Budgeted State Sources of Revenue ($)	2,425,370	1,823,519	1,212,685	3,298,003	4,119,189	4,973,383	5,072,851
EXPENDITURES							
Facility Budget							
Maximum Facility Expense	758,493	606,333	340,538	976,768	1,243,603	1,547,202	1,575,245
Minimum Building Size Utilized (Sqft)	17,550	13,195	8,775	23,400	29,120	34,840	34,840
Cost per student	$ 1,700.00	$ 1,700.00	$ 800.00	$ 1,734.00	$ 1,768.68	$ 1,804.05	$ 1,840.13
Operating and Fixed Costs	299,493	261,233	232,538	352,528	451,234	580,229	588,933
Mortgage Payments/Rent	459,000	345,100	108,000	624,240	792,369	966,973	986,312
Teacher Staffing Budget							
School wide Average Class Size	12	11	13	12	11	12	12
# of Instructional Staff	23	18	11	31	40	46	46
Salary Benefits per Teacher	11,929	11,842	12,353	11,978	11,768	12,118	12,300
MAXIMUM FOR OTHER EXPENDITURES	1,556,325	1,207,498	745,724	2,159,273	2,403,790	2,855,409	2,863,582

* See All Charter School Calculator for Assumptions for the calculation of per pupil FTE

Pinecrest Academy K-5			2027-28			2028-29	2029-30	2030-31	2031-32
				75% Enrollment	50 % Enrollment				
ENROLLMENT	**Cost**	**Basis**							
Classrooms			15	11	**8**	20	24	28	28
K - 5			270	203	135	360	448	536	536
Total Enrollment			270	203	135	360	448	536	536
REVENUES									
State Sources with expected enrollment			$ 2,425,370.00	$ 1,823,518.93	$ 1,212,685.00	$ 3,298,002.72	$ 4,119,189.13	$ 4,973,383.13	$ 5,072,850.79
Federal Sources - NSLP funds 40% of students	$ 4.60	40%	$ 89,424.00	$ 67,233.60	$ 44,712.00	$ 121,020.48	$ 152,862.31	$ 185,632.17	$ 188,416.65
Local Sources - Lunch program paid students	$ 4.00	10%	$ 19,440.00	$ 14,616.00	$ 9,720.00	$ 26,308.80	$ 33,230.94	$ 40,354.82	$ 40,960.14
Capital Outlay	$ 2,050.34	Per Student	$ 553,591.80	$ 416,219.02	$ 276,795.90	$ 738,122.40	$ 918,552.32	$ 1,098,982.24	$ 1,098,982.24
Operating Grants and Contributions			$ 40,500.00	$ 30,450.00	$ 20,250.00	$ 36,000.00	$ 44,800.00	$ 53,600.00	$ 53,600.00
Other Revenues			$ 67,500.00	$ 50,750.00	$ 33,750.00	$ 36,000.00	$ 44,800.00	$ 53,600.00	$ 53,600.00
Other Sources - Referendum	$ 1,400.00	Per Student	$ 378,000.00	$ 284,200.00	$ 189,000.00	$ 504,000.00	$ 627,200.00	$ 750,400.00	$ 750,400.00
			$ 3,573,825.80	*$ 2,686,987.55*	*$ 1,786,912.90*	$ 4,759,454.40	$ 5,940,634.70	$ 7,155,952.36	$ 7,258,809.83
EXPENDITURES									
Instruction - 5000									
Salaries (includes classroom teachers, contract or hourly, and teache	See Staffing Plan		$ 1,055,250.00	$ 819,850.00	$ 498,875.00	$ 1,428,105.00	$ 1,810,517.42	$ 2,143,954.37	$ 2,176,113.69
Fringe Benefits			$ 274,365.00	$ 213,161.00	$ 129,707.50	$ 371,307.30	$ 470,734.53	$ 557,428.14	$ 565,789.56
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan		$ 180,000.00	$ 120,000.00	$ 90,000.00	$ 304,500.00	$ 494,508.00	$ 501,925.62	$ 509,454.50
Fringe Benefits			$ 46,800.00	$ 31,200.00	$ 23,400.00	$ 79,170.00	$ 128,572.08	$ 130,500.66	$ 132,458.17
Salaries (includes Media Specialist, Librarian)	See Staffing Plan		$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Contracted Professional Services (includes Therapists & other contra	$ 900.00	ESE Student	$ 24,300.00	$ 18,270.00	$ 12,150.00	$ 32,886.00	$ 41,538.67	$ 50,443.52	$ 51,200.18
Classroom Supplies & Equipment	$ 35.00	Student	$ 9,450.00	$ 7,105.00	$ 4,725.00	$ 12,789.00	$ 16,153.93	$ 19,616.93	$ 19,911.18
Teacher Supplies	$ 40.00	Student	$ 10,800.00	$ 8,120.00	$ 5,400.00	$ 14,616.00	$ 18,461.63	$ 22,419.34	$ 22,755.63
Textbooks and/or ebooks/Student Activities	$ 250.00	Student	$ 67,500.00	$ 50,750.00	$ 33,750.00	$ 91,350.00	$ 57,692.60	$ 70,060.45	$ 35,555.68
Supplemetal instructional materials (CIRP/SIRP and Technology)	$ 40.00	Student	$ 10,800.00	$ 8,120.00	$ 5,400.00	$ 14,616.00	$ 18,461.63	$ 22,419.34	$ 22,755.63
Digital Education Content Materials (Leased)	$ 165.00	Student	$ 44,550.00	$ 33,495.00	$ 22,275.00	$ 60,291.00	$ 76,154.23	$ 92,479.80	$ 93,866.99
Computer - Equipment for Instruction	$ 2,700.00	Classroom	$ 40,500.00	$ 29,700.00	$ 21,600.00	$ 54,810.00	$ 66,758.58	$ 79,053.29	$ 80,239.08
Curriculum Planning, Research, Development and Evaluation (part o	$ 110.00	Per Student	$ 29,700.00	$ 22,330.00	$ 14,850.00	$ 40,194.00	$ 50,769.49	$ 61,653.20	$ 62,577.99
Student Activities	$ 10.00	Student	$ 2,700.00	$ 2,030.00	$ 1,350.00	$ 3,654.00	$ 4,615.41	$ 5,604.84	$ 5,688.91
Sub-Total Instruction			*$ 1,796,715.00*	*$ 1,364,131.00*	*$ 870,982.50*	*$ 2,508,288.30*	*$ 3,254,938.19*	*$ 3,757,559.49*	*$ 3,778,367.21*
Instructional Support Services - 6000									
Contracted Professional Services (counseling and psychological)	$ 1,100.00	ESE Student	$ 29,700.00	$ 22,330.00	$ 14,850.00	$ 40,194.00	$ 50,769.49	$ 61,653.20	$ 62,577.99
Workshops/Trainings	$ 500.00	Teacher	$ 9,000.00	$ 7,000.00	$ 4,250.00	$ 12,000.00	$ 15,000.00	$ 17,500.00	$ 17,500.00
Online Assesment	$ 9.00	Student	$ 2,430.00	$ 1,827.00	$ 1,215.00	$ 3,288.60	$ 4,153.87	$ 5,044.35	$ 5,120.02
Hardware Maintenance	$ 400.00	Classroom	$ 6,000.00	$ 4,400.00	$ 3,200.00	$ 8,120.00	$ 9,890.16	$ 11,711.60	$ 11,887.27
Sub-Total Instructional Support Services			*$ 47,130.00*	*$ 35,557.00*	*$ 23,515.00*	*$ 63,602.60*	*$ 79,813.52*	*$ 95,909.15*	*$ 97,085.28*
Board - 7100									
Professional Services (Legal)	$ 2,500.00	School	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,537.50	$ 2,575.56	$ 2,614.20	$ 2,653.41
Insurance (General Liability, D&O, Professional Liability)	$ 1,500.00	Classroom	$ 22,500.00	$ 16,500.00	$ 12,000.00	$ 30,450.00	$ 37,088.10	$ 43,918.49	$ 44,577.27
Network Fee	$ 100.00	Student	$ 27,000.00	$ 20,300.00	$ 13,500.00	$ 36,000.00	$ 44,800.00	$ 53,600.00	$ 53,600.00
Sub-Total Board			*$ 52,000.00*	*$ 39,300.00*	*$ 28,000.00*	*$ 68,987.50*	*$ 84,463.66*	*$ 100,132.69*	*$ 100,830.68*
School Administration - 7300									

Pinecrest Academy K-5			2027-28			2028-29	2029-30	2030-31	2031-32
				75% Enrollment	50 % Enrollment				
Salaries (includes Principal, Secretary & other Office Personnel)			$ 224,101.60	$ 139,101.60	$ 139,101.60	$ 227,463.12	$ 296,399.03	$ 323,849.94	$ 328,707.69
Fringe Benefits			$ 58,266.42	$ 36,166.42	$ 36,166.42	$ 59,140.41	$ 77,063.75	$ 84,200.98	$ 85,464.00
ESP Fees (Portion of the fee charged by ESP)	$ 225.00	Student	$ 60,750.00	$ 45,675.00	$ 30,375.00	$ 81,000.00	$ 100,800.00	$ 120,600.00	$ 120,600.00
Equipment Rental / Lease	$ 300.00	Per Month	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,654.00	$ 3,708.81	$ 3,764.44	$ 3,820.91
Travel	$ 1,200.00	Administrator	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,045.00	$ 3,090.68	$ 3,137.04	$ 3,184.09
Advertising and Promotion	$ 25.00	Student	$ 6,750.00	$ 5,075.00	$ 3,375.00	$ 9,135.00	$ 11,538.52	$ 14,012.09	$ 14,222.27
License Fees	$ 200.00		$ 200.00	$ 200.00	$ 200.00	$ 203.00	$ 206.05	$ 209.14	$ 212.27
Dues and Subcriptions	$ 4.00	Student	$ 1,080.00	$ 812.00	$ 540.00	$ 1,461.60	$ 1,846.16	$ 2,241.93	$ 2,275.56
Postage	$ 50.00	Classroom	$ 750.00	$ 550.00	$ 400.00	$ 1,015.00	$ 1,236.27	$ 1,463.95	$ 1,485.91
Printing	$ 225.00	Classroom	$ 3,375.00	$ 2,475.00	$ 1,800.00	$ 4,567.50	$ 5,563.22	$ 6,587.77	$ 6,686.59
Office Supplies	$ 25.00	Student	$ 6,750.00	$ 5,075.00	$ 3,375.00	$ 9,000.00	$ 11,200.00	$ 13,400.00	$ 13,400.00
Office Equipment	$ 1,500.00		$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,522.50	$ 1,545.34	$ 1,568.52	$ 1,592.05
Computer Equipment	$ 1,000.00	Administrator	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,537.50	$ 2,575.56	$ 2,614.20	$ 2,653.41
Sub-Total School Administration			*$ 372,623.02*	*$ 245,730.02*	*$ 225,933.02*	*$ 403,744.64*	*$ 516,773.38*	*$ 577,650.00*	*$ 584,304.75*
Facilities Acquisition & Construction - 7400									
Building Lease (see budget summary for calculation)			$ 459,000.00	$ 345,100.00	$ 108,000.00	$ 624,240.00	$ 792,368.64	$ 966,972.73	$ 986,312.18
Purchase of Buildings & Fixed Equipment			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Land			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Facilities Acquisition & Construction			*$ 459,000.00*	*$ 345,100.00*	*$ 108,000.00*	*$ 624,240.00*	*$ 792,368.64*	*$ 966,972.73*	*$ 986,312.18*
Fiscal Services - 7500									
Salaries (Business Manager, Accounting & Bookkeeping Personnel)			$ 25,000.00	$ 25,000.00	$ 25,000.00	$ 25,375.00	$ 25,755.63	$ 26,141.96	$ 26,534.09
Fringe Benefits			$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,597.50	$ 6,696.46	$ 6,796.91	$ 6,898.86
Fee to County School Board - up to 250 students			$ 112,285.65	$ 91,175.95	$ 60,634.25	$ 114,513.98	$ 114,932.73	$ 115,983.75	$ 118,303.42
Planning, Research, Development and Evaluation (Part of ESP's Fee)	$ 115.00		$ 31,050.00	$ 23,345.00	$ 15,525.00	$ 42,021.00	$ 53,077.19	$ 64,455.62	$ 65,422.45
Professional Services - Annual Audit	$ 14,000.00		$ 14,000.00	$ 14,000.00	$ 14,000.00	$ 14,210.00	$ 14,423.15	$ 14,639.50	$ 14,859.09
Sub-Total Fiscal Services			*$ 188,835.65*	*$ 160,020.95*	*$ 121,659.25*	*$ 202,717.48*	*$ 214,885.16*	*$ 228,017.73*	*$ 232,017.91*
Food Services - 7600									
Salaries (Food Service Workers)			$ 42,744.00	$ 28,496.00	$ 14,248.00	$ 28,923.44	$ 44,035.94	$ 59,595.30	$ 60,489.23
Fringe Benefits			$ 11,113.44	$ 7,408.96	$ 3,704.48	$ 7,520.09	$ 11,449.34	$ 15,494.78	$ 15,727.20
Food, Materials & Supplies - Vendor provided meals 50% Participati	$ 3.80	Per Meal per day	$ 92,340.00	$ 69,426.00	$ 46,170.00	$ 124,966.80	$ 157,846.95	$ 191,685.39	$ 194,560.68
Equipment Rental / Lease (provided by food vendor)									
Inspection fees	$ 75.00	Twice per year	$ 150.00	$ 150.00	$ 150.00	$ 152.25	$ 154.53	$ 156.85	$ 159.20
Sub-Total Food Services			*$ 146,347.44*	*$ 105,480.96*	*$ 64,272.48*	*$ 161,562.58*	*$ 213,486.77*	*$ 266,932.33*	*$ 270,936.31*

Pinecrest Academy K-5			2027-28			2028-29	2029-30	2030-31	2031-32
				75% Enrollment	50 % Enrollment				
Central Services - 7700									
Central services costs			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Facilities Acquisition & Construction			*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Pupil Transportation Services - 7800									
Field Trip Expenses for competitions & Events			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Pupil Transportation Services			*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Operation of Plant - 7900									
Salaries (Custodian, crossing guards, security)	See Staffing		$ 41,601.60	$ 41,601.60	$ 41,601.60	$ 42,225.62	$ 85,718.02	$ 152,256.63	$ 154,540.48
Fringe benefits			$ 10,816.42	$ 10,816.42	$ 10,816.42	$ 10,978.66	$ 22,286.68	$ 39,586.72	$ 40,180.52
Purchased Service (Custodial, fire and alarm, etc)	$ 2,400.00	Per Classroom	$ 36,000.00	$ 26,400.00	$ 19,200.00	$ 48,720.00	$ 59,340.96	$ 70,269.59	$ 71,323.63
Lawn Maintenance	$ 800.00	Per Classroom	$ 12,000.00	$ 8,800.00	$ 6,400.00	$ 16,240.00	$ 19,780.32	$ 23,423.20	$ 23,774.54
Pest Control	$ 40.00	Per Classroom	$ 600.00	$ 440.00	$ 320.00	$ 812.00	$ 989.02	$ 1,171.16	$ 1,188.73
Security Services - SRO	$ 8,333.33	Per Month	$ 100,000.00	$ 100,000.00	$ 100,000.00	$ 101,500.00	$ 103,022.50	$ 104,567.84	$ 106,136.36
Property Insurance	$ 3,500.00	Per Classroom	$ 52,500.00	$ 38,500.00	$ 28,000.00	$ 71,050.00	$ 86,538.90	$ 102,476.48	$ 104,013.63
Telephone Services	$ 300.00	Per Month	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,654.00	$ 3,708.81	$ 3,764.44	$ 3,820.91
Water & Sewer	$ 425.00	Per Classroom	$ 6,375.00	$ 4,675.00	$ 3,400.00	$ 8,627.50	$ 10,508.30	$ 12,443.57	$ 12,630.23
Electricity	$ 2,400.00	Per Classroom	$ 36,000.00	$ 26,400.00	$ 19,200.00	$ 48,720.00	$ 59,340.96	$ 70,269.59	$ 71,323.63
Sub-Total Operation of Plant			*$ 299,493.02*	*$ 261,233.02*	*$ 232,538.02*	*$ 352,527.79*	*$ 451,234.46*	*$ 580,229.21*	*$ 588,932.65*
Maintenance of Plant - 8100									
Repairs & Maintenance	$ 2.50	Sq. Ft.	$ 43,875.00	$ 32,987.50	$ 21,937.50	$ 58,500.00	$ 72,800.00	$ 87,100.00	$ 87,100.00
Supplies									
Sub-Total Maintenance of Plant			*$ 43,875.00*	*$ 32,987.50*	*$ 21,937.50*	*$ 58,500.00*	*$ 72,800.00*	*$ 87,100.00*	*$ 87,100.00*
Administrative Technology Services - 8200									
Systems Operation	$ 750.00	Per Classroom	$ 11,250.00	$ 8,250.00	$ 6,000.00	$ 15,225.00	$ 18,544.05	$ 21,959.25	$ 22,288.63
Systems Planning & Analysis									
Sub-Total Administrative Technology Services			*$ 11,250.00*	*$ 8,250.00*	*$ 6,000.00*	*$ 15,225.00*	*$ 18,544.05*	*$ 21,959.25*	*$ 22,288.63*
Debt Service - 9200									
Redemption of Principal						$ -			
Recoverable Grant Expense						*$ 140,000.00*			
Interest *(Interest Only at 6%)*			*$ 8,400.00*	*$ 8,400.00*	*$ 8,400.00*	*$ 8,400.00*			
Sub-Total Debt Service			*$ 8,400.00*	*$ 8,400.00*	*$ 8,400.00*	*$ 148,400.00*	*$ -*	*$ -*	*$ -*
Contingency									
Operating expense contigency - 3% of FEFP - Considered restricted f	3%		$ 107,214.77	$ 80,609.63	$ 53,607.39	$ 142,783.63	$ 178,219.04	$ 214,678.57	$ 217,764.29
Sub-Total Contingency			*$ 107,214.77*	*$ 80,609.63*	*$ 53,607.39*	*$ 142,783.63*	*$ 178,219.04*	*$ 214,678.57*	*$ 217,764.29*
Total Expenditures			*$ 3,532,883.89*	*$ 2,686,800.06*	*$ 1,764,845.15*	*$ 4,750,579.52*	*$ 5,877,526.87*	*$ 6,897,141.14*	*$ 6,965,939.91*
Excess of Revenues over Expenditures			$ 40,941.91	$ 187.48	$ 22,067.75	$ 8,874.88	$ 63,107.83	$ 258,811.22	$ 292,869.92

Pinecrest Academy K-5

REVENUES				
State Sources with expected enrollment				FEFP Revenue utilizing the revenue worksheet provided by the FLDOE
Federal Sources - NSLP funds 40% of students	$	2.98	40%	The reimbursement provided by the National School Lunch Program (NSLP)
Local Sources - Lunch program paid students	$	3.00	30%	The amount per meal for paid lunches
Capital Outlay	$	2,050.34	Per Student	An estimate of the Capital Outlay amount based on the $230 million allocated for the 2024-25 school year. The amount is increased to include the LCIR allocation with the state ramp up
Other Sources - Services				Revenue from before care/after care, fund raising activities, field trips, and other internal revenue
EXPENDITURES				
Instruction				
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan			Salaries in the staffing plan are for Full Time Equivalent (FTE) instruction positions. Individuals may be utilized for other functions (Art, PE, Music, etc.) and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits				As calculated in the staffing plan
Contracted Professional Services (includes Therapists & other contracted instruct	$	900.00	ESE Student	Contracted instructional services as outlined in the application
Classroom Supplies & Equipment	$	35.00	Student	Student Agendas, Study Island USA Test Prep, Classroom Supplies and other items used within the classroom
Teacher Supplies	$	40.00	Student	Supplies for the teacher to outfit the classroom
Textbooks and/or ebooks/Student Activities	$	250.00	Student	Textbooks and other instructional materials as described in the curriculum section of the application (Carnegie Course 1&2 Skills Practice, Algebra 1 Gold Series)
Supplemetal instructional materials (CIRP/SIRP and Technology)	$	40.00	Student	Other supplemental curriculum as detailed in the application
Digital Education Content Materials (Leased)	$	165.00	Student	Digital content material as described in the curriculum section (iReady, GoMath, etc.). The materials would be funded over time. Expenditure listed is for the annual costs.
Computer - Equipment for Instruction (leased)	$	2,700.00	Classroom	Computer equipment to be utilized in the classroom. The expenditure outlined is the annual cost to lease the equipment on a three lease. If the school receives a CSP grant the equipment would be purchased
Sub-Total Instruction				
Pupil Personnel Services				
Salaries (includes counselor, school nurse, health assistant, Curriculum specialist)	See Staffing Plan			Salaries in the staffing plan are for Full Time Equivalent (FTE) positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits				As calculated in the staffing plan
Contracted Professional Services (counseling and psychological)	$	1,100.00	ESE Student	Contracted instructional support services as outlined in the application (eg. ESE Specialist,school counselor)
Sub-Total Pupil Personnel Services				
Media Services				
Salaries (includes Librarian)				Salaries in the staffing plan are for Full Time Equivalent (FTE) media service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits				As calculated in the staffing plan
Sub-Total Media Services				
Curriculum Development				
Salaries (includes Curriculum Specialist)				Salaries in the staffing plan are for Full Time Equivalent (FTE) curriculum positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits				As calculated in the staffing plan
Student Activities	$	10.00	Student	
Sub-Total Curriculum Development				
Staff Development				
Workshops/Trainings	$	500.00	Teacher	The costs associated with providing staff development as described in the application
Sub-Total Staff Development				
Instruction Related Technology				
Salaries (includes Technology Personnel)				
Fringe Benefits				
Online Assesment	$	9.00	School	Online assesment In order for the charter school to be in compliance with the District's ELL Plan
Hardware Maintenance	$	400.00	Classroom	The costs associated with maintaining the computer hardware. This amount is paid to outside contractors.
Sub-Total Instruction Related Technology				
Board				
Professional Services (Legal)	$	2,500.00	School	Outside legal expenses
Insurance (General Liability, D&O, Professional Liability)	$	1,500.00	Classroom	The costs of the Professional Educators Liability policy
Network Fee	$	100.00	Student	Fee paid to corporation to support programs of the Non-profit.
Sub-Total Board				
General Administration				
ESP Fees (Portion of the fee charged by ESP)	$	225.00	Student	The management fee allocated for General administrative services. The fee is reduced for the first year.
Administrative Fee				
Sub-Total General Administration				
School Administration				
Salaries (includes Principal, Secretary & other Office Personnel)				
Fringe Benefits				
Equipment Rental / Lease	$	300.00	Per Month	Office equipment leases
Travel	$	1,200.00	Administrator	Travel expense for the administrative staff to attend meetings and workshops.
Advertising and Promotion	$	25.00	Student	Expenditures related to the marketing of the school. This amount includes items such as direct mail, banners, etc.
License Fees	$	200.00		Annual Government license fees
Dues and Subcriptions	$	4.00	Student	Costs for subscription services.
Postage	$	50.00	Classroom	Postage and overnight mail costs
Printing	$	225.00	Classroom	Printing material and supplies
Office Supplies	$	25.00	Student	General office supplies
Office Equipment	$	1,500.00		Annual costs of the office equipment

Pinecrest Academy K-5

Computer Equipment	$ 1,000.00	Administrator	Annual costs of the administrative computer equipment
Sub-Total School Administration			
Facilities Acquisition & Construction			
Building Lease / Rent (see budget summary for calculation)			Facility lease costs for the additional leased space for the school
Sub-Total Facilities Acquisition & Construction			
Fiscal Services			
Salaries (Business Manager, Accounting & Bookkeeping Personnel)			Salaries in the staffing plan are for Full Time Equivalent (FTE) fiscal service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Fee to County School Board - up to 250 students			The fee paid to the school district as stipulated in statute
Planning, Research, Development and Evaluation (Part of ESP's Fee)	$ 115.00		The portion of the fee paid to the ESP for providing back office accounting and other fiscal services.
Professional Services - Annual Audit	$ 14,000.00		The costs of the annual audit paid to the outside auditor
Sub-Total Fiscal Services			
Food Services			
Salaries (Food Service Workers)			Salaries in the staffing plan are for Full Time Equivalent (FTE) food service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Food, Materials & Supplies - Vendor provided meals 70% Participation	$ 3.80	Per Meal per day	The contract cost per meal paid to an approved NSLP provider
Equipment Rental / Lease (provided by food vendor)	$ -		No cost. The equipment is provided by the NSLP provider
Inspection fees	$ 75.00	Twice per year	Health inspection fees
Sub-Total Food Services	*0*		
Pupil Transportation Services			
Salaries (Drivers & Transportation workers)			N/A
Fringe Benefits			
Contracted Transportation Services - $290 per bus per day 0% utilization	$ 290.00	40%	The cost for providing busing. The percentage of students that will be utilizing busing. The cost is per bus per day based on a 65 student capacity bus
Sub-Total Pupil Transportation Services			
Operation of Plant			
Salaries (Custodian, crossing guards, security)	See Staffing		Salaries in the staffing plan are for Full Time Equivalent (FTE) Operation of Plant positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe benefits			As calculated in the staffing plan
Purchased Service (Custodial, fire and alarm, etc)	$ 2,400.00	Per Classroom	The costs for contracted custodial services and other contracted service for the operation of the facility
Lawn Maintenance	$ 800.00	Per Classroom	Contracted lawn service
Pest Control	$ 40.00	Per Classroom	Contracted pest service
Security Services	$ 8,333.33	Per Month	Contracted SRO and other security services
Property Insurance	$ 3,500.00	Per Classroom	The expenditure for property insurance including windstorm
Telephone Services	$ 300.00	Per Month	Monthly phone service expenses
Water & Sewer	$ 425.00	Per Classroom	City Water & Sewer costs
Electricity	$ 2,400.00	Per Classroom	The costs electrical service
Sub-Total Operation of Plant			
Maintenance of Plant			
Repairs & Maintenance	$ 2.50	Sq. Ft.	Repairs & Maintained of the facility
Supplies	$ -		
Sub-Total Maintenance of Plant			
Administrative Technology Services			
Systems Operation	$ 750.00	Per Classroom	Contracted costs to maintain the IT infrastructure
Systems Planning & Analysis	$ -		
Sub-Total Administrative Technology Services			
Redemption of Principal	0		Repayment of start up loan
Interest *(Interest Only at 6%)*	0		Interest on start up loan
Sub-Total Debt Service	*0*		
Contingency			
Operating expense contigency - 3% of FEFP - Considered restricted funds	3%		

Pinecrest Academy K-5

District: Dade

ESE Percent	10.00%					
ESOL Percent	14.00%					
Free & Reduced Lunch Percent	40.00%					
Occupancy		100%	100%	100%	100%	100%
Homeroom Classrooms		270	360	448	536	536

	2027-28	2028-29	2029-30	2030-31	2031-32
Kindergarten	**5**	**5**	**5**	**5**	**5**
1st Grade	**5**	**5**	**5**	**5**	**5**
2nd Grade	**5**	**5**	**5**	**5**	**5**
3rd Grade		**5**	**5**	**5**	**5**
4th Grade			**4**	**4**	**4**
5th Grade				**4**	**4**
6th Grade					
7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade					
	15	**20**	**24**	**28**	**28**

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	**0**	**18**	**18**	**18**	**18**
4th Grade	**0**	**0**	**22**	**22**	**22**
5th Grade	**0**	**0**	**0**	**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**

0	**270**	**360**	**448**	**536**	**536**

Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	90	90	90	90	90
1st Grade	90	90	90	90	90
2nd Grade	90	90	90	90	90
3rd Grade	0	90	90	90	90
4th Grade	0	0	88	88	88
5th Grade	0	0	0	88	88
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
	270	**360**	**448**	**536**	**536**

ESE Guaranteed Allocation:	**Grade Level**	**Matrix Level**	**FTE**
Additional Funding from the	K-3	251	**27**
ESE Guaranteed Allocation.	**K-3**	252	
Enter the FTE from 111,112,	**K-3**	**253**	
& 113 by grade and matrix	**4-8**	**251**	**0**
level. Students who do not	4-8	252	
have a matrix level should be	4-8	253	
considered 251. *The total*	***9-12***	***251***	**0**
should equal all FTE from	*9-12*	*252*	
programs 111, 112 & 113 above.	*9-12*	*253*	
		Total ESE	27.00

Staffing Plan *Pinecrest Academy K-5*

Fringe Benefit Rate	**26.00%**	
FICA	6.20%	
Medicare	1.45%	
FUTA	$ 189.00	
SUTA	$ 189.00	
Workers Comp & Payroll Costs	1.38%	
401K Contribution	4.00%	
Health Insurance per Employee	$ 6,600.00	$550 Per month per Employee

		2027-28			2028-29	2029-30	2030-31	2031-32
		High	75%	Low				
Instruction Staff								
Teachers (ESE or ESOL certified teacher)	57,500	15	11	8	20	24	28	28
Substitute Teachers	1,100	15	11	8	20	24	28	28
Other Teachers (ESE, ESOL, see Budget Narrative)	57,500	3	3	1	4	6	7	7
Paraprofessionals								
Supplements	250	15	11	8	20	24	28	28
	116,350	18	14	9	24	30	35	35
Pupil Personnel Services								
ESE Teacher/Specialist	60,000	2.00	1.00	1.00	3.00	4.00	4.00	4.00
Guidance Counselor (ESE Certified)	60,000	1.00	1.00	0.50	2.00	4.00	4.00	4.00
	120,000	3.00	2.00	1.50	5.00	8.00	8.00	8.00
Media Services								
Media Specialist	60,000							
	60,000	-	-	-	-	-	-	-
School Administration								
Principal	125,000	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Assistant Principal	85,000	1.00			1.00	1.00	1.00	1.00
Administrative Assistant	41,602	1.00	1.00	1.00	1.00	2.00	2.00	2.00
Registrar	35,000	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Other Clerical	22,000					1.00	2.00	2.00
	308,602	3.50	2.50	2.50	3.50	5.50	6.50	6.50
Fiscal Services								
Business Manager	50,000	0.50	0.50	0.50	0.50	0.50	0.50	0.50
	50,000	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Food Services								
Food Service Workers	14,248	3	2	1	2	3	4	4
	14,248	3	2	1	2	3	4	4
	-	-		-	-	-	-	-
Operation of Plant								
Custodian	20,801	1.00	1.00	1.00	1.00	2.00	3.00	3.00
Security - (in addition to SRO)	20,801	1.00	1.00	1.00	1.00	2.00	4.00	4.00
	41,602	2.00	2	2	2	4	7	7
TOTAL EMPLOYEES		30	23	16	37	51	61	61
Average performance pay increase	1.5%							
Instruction Staff								
Homeroom Teachers		862,500	632,500	431,250	1,167,250	1,421,711	1,683,542	1,708,795
Substitute Teachers		16,500	12,100	8,250	22,330	27,198	32,207	32,690
Other Teachers (ESE, ESOL, Reading/Math Coaches)		172,500	172,500	57,500	233,450	355,428	420,886	427,199
Supplements		3,750	2,750	1,875	5,075	6,181	7,320	7,430
		1,055,250	819,850	498,875	1,428,105	1,810,517	2,143,954	2,176,114
Benefits:		274,365	213,161	129,708	371,307	470,735	557,428	565,790
Pupil Personnel Services								
ESE Teacher/Specialist		120,000	60,000	60,000	182,700	247,254	250,963	254,727
Guidance Counselor (ESE Certified)		60,000	60,000	30,000	121,800	247,254	250,963	254,727
		180,000	120,000	90,000	304,500	494,508	501,926	509,455
Benefits:		46,800	31,200	23,400	79,170	128,572	130,501	132,458
Media Services								
Media Specialist		-	-	-	-	-	-	-
		-	-	-	-	-	-	-
Benefits:		-	-	-	-	-	-	-
School Administration								
Principal		62,500	62,500	62,500	63,438	64,389	65,355	66,335
Assistant Principal		85,000	-	-	86,275	87,569	88,883	90,216
Administrative Assistant		41,602	41,602	41,602	42,226	85,718	87,004	88,309
Registrar		35,000	35,000	35,000	35,525	36,058	36,599	37,148
		224,102	139,102	139,102	227,463	296,399	323,850	328,708
Benefits:		58,266	36,166	36,166	59,140	77,064	84,201	85,464
Fiscal Services								
Business Manager		25,000	25,000	25,000	25,375	25,756	26,142	26,534
		25,000	25,000	25,000	25,375	25,756	26,142	26,534
Benefits:		6,500	6,500	6,500	6,598	6,696	6,797	6,899
Food Services								
Food Service Workers		42,744	28,496	14,248	28,923	44,036	59,595	60,489
		42,744	28,496	14,248	28,923	44,036	59,595	60,489
Benefits:		11,113	7,409	3,704	7,520	11,449	15,495	15,727
Operation of Plant								
Custodian		20,801	20,801	20,801	21,113	42,859	65,253	66,232
Security		20,801	20,801	20,801	21,113	42,859	87,004	88,309
		41,602	41,602	41,602	42,226	85,718	152,257	154,540
Benefits:		10,816	10,816	10,816	10,979	22,287	39,587	40,181
Total Payroll & Benefits		1,976,558	########	########	2,591,306	3,473,737	4,041,732	4,102,358

Pinecrest Academy K-5

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YEAR 1
REVENUES													
State Sources with expected enrollment	202,114	202,114	202,114	202,114	202,114	202,114	202,114	202,114	202,114	202,114	202,114	202,114	$ 2,425,370.00
Federal Sources - NSLP funds 40% of students			8,942	8,942	8,942	8,942	8,942	8,942	8,942	8,942	8,942	8,942	$ 89,424.00
Local Sources - Lunch program paid students			1,944	1,944	1,944	1,944	1,944	1,944	1,944	1,944	1,944	1,944	$ 19,440.00
Capital Outlay	46,133	46,133	46,133	46,133	46,133	46,133	46,133	46,133	46,133	46,133	46,133	46,133	$ 553,591.80
Operating Grants and Contributions				4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	$ 40,500.00
Other Revenues				7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	$ 67,500.00
Other Sources - Referendum				42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	$ 378,000.00
0	**248,247**	**248,247**	**259,133**	**313,133**	**313,133**	**313,133**	**313,133**	**313,133**	**313,133**	**313,133**	**313,133**	**313,133**	$ 3,573,825.80
EXPENDITURES													
Instruction - 5000													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		47,966	100,728	100,728	100,728	100,728	100,728	100,728	100,728	100,728	100,728	100,728	$ 1,055,250.00
Fringe Benefits		12,471	26,189	26,189	26,189	26,189	26,189	26,189	26,189	26,189	26,189	26,189	$ 274,365.00
Salaries (includes counselor, school nurse, health assistant)		8,182	17,182	17,182	17,182	17,182	17,182	17,182	17,182	17,182	17,182	17,182	$ 180,000.00
Fringe Benefits		2,127	4,467	4,467	4,467	4,467	4,467	4,467	4,467	4,467	4,467	4,467	$ 46,800.00
Salaries (includes Media Specialist, Librarian)		-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	$ -
Contracted Professional Services (includes Therapists & other contracted instructional services)			2,430	2,430	2,430	2,430	2,430	2,430	2,430	2,430	2,430	2,430	$ 24,300.00
Classroom Supplies & Equipment		3,119	3,119	3,213									$ 9,450.00
Teacher Supplies		3,564	3,564	3,672									$ 10,800.00
Textbooks and/or ebooks/Student Activities		22,275	22,275	22,950									$ 67,500.00
Supplemetal instructional materials (CIRP/SIRP and Technology)		3,564	3,564	3,672									$ 10,800.00
Digital Education Content Materials (Leased)	3,713	3,713	3,713	3,713	3,713	3,713	3,713	3,713	3,713	3,713	3,713	3,713	$ 44,550.00
Computer - Equipment for Instruction		13,365	13,365	13,770									$ 40,500.00
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)			2,970	2,970	2,970	2,970	2,970	2,970	2,970	2,970	2,970	2,970	$ 29,700.00
Student Activities		891	891	918									$ 2,700.00
Sub-Total Instruction	*3,713*	*121,236*	*204,457*	*205,874*	*157,679*	*157,679*	*157,679*	*157,679*	*157,679*	*157,679*	*157,679*	*157,679*	*$ 1,796,715.00*
Instructional Support Services - 6000													
Contracted Professional Services (counseling and psychological)			2,970	2,970	2,970	2,970	2,970	2,970	2,970	2,970	2,970	2,970	$ 29,700.00
Workshops/Trainings		9,000											$ 9,000.00
Online Assesment			243	243	243	243	243	243	243	243	243	243	$ 2,430.00
Hardware Maintenance			600	600	600	600	600	600	600	600	600	600	$ 6,000.00
Sub-Total Instructional Support Services	*-*	*9,000*	*3,813*	*3,813*	*3,813*	*3,813*	*3,813*	*3,813*	*3,813*	*3,813*	*3,813*	*3,813*	*$ 47,130.00*
Board - 7100													
Professional Services (Legal)						625	625	625	625				$ 2,500.00
Insurance (General Liability, D&O, Professional Liability)	5,625			5,625			5,625			5,625			$ 22,500.00
Network Fee												27,000	$ 27,000.00
Sub-Total Board	*5,625*	*-*	*-*	*5,625*	*-*	*625*	*6,250*	*625*	*625*	*5,625*	*-*	*27,000*	*$ 52,000.00*
School Administration - 7300													
Salaries (includes Principal, Secretary & other Office Personnel)	18,675	18,675	18,675	18,675	18,675	18,675	18,675	18,675	18,675	18,675	18,675	18,675	$ 224,101.60
Fringe Benefits	4,856	4,856	4,856	4,856	4,856	4,856	4,856	4,856	4,856	4,856	4,856	4,856	$ 58,266.42
ESP Fees (Portion of the fee charged by ESP)		-	6,075	6,075	6,075	6,075	6,075	6,075	6,075	6,075	6,075	6,075	$ 60,750.00
Equipment Rental / Lease	300	300	300	300	300	300	300	300	300	300	300	300	$ 3,600.00
Travel	1,000	1,000							1,000				$ 3,000.00
Advertising and Promotion	6,750												$ 6,750.00
License Fees	200												$ 200.00
Dues and Subcriptions			108	108	108	108	108	108	108	108	108	108	$ 1,080.00
Postage	375	34	34	34	34	34	34	34	34	34	34	34	$ 750.00
Printing	844	230	230	230	230	230	230	230	230	230	230	230	$ 3,375.00
Office Supplies	6,750												$ 6,750.00
Office Equipment	1,500												$ 1,500.00
Computer Equipment	2,500												$ 2,500.00
Sub-Total School Administration	*43,749*	*25,095*	*30,278*	*30,278*	*30,278*	*30,278*	*30,278*	*30,278*	*31,278*	*30,278*	*30,278*	*30,278*	*$ 372,623.02*

Pinecrest Academy K-5

													YEAR 1
Facilities Acquisition & Construction - 7400													
Building Lease (see budget summary for calculation)		-	-	-	-	-	-	-	-	-	-	-	$ -
Building Lease (see budget summary for calculation)			45,900	45,900	45,900	45,900	45,900	45,900	45,900	45,900	45,900	45,900	$ 459,000.00
Purchase of Buildings & Fixed Equipment	-												$ -
Land	-												$ -
Sub-Total Facilities Acquisition & Construction	-	-	*45,900*	*45,900*	*45,900*	*45,900*	*45,900*	*45,900*	*45,900*	*45,900*	*45,900*	*45,900*	*$ 459,000.00*
Fiscal Services - 7500													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	$ 25,000.00
Fringe Benefits	542	542	542	542	542	542	542	542	542	542	542	542	$ 6,500.00
Fee to County School Board - up to 250 students	9,357	9,357	9,357	9,357	9,357	9,357	9,357	9,357	9,357	9,357	9,357	9,357	$ 112,285.65
Planning, Research, Development and Evaluation (Part of ESP's Fee)	2,588	2,588	2,588	2,588	2,588	2,588	2,588	2,588	2,588	2,588	2,588	2,588	$ 31,050.00
Professional Services - Annual Audit	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	$ 14,000.00
Sub-Total Fiscal Services	*15,736*	*15,736*	*15,736*	*15,736*	*15,736*	*15,736*	*15,736*	*15,736*	*15,736*	*15,736*	*15,736*	*15,736*	*$ 188,835.65*
Food Services - 7600													
Salaries (Food Service Workers)			4,274	4,274	4,274	4,274	4,274	4,274	4,274	4,274	4,274	4,274	$ 42,744.00
Fringe Benefits			1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	$ 11,113.44
Food			-	-	-	-	-	-	-	-	-	-	$ -
Food, Materials & Supplies - Vendor provided meals 50% Participation			9,234	9,234	9,234	9,234	9,234	9,234	9,234	9,234	9,234	9,234	$ 92,340.00
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	$ -
Inspection fees			15	15	15	15	15	15	15	15	15	15	$ 150.00
Sub-Total Food Services	-	-	*14,635*	*14,635*	*14,635*	*14,635*	*14,635*	*14,635*	*14,635*	*14,635*	*14,635*	*14,635*	*$ 146,347.44*
Pupil Transportation Services - 7800													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Contracted Transportation Services - $290 per bus per day 0% utilization			-	-	-	-	-	-	-	-	-	-	$ -
Field Trip Expenses for competitions & Events			-	-	-	-	-	-	-	-	-	-	$ -
Buses			-	-	-	-	-	-	-	-	-	-	$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	$ -
Fuel			-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Pupil Transportation Services	-	-	-	-	-	-	-	-	-	-	-	-	*$ -*
Operation of Plant - 7900													
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	901	901	901	901	901	901	901	901	901	901	901	901	$ 10,816.42
Purchased Service (Custodial, fire and alarm, etc)	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	$ 36,000.00
Lawn Maintenance	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	$ 12,000.00
Pest Control	50	50	50	50	50	50	50	50	50	50	50	50	$ 600.00
Security Services - SRO	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	$ 100,000.00
Property Insurance	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	$ 52,500.00
Telephone Services	300	300	300	300	300	300	300	300	300	300	300	300	$ 3,600.00
Water & Sewer	531	531	531	531	531	531	531	531	531	531	531	531	$ 6,375.00
Electricity	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	$ 36,000.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Operation of Plant	*24,958*	*24,958*	*24,958*	*24,958*	*24,958*	*24,958*	*24,958*	*24,958*	*24,958*	*24,958*	*24,958*	*24,958*	*$ 299,493.02*
Maintenance of Plant - 8100													
Repairs & Maintenance		3,989	3,989	3,989	3,989	3,989	3,989	3,989	3,989	3,989	3,989	3,989	$ 43,875.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Maintenance of Plant	-	*3,989*	*3,989*	*3,989*	*3,989*	*3,989*	*3,989*	*3,989*	*3,989*	*3,989*	*3,989*	*3,989*	*$ 43,875.00*
Administrative Technology Services - 8200													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Systems Operation	938	938	938	938	938	938	938	938	938	938	938	938	$ 11,250.00
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Administrative Technology Services	*938*	*938*	*938*	*938*	*938*	*938*	*938*	*938*	*938*	*938*	*938*	*938*	*$ 11,250.00*
After Care Programs													

Pinecrest Academy K-5

													YEAR 1
After Care Salary			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total After Care Programs			-	-	-	-	-	-	-	-	-	-	*$ -*
Debt Service - 9200													
Redemption of Principal												-	$ -
Interest (Interest Only at 6%)		764	764	764	764	764	764	764	764	764	764	764	$ 8,400.00
Sub-Total Debt Service		*764*	*764*	*764*	*764*	*764*	*764*	*764*	*764*	*764*	*764*	*764*	*$ 8,400.00*
Contingency													
Operating expense contigency - 3% of FEFP - Considered restricted funds												*107,215*	$ 107,214.77
Sub-Total Contingency		-	-	-	-	-	-	-	-	-	-	*107,215*	*$ 107,214.77*
Total Expenditures	*$ 94,718.47*	*$ 201,714.84*	*$ 345,466.33*	*$ 352,508.83*	*$ 298,688.83*	*$ 299,313.83*	*$ 304,938.83*	*$ 299,313.83*	*$ 300,313.83*	*$ 304,313.83*	*$ 298,688.83*	*$ 432,903.60*	*$ 3,532,883.89*
Excess of Revenues over Expenditures	$ 153,528.34	$ 46,531.98	$ (86,333.11)	$ (39,375.61)	$ 14,444.39	$ 13,819.39	$ 8,194.39	$ 13,819.39	$ 12,819.39	$ 8,819.39	$ 14,444.39	$ (119,770.39)	$ 40,941.91
Fund Balance	$ 153,528.34	$ 200,060.32	$ 113,727.21	$ 74,351.59	$ 88,795.98	$ 102,615.37	$ 110,809.75	$ 124,629.14	$ 137,448.52	$ 146,267.91	$ 160,712.29	$ 40,941.91	

ATTACHMENT I

PROPOSED STARTUP BUDGET

Pinecrest Academy K-5

Start-up Budget

	February	March	April	May	June	Total
Line of Credit / Grant **	140,000					
EXPENSES:						
Administration Staff	2,500	3,500	3,500	3,500	3,500	16,500
Marketing & Enrollment		2,500		2,000	14,500	19,000
Computers/Printer - Curriculm Mate	1,500				100,000	101,500
Administrative Expenses	500	200	100	100	100	1,000
TOTAL OPERATING EXPENSES	4,500	6,200	3,600	5,600	118,100	138,000
Fund Balance	135,500	129,300	125,700	120,100	2,000	

** The School will apply for a $40,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school can either use resources from its network or has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

ATTACHMENT J

EVIDENCE OF EXTERNAL FUNDING

buildinghope

QUALITY/RESULTS/GROWTH FOR PUBLIC CHARTER SCHOOLS

February 20, 2026

RE: Pinecrest Academy Elementary School

To whom it may concern:

Building Hope is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects. Our services may also include grants to pay for professional fees associated with a project (i.e., architect, engineering), or other project-specific needs and sponsoring school fundraising events to support the academic program.

Building Hope is committed to support **Pinecrest 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,

Richard Moreno
Vice-President

ATTACHMENT K

APPLICANT HISTORY WORKSHEET

Pinecrest Academy, Inc.			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen / or request from authorizing district.
				Year 2025 (Most Recent Year)				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Preparatory Academy	13-0600	Active	493/60%	A	$ 7,338,490	96.62%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	Active	492/58%	A	$ 3,038,970	44.89%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	Active	534/57%	A	$ 5,742,343	84.38%	No
Dade	Pinecrest Academy South Campus	13-0342	Active	738/60%	A	$ 7,841,630	74.67%	No
Dade	Pinecrest Academy (North Campus)	13-5048	Active	463/65%	A	$ 7,363,990	111.22%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	Active	711/21%	A	$ 2,360,260	23.44%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	Active	202/16%	A	$ (23,566)	-0.92%	No
Dade	Pinecrest Cove Academy	13-5049	Active	937/56%	A	$ 9,001,381	71.20%	No
Dade	Pinecrest Glades Academy	13-2031	Active	891/49%	A	$ 13,425,713	108.18%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	Active	1159/49%	A	$ 10,431,469	72.50%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	Active	288/39%	A	$ 749,171	23.22%	No
Orange	Pinecrest Creek Academy	48-0203	Active	119/54%	B	$ 190,090	11.25%	No
Orange	Pinecrest Academy Avalon	48-0238	Active	500/33%	A	$ 695,348	11.79%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	Active	14/15%	A	$ 110,378	57.58%	No
Lake	Pinecrest Lakes Academy	35-9041	Active	1093/30%	A	$ 3,191,130	26.57%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	Active	253/23%	A	$ 130,752	4.65%	No
Lake	Pinecrest Academy Four Corners	35-9027	Active	588/55%	A	$ 1,227,259	18.90%	No
Lake	Pinecrest Academy Tavares	35-9039	Active	973/44%	A	$ 3,991,203	36.42%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	Active	1301/30%	A	$ 1,952,204	13.21%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	Active	80/37%	A	$ 201,227	22.14%	No
Brevard	Pinecrest Academy Space Coast	05-6558	Active	620/27%	A	$ 2,422,239	26.82%	No

Pinecrest Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch
					Year 2024			
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%
Dade	Pinecrest Preparatory Academy	13-0600	518/65%	A	$ 6,411,640	72.21%	No	548 /62%
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	779/51%	A	$ 2,601,402	32.89%	No	514/60.4%
Dade	Pinecrest Preparatory Academy High School	13-7053	539/57%	A	$ 5,237,832	60.50%	No	523/61.5%
Dade	Pinecrest Academy South Campus	13-0342	728/67%	A	$ 6,034,204	50.33%	No	751/56.8%
Dade	Pinecrest Academy (North Campus)	13-5048	425/69%	A	$ 6,458,959	86.65%	No	413/59.8%
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	756/66%	A	$ 2,280,416	19.07%	No	773/67.5%
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	A	$ 171,431	10.98%	No	NA
Dade	Pinecrest Cove Academy	13-5049	934/58%	A	$ 8,226,866	50.41%	No	951/57.6%
Dade	Pinecrest Glades Academy	13-2031	957/53%	A	$ 11,438,676	68.53%	No	941/54.3%
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	1135/54%	A	$ 7,213,248	43.82%	No	1096/53.6%
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	292/73%	A	$ 829,247	24.84%	No	286/82%
Orange	Pinecrest Creek Academy	48-0203	131/100%	A	$ 144,378	8.31%	No	117/90.5%
Orange	Pinecrest Academy Avalon	48-0238	512/34%	A	$ 574,315	9.85%	No	471/39.5%
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	107/0%	A	$ 102,375	75.74%	No	9/NA
Lake	Pinecrest Lakes Academy	35-9041	1055/29%	A	$ 3,108,772	24.88%	No	1025/31.7%
Lake	Pinecrest Lakes Middle/High Academy	35-9061	268/27%	A	$ 42,088	1.56%	No	243/28.9%
Lake	Pinecrest Academy Four Corners	35-9027	513/61%	A	$ 887,910	14.75%	No	510/63.5%
Lake	Pinecrest Academy Tavares	35-9039	918/45%	A	$ 2,834,342	26.95%	No	809/38.8%
Pasco	Pinecrest Academy Wesley Chapel	51-4332	1259/36%	A	$ 1,137,232	8.67%	No	1112/33.1%
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	C	$ 59,341	9.98%	No	NA
Brevard	Pinecrest Academy Space Coast	05-6558	663/24%	A	$ 1,082,793	11.50%	No	673/21.1%

Pinecrest Academy, Inc.			Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year 2023			
District	School Name	MSID	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Preparatory Academy	13-0600	A	$ 4,633,431	66.22%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	A	$ 3,267,232	52.61%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	A	$ 2,945,106	49.65%	No
Dade	Pinecrest Academy South Campus	13-0342	A	$ 3,045,047	31.45%	No
Dade	Pinecrest Academy (North Campus)	13-5048	A	$ 4,295,948	78.84%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	A	$ 447,965	5.24%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	A	$ 3,595,039	30.67%	No
Dade	Pinecrest Glades Academy	13-2031	A	$ 5,579,658	48.67%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	A	$ 1,653,399	14.07%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	A	$ 510,201	16.54%	No
Orange	Pinecrest Creek Academy	48-0203	A	$ 18,425	1.13%	No
Orange	Pinecrest Academy Avalon	48-0238	A	$ 445,996	8.64%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	A	$ 68,642	48.83%	No
Lake	Pinecrest Lakes Academy	35-9041	A	$ 99,396	0.94%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	A	$ (45,735)	-2.13%	No
Lake	Pinecrest Academy Four Corners	35-9027	B	$ 690,114	13.03%	No
Lake	Pinecrest Academy Tavares	35-9039	A	$ 1,113,981	13.38%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	B	$ 99,363	0.91%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA
Brevard	Pinecrest Academy Space Coast	05-6558	A	$ 392,941	5.50%	No

Pinecrest Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -2022				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Preparatory Academy	13-0600	564/63.2%	A	$ 4,254,531	74.48%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	499/69.7%	A	$ 3,023,566	64.52%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	509/64.6%	A	$ 2,658,098	57.30%	No
Dade	Pinecrest Academy South Campus	13-0342	750/66%	A	$ 2,943,155	38.57%	No
Dade	Pinecrest Academy (North Campus)	13-5048	395/63%	A	$ 3,912,730	88.63%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	757/75.8%	A	$ (48,272)	-0.68%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	944/62%	A	$ 2,218,424	24.02%	No
Dade	Pinecrest Glades Academy	13-2031	850/56.5%	A	$ 3,847,347	45.97%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	887/60.7%	A	$ 969,920	12.35%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	270/75.6%	A	$ 226,408	8.18%	No
Orange	Pinecrest Creek Academy	48-0203	106/87.6%	A	$ 173,775	12.73%	No
Orange	Pinecrest Academy Avalon	48-0238	416/38.5%	A	$ 95,814	2.06%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	12/50%	A	$ 40,599	34.30%	No
Lake	Pinecrest Lakes Academy	35-9041	775/31.1%	A	$ 537,939	7.22%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	170/27.1%	A	$ (46,219)	-2.89%	No
Lake	Pinecrest Academy Four Corners	35-9027	418/56.2%	B	$ 127,595	2.70%	No
Lake	Pinecrest Academy Tavares	35-9039	649/34.8%	A	$ 299,233	4.93%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	818/36.5%	A	$ 87,996	1.19%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA	NA
Brevard	Pinecrest Academy Space Coast	05-6558	621/17.4%	A	$ 362,712	6.27%	No

Pinecrest Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -2021				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Preparatory Academy	13-0600	559/60.1%	NA	$ 4,533,369	81.07%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	497/67.4%	NA	$ 3,789,125	84.67%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	531/59.7%	NA	$ 2,754,219	59.90%	No
Dade	Pinecrest Academy South Campus	13-0342	758/57.1%	NA	$ 2,884,529	39.58%	No
Dade	Pinecrest Academy (North Campus)	13-5048	426/58.9%	A	$ 3,459,902	77.78%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	646/70.6%	A	$ (160,655)	-2.84%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	960/57.4%	NA	$ 2,127,820	24.04%	No
Dade	Pinecrest Glades Academy	13-2031	876/53.1%	NA	$ 3,908,422	48.57%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	796/57.2%	NA	$ 503,800	7.46%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	235/79.6%	A	$ 274,079	11.24%	No
Orange	Pinecrest Creek Academy	48-0203	100/78%	NA	$ (2,704)	-0.20%	No
Orange	Pinecrest Academy Avalon	48-0238	364/38.2%	A	$ 4,637	0.12%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	13/23.1%	A	$ 47,033	31.74%	No
Lake	Pinecrest Lakes Academy	35-9041	746/29.1%	A	$ 228,173	3.30%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	67/3%	B	$ 93,036	14.96%	No
Lake	Pinecrest Academy Four Corners	35-9027	360/53.6%	NA	$ 198,650	5.70%	No
Lake	Pinecrest Academy Tavares	35-9039	473/5.5%	A	$ (171,935)	-3.58%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	598/44.1%	B	$ 440,602	7.29%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA	NA
Brevard	Pinecrest Academy Space Coast	05-6558	344/9.6%	A	$ (8,181)	-0.22%	No

ESP			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
				Year 2025 (Current Year)				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	Active	1510/93%	A	$ 16,096,245	75.68%	No
Dade	Mater Academy East Charter School	13-3100	Active	582/84%	A	$ 2,694,315	32.92%	No
Dade	Mater Academy East Preparatory	13-7037	Active	NA	NA	NA	NA	NA
Dade	Mater Academy of International Studies	13-1017	Active	461/88%	A	$ 6,634,944	99.24%	No
Dade	Mater International Preparatory	13-6047	Active	210/86%	B	$ 3,119,477	112.96%	No
Dade	Mater International Academy	13-3000	Active	173/98%	B	$ 2,278,394	89.72%	No
Dade	Mater Academy Middle School	13-6012	Active	1214/84%	A	$ 9,211,703	61.00%	No
Dade	Mater Academy High School	13-7160	Active	1607/78%	A	$ 9,515,304	42.76%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	Active	315/78%	A	$ 4,430,532	99.87%	No
Dade	Mater Gardens Academy	13-0312	Active	804/58%	A	$ 2,249,393	20.43%	No
Dade	Mater Lakes Academy Middle School	13-6033	Active	873/68%	A	$ 8,663,781	77.88%	No
Dade	Mater Lakes Academy High School	13-7018	Active	1200/70%	A	$ 11,285,204	63.40%	No
Dade	Mater Academy (Miami Beach)	13-5047	Active	581/62%	A	$ 9,873,611	115.70%	No
Dade	Mater Grove Academy	13-5045	Active	1227/28%	A	$ 12,677,074	74.06%	No
Dade	Mater Brickell Preparatory School	13-5046	Active	NA	NA	NA	NA	NA
Dade	Mater Academy at Mt. Sinai	13-5054	Active	NA	NA	NA	NA	NA
Dade	iMater Academy	13-5384	Active	586/91%	B	$ 6,834,360	75.52%	No
Dade	iMater Academy Middle School	13-6014	Active	774/77%	A	$ 9,285,764	95.76%	No
Dade	iMater Preparatory Academy High School	13-7090	Active	972/74%	B	$ 10,083,665	75.79%	No
Dade	Mater Academy Bay	13-4010	Active	917/53%	A	$ 2,525,491	17.52%	No
Dade	Mater Academy Bay Middle	13-6032	Active	514/53%	A	$ 1,807,337	28.90%	No
Dade	Mater Academy Bay High School	13-7120	Active	389/59%	A	$ 971,778	20.19%	No
Dade	Mater Preparatory Academy	13-3003	Active	360/93%	B	$ 2,153,296	40.15%	No
Dade	Mater Academy Biscayne North Miami Elementary School	13-2022	Active	693/17%	A	$ 451,398	4.49%	No
Dade	Mater Academy Biscayne North Miami Middle School	13-5555	Active	552/34%	A	$ 774,279	9.78%	No
Dade	Mater Academy Biscayne North Miami High School	13-5556	Active	296/38%	A	$ 971,552	19.74%	No
Dade	Mater Academy Kiwanis	13-5416	Active	229/97%	A	$ 2,587,514	46.03%	No
Dade	Mater Lakes Collegiate Academy Middle School	13-5057	Active	326/67%	A	$ 1,824,522	47.07%	No
Dade	Mater Lakes Collegiate Academy High School	13-5052	Active	275/66%	C	$ 1,650,286	48.80%	No
Dade	Mater Brickell Academy Middle	13-5412	Active	516/63%	A	$ 2,931,434	29.77%	No
Dade	Mater Brickell Academy High	13-5422	Active	474/66%	A	$ 3,274,283	37.12%	No
Dade	Miami Tech at Mater Innovation Academy	13-5417	Active	35/73%	C	$ 1,091,947	64.07%	No
Dade	Mater Academy Virtual Middle High School	13-6997	Active	107/7%	NA	$ 707,341	82.13%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	Active	872/56%	B	$ 2,891,955	23.84%	No
Dade	Sports Leadership and Management Charter High School	13-7016	Active	973/64%	A	$ 1,765,244	12.79%	No
Dade	Sports Leadership and Management (SLAM) Charter Middle School-North Campus	13-6024	Active	209/46%	C	$ 2,324,912	71.83%	No
Dade	SLAM Academy Charter High School (North Campus)	13-7108	Active	277/37%	B	$ 2,080,447	54.75%	No
Dade	Ben Gamla Charter School	13-5022	Active	162/40%	A	$ 1,494,816	68.99%	No
Dade	City of Hialeah Educational Academy	13-7262	Active	997/82%	A	$ 7,218,312	51.32%	No
Dade	Doral Academy	13-3030	Active	1093/22%	A	$ 19,174,902	117.71%	No
Dade	Just Arts and Management Middle School	13-6083	Active	285/21%	A	$ 2,865,088	83.82%	No
Dade	Doral Academy of Technology	13-3029	Active	289/14%	A	$ 8,315,671	208.50%	No
Dade	Doral Academy Charter Middle School	13-6030	Active	1366/24%	A	$ 32,046,149	180.99%	No
Dade	Doral Academy Charter High School	13-7020	Active	2051/26%	A	$ 19,580,910	63.95%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	Active	369/24%	A	$ 8,388,189	148.62%	No
Dade	Doral Academy North Charter Elementary	13-5219	Active	200/40%	NA	$ 1,077,192	29.96%	No
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	Active	170/94%	C	$ 960,010	36.92%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	Active	265/29%	A	$ 3,932,929	98.89%	No
Dade	International Studies Charter Middle School	13-6045	Active	321/57%	A	$ 3,317,560	80.73%	No
Dade	International Studies Charter High School	13-7007	Active	374/62%	A	$ 5,349,419	97.42%	No
Dade	International Studies Virtual Academy	13-6017	Active	33/0%	A	$ 198,420	73.19%	No
Dade	Miami Children's Museum Charter School	13-4000	Active	311/32%	A	$ 4,472,650	105.25%	No
Dade	Pinecrest Preparatory Academy	13-0600	Active	493/60%	A	$ 7,338,490	96.62%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	Active	492/58%	A	$ 3,038,970	44.89%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	Active	534/57%	A	$ 5,742,343	84.38%	No
Dade	Pinecrest Academy South Campus	13-0342	Active	738/60%	A	$ 7,841,630	74.67%	No

ESP			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
						Year 2025 (Current Year)		
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Academy (North Campus)	13-5048	Active	463/65%	A	$ 7,363,990	111.22%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	Active	711/21%	A	$ 2,360,260	23.44%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	Active	202/16%	A	$ (23,566)	-0.92%	No
Dade	Pinecrest Cove Academy	13-5049	Active	937/56%	A	$ 9,001,381	71.20%	No
Dade	Pinecrest Glades Academy	13-2031	Active	891/49%	A	$ 13,425,713	108.18%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	Active	1159/49%	A	$ 10,431,469	72.50%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	Active	809/68%	A	$ 7,566,137	70.21%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	Active	594/79%	A	$ 3,561,863	46.48%	No
Dade	Somerset Academy (Silver Palms)	13-0332	Active	1887/86%	A	$ 17,343,713	67.59%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	Active	973/83%	A	$ 3,611,665	27.42%	No
Dade	Somerset Academy Silver Palms at Princeton	13-4012	Active	570/83%	A	$ 9,400,743	111.61%	No
Dade	Somerset Arts Academy	13-2012	Active	411/76%	A	$ 1,796,753	31.11%	No
Dade	Somerset Oaks Academy	13-3033	Active	626/86%	A	$ 3,009,600	34.95%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	Active	488/17%	A	$ 4,403,575	57.91%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	Active	164/19%	A	$ 2,480,699	122.90%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	Active	558/84%	A	$ 10,430,188	134.96%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	Active	479/82%	B	$ 4,153,899	65.82%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	Active	484/83%	B	$ 2,034,322	33.08%	No
Dade	Somerset Gables Academy	13-5008	Active	555/22%	A	$ 1,559,749	18.84%	No
Dade	Somerset Academy Bay	13-5062	Active	409/16%	A	$ 4,307,529	73.35%	No
Dade	Somerset Academy Bay Middle School	13-6128	Active	256/19%	A	$ 1,693,469	53.50%	No
Dade	Somerset Preparatory Academy Sunset	13-5002	Active	352/42%	A	$ 4,438,254	97.13%	No
Dade	Somerset Palms Academy	13-5015	Active	320/50%	A	$ 802,063	19.48%	No
Dade	Somerset Academy Kendall	13-4037	Active	224/33%	A	$ 921,572	27.97%	No
Dade	Somerset Preparatory Academy- Homestead	13-0754	Active	507/82%	C	$ 3,784,317	55.64%	No
Dade	Somerset Preparatory Academy Middle School (Homestead)	13-6046	Active	380/79%	B	$ 2,389,258	44.15%	No
Dade	Somerset Preparatory Academy High School (Homestead)	13-7242	Active	371/81%	B	$ 1,751,634	35.36%	No
Dade	Somerset College Preparatory Academy South High School	13-7078	Active	315/78%	B	$ (43,320)	-99.60%	No
Dade	Somerset Academy Continental	13-0402	Active	54/44%	NA	$ 124,354	14.45%	No
Dade	Colegiate Preparatory Academy	13-6016	Active	117	C	$ 905,022	94.82%	No
Broward	Somerset Academy	06-5141	Active	651/38%	A	$ 5,541,952	71.81%	No
Broward	Somerset Academy Middle School	06-5151	Active	1048/31%	A	$ 3,870,604	28.33%	No
Broward	Somerset Academy High School	06-5221	Active	1435/34%	A	$ 5,662,194	31.55%	No
Broward	Somerset Arts Conservatory	06-5396	Active	393/27%	A	$ 3,267,972	63.71%	No
Broward	Somerset Academy South	06-5263	Active	346/35%	A	$ 1,408,621	27.97%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	Active	520/63%	A	$ 1,301,241	17.60%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	Active	405/61%	A	$ 1,159,604	23.79%	No
Broward	Somerset Academy Miramar South	06-5054	Active	216/53%	A	$ 2,712,168	100.48%	No
Broward	Somerset Academy (Davie)	06-5211	Active	150/46%	A	$ 739,355	39.53%	No
Broward	Somerset Academy East Preparatory	06-5391	Active	164/88%	A	$ 1,752,957	76.52%	No
Broward	Somerset Academy Riverside	06-5387	Active	419/60%	B	$ 951,698	16.36%	No
Broward	Somerset Academy Riverside Middle School	06-5419	Active	299/57%	A	$ 679,097	17.34%	No
Broward	Somerset Parkland Academy	06-5056	Active	993/21%	A	$ 1,713,988	14.65%	No
Broward	Somerset Village Academy	06-5004	Active	253/90%	A	$ 1,818,353	56.22%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	Active	163/83%	A	$ 1,246,671	61.07%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	Active	708/97%	B	$ 3,618,464	39.47%	No
Broward	Somerset Preperatory Academy Charter High School at North Lauderdale	06-5006	Active	338/93%	C	$ 1,611,078	40.77%	No
Broward	Somerset Academy Neighborhood School	06-5021	Active	477/63%	A	$ 3,398,069	55.47%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	Active	360/60%	B	$ 963,751	23.83%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	Active	314/50%	B	$ 968,910	26.22%	No
Broward	Somerset Pines Academy	06-5030	Active	437/83%	B	$ 2,297,468	38.78%	No
Broward	Somerset Academy Pompano	06-5388	Active	150/93%	C	$ 872,873	42.94%	No

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				Year 2025 (Current Year)				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Somerset Academy Key Middle School	06-5413	Active	367/3%	C	$ 1,397,731	30.49%	No
Broward	Somerset Academy Key Charter High School	06-5224	Active	295/2%	C	$ 1,008,851	28.83%	No
Broward	Ben Gamla Charter School	06-5410	Active	364/34%	A	$ 1,347,071	28.65%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	Active	288/32%	A	$ 1,475,860	42.79%	No
Broward	Ben Gamla South Broward	06-5392	Active	290/73%	A	$ 658,149	16.29%	No
Broward	Ben Gamla Preparatory Academy	06-5182	Active	NA	NA	NA	NA	NA
Broward	International Studies Academy Middle School	06-5556	Active	287/54%	A	$ 1,195,580	35.79%	No
Broward	International Studies Academy High School	06-5555	Active	220/59%	A	$ 710,477	24.56%	No
Orange	Cornerstone Charter Academy	48-0133	Active	1066/33%	A	$ 3,166,216	25.39%	No
Orange	Cornerstone Charter High School	48-0146	Active	601/35%	A	$ 3,707,870	55.75%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	Active	288/39%	A	$ 749,171	23.22%	No
Orange	Pinecrest Creek Academy	48-0203	Active	119/54%	B	$ 190,090	11.25%	No
Orange	Pinecrest Academy Avalon	48-0238	Active	500/33%	A	$ 695,348	11.79%	No
Orange	Mater Academy Narcoossee High School	48-1019	Active	176/46%	A	$ 971,051	37.29%	No
Orange	Mater Academy Narcoossee	48-1018	Active	1085/41%	A	$ 1,243,521	9.61%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	Active	14/15%	A	$ 110,378	57.58%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	Active	321/85%	B	$ 194,875	4.16%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	Active	176/79%	C	$ 1,016,976	41.59%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	Active	229/29%	A	$ 2,122,784	70.18%	No
Palm Beach	Somerset Academy Boca	50-3413	Active	390/20%	A	$ 4,070,953	78.65%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	Active	95/16%	A	$ 813,642	70.26%	No
Palm Beach	Somerset Academy Canyons Middle School	50-4012	Active	594/42%	A	$ 5,456,598	75.07%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	Active	1003/31%	B	$ 8,958,473	64.77%	No
Palm Beach	Somerset Academy Lakes Charter School	50-4091	Active	390/64%	C	$ 1,590,998	29.32%	No
Palm Beach	Somerset Academy, The Dr. Bernard Kimmel Campus	50-3395	Active	511/66%	C	$ 2,256,553	33.59%	No
Palm Beach	Somerset Academy Wellington	50-4031	Active	446/44%	B	$ 2,490,147	34.46%	No
Palm Beach	Somerset Academy Wellington High School	50-4131	Active	103/38%	C	$ 607,659	35.28%	No
Palm Beach	SLAM Palm Beach Charter Middle School	50-4090	Active	318/58%	C	$ 1,017,953	26.80%	No
Palm Beach	SLAM Boca	50-4103	Active	972/29%	A	$ 3,261,805	27.00%	No
Palm Beach	SLAM High School Palm Beach	50-4111	Active	308/55%	C	$ 979,994	23.86%	No
Palm Beach	University Preparatory Academy Palm Beach	50-4080	Active	241/82%	D	NA	NA	NA
St. Lucie	Somerset College Preparatory Academy	56-0712	Active	1397/48%	A	$ 5,287,211	31.62%	No
St. Lucie	Somerset Academy St. Lucie	56-0703	Active	686/53%	C	$ 544,874	6.74%	No
St. Lucie	Somerset Academy Bethany	56-0731	Active	518/64%	A	$ 1,141,671	19.69%	No
St. Lucie	Somerset Career Academy	56-0006	Active	42/38%	B	$ 462,623	58.22%	No
Monroe	Somerset Academy Island Preparatory	44-0382	Active	94/36%	B	$ 1,310,318	70.92%	No
Osceola	Mater Brighton Lakes	49-0163	Active	1247/84%	B	$ 1,818,036	13.06%	No
Osceola	The Mater Academy Preparatory High School	49-0971	Active	515/78%	B	$ 1,166,147	18.51%	No
Osceola	Mater Palms Academy	49-0185	Active	852/63%	B	$ 2,166,739	23.91%	No
Osceola	Mater Academy St. Cloud	49-0202	Active	614/3%	A	$ 2,071,799	32.37%	No
Osceola	SLAM Osceola	49-0183	Active	169/44%	A	$ 288,147	12.35%	No
Lake	Pinecrest Lakes Academy	35-9041	Active	1093/30%	A	$ 3,191,130	26.57%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	Active	253/23%	A	$ 130,752	4.65%	No
Lake	Pinecrest Academy Four Corners	35-9027	Active	588/55%	A	$ 1,227,259	18.90%	No
Lake	Pinecrest Academy Tavares	35-9039	Active	973/44%	A	$ 3,991,203	36.42%	No
Hillsborough	Sports Leadership and Management Academy Tampa	29-7815	Active	542/50%	B	$ 1,779,481	25.56%	No
Hillsborough	SLAM Academy Tampa Elementary	29-7824	Active	228/56%	C	$ 557,723	19.44%	No
Hillsborough	SLAM Academy at Apollo Beach	29-7825	Active	1211/39%	C	$ 5,128,374	40.71%	No
Brevard	Pinecrest Academy Space Coast	05-6558	Active	620/27%	A	$ 2,422,239	26.82%	No
Polk	Mater Academy Davenport	53-8010	Active	821/69%	B	$ 686,039	7.38%	No
Polk	Mater Academy Davenport Middle School	53-8020	Active	338/66%	B	$ 1,419,092	41.19%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	Active	1301/30%	A	$ 1,952,204	13.21%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	Active	80/37%	A	$ 201,227	22.14%	No
Jefferson	Jefferson County Elementary A Somerset School	33-0111	Active	NA	NA	NA	NA	NA
Jefferson	Jefferson County Middle A Somerset School	33-0021	Active	NA	NA	NA	NA	NA
Jefferson	Jefferson County High A Somerset School	33-0024	Active	NA	NA	NA	NA	NA

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			Year 2024				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	1517/95%	A	$ 12,734,547	52.14%	No
Dade	Mater Academy East Charter School	13-3100	550/82%	A	$ 1,872,877	20.99%	No
Dade	Mater Academy East Preparatory	13-7037	20/95%	A	$ 564,891	75.46%	No
Dade	Mater Academy of International Studies	13-1017	446/87%	B	$ 5,168,227	65.57%	No
Dade	Mater International Preparatory	13-6047	169/84%	B	$ 2,239,199	78.47%	No
Dade	Mater International Academy	13-3000	198/98%	C	$ 1,869,210	57.55%	No
Dade	Mater Academy Middle School	13-6012	1195/87%	A	$ 6,167,451	32.30%	No
Dade	Mater Academy High School	13-7160	1650/82%	A	$ 6,659,628	22.47%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	315/82%	A	$ 3,402,568	62.07%	No
Dade	Mater Gardens Academy	13-0312	802/56%	A	$ 1,968,551	13.96%	No
Dade	Mater Lakes Academy Middle School	13-6033	255/67%	B	$ 7,544,274	53.72%	No
Dade	Mater Lakes Academy High School	13-7018	1199/73%	A	$ 10,395,370	49.37%	No
Dade	Mater Academy (Miami Beach)	13-5047	594/66%	B	$ 8,067,575	81.26%	No
Dade	Mater Grove Academy	13-5045	1229/20%	A	$ 9,889,664	49.82%	No
Dade	Mater Brickell Preparatory School	13-5046	NA	NA	NA	NA	No
Dade	Mater Academy at Mt. Sinai	13-5054	NA	NA	NA	NA	No
Dade	iMater Academy	13-5384	629/89%	A	$ 5,808,142	52.25%	No
Dade	iMater Academy Middle School	13-6014	783/87%	B	$ 7,787,846	62.40%	No
Dade	iMater Preparatory Academy High School	13-7090	1019/86%	B	$ 7,945,640	46.40%	No
Dade	Mater Academy Bay	13-4010	966/56%	A	$ 2,155,963	13.61%	No
Dade	Mater Academy Bay Middle	13-6032	487/59%	A	$ 1,213,373	16.11%	No
Dade	Mater Academy Bay High School	13-7120	360/44%	A	$ 851,643	17.33%	No
Dade	Mater Preparatory Academy	13-3003	357/95%	B	$ 1,328,815	24.14%	No
Dade	Mater Academy Biscayne North Miami Elementary School	13-2022	691/18%	A	$ 754,716	7.30%	No
Dade	Mater Academy Biscayne North Miami Middle School	13-5555	383/55%	A	$ 1,381,688	23.24%	No
Dade	Mater Academy Biscayne North Miami High School	13-5556	222/49%	A	$ 1,557,395	38.76%	No
Dade	Mater Academy Kiwanis	13-5416	197/0%	A	$ 2,810,030	48.54%	No
Dade	Mater Lakes Collegiate Academy Middle School	13-5057	255/67%	B	$ 1,419,426	38.63%	No
Dade	Mater Lakes Collegiate Academy High School	13-5052	184/65%	C	$ 1,566,303	54.19%	No
Dade	Mater Brickell Academy Middle	13-5412	431/0%	A	$ 2,067,027	22.98%	No
Dade	Mater Brickell Academy High	13-5422	357/0%	A	$ 2,225,625	31.91%	No
Dade	Miami Tech at Mater Innovation Academy	13-5417	18/83.3%	A	$ 45,333	3.27%	No
Dade	Mater Academy Virtual Middle High School	13-6997	126/14.8%	I	$ 405,598	36.03%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	937/91%	B	$ 1,307,077	8.92%	No
Dade	Sports Leadership and Management Charter High School	13-7016	999/92%	B	$ 920,797	5.93%	No
Dade	Sports Leadership and Management (SLAM) Charter Middle School-North Campus	13-6024	229/97%	C	$ 1,477,847	38.58%	No
Dade	SLAM Academy Charter High School (North Campus)	13-7108	257/97%	B	$ 1,343,474	35.80%	No
Dade	Ben Gamla Charter School	13-5022	225/2%	A	$ 1,589,190	44.11%	No
Dade	City of Hialeah Educational Academy	13-7262	975/86%	A	$ 6,271,116	41.06%	No
Dade	Doral Academy	13-3030	1091/41%	A	$ 16,223,240	77.47%	No
Dade	Just Arts and Management Middle School	13-6083	281/38%	A	$ 2,299,549	52.17%	No
Dade	Doral Academy of Technology	13-3029	280/28%	A	$ 6,918,930	149.99%	No
Dade	Doral Academy Charter Middle School	13-6030	1414/40%	A	$ 25,874,557	118.02%	No
Dade	Doral Academy Charter High School	13-7020	2067/39%	A	$ 14,614,316	41.99%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	384/33%	A	$ 6,882,599	99.16%	No
Dade	Doral Academy North Charter Elementary	13-5219	114/1%	NA	$ 429,893	23.50%	No
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	157/99%	C	$ 736,567	29.36%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	269/43%	A	$ 3,012,425	67.23%	No
Dade	International Studies Charter Middle School	13-6045	317/59%	A	$ 2,679,935	55.05%	No
Dade	International Studies Charter High School	13-7007	360/60%	A	$ 4,250,393	67.47%	No
Dade	International Studies Virtual Academy	13-6017	36/11%	I	$ 158,645	41.31%	No
Dade	Miami Children's Museum Charter School	13-4000	310/41%	A	$ 3,625,470	71.26%	No
Dade	Pinecrest Preparatory Academy	13-0600	518/65%	A	$ 6,411,640	72.21%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	779/51%	A	$ 2,601,402	32.89%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	539/57%	A	$ 5,237,832	60.50%	No
Dade	Pinecrest Academy South Campus	13-0342	728/67%	A	$ 6,034,204	50.33%	No

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Dade	Pinecrest Academy (North Campus)	13-5048	425/69%	A	$ 6,458,959	86.65%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	756/66%	A	$ 2,280,416	19.07%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	A	$ 171,431	10.98%	No
Dade	Pinecrest Cove Academy	13-5049	934/58%	A	$ 8,226,866	50.41%	No
Dade	Pinecrest Glades Academy	13-2031	957/53%	A	$ 11,438,676	68.53%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	1135/54%	A	$ 7,213,248	43.82%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	652/40%	A	$ 6,465,691	53.50%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	517/69%	C	$ 3,091,447	48.71%	No
Dade	Somerset Academy (Silver Palms)	13-0332	1128/80%	B	$ 13,626,992	43.58%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	977/77%	A	$ 1,850,367	12.56%	No
Dade	Somerset Academy Silver Palms at Princeton	13-4012	584/84%	A	$ 7,641,164	82.04%	No
Dade	Somerset Arts Academy	13-2012	413/73%	C	$ 2,739,630	40.47%	No
Dade	Somerset Oaks Academy	13-3033	625/90%	B	$ 4,340,584	41.21%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	504/23%	A	$ 3,845,138	41.90%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	182/21%	A	$ 2,266,284	79.33%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	571/85%	B	$ 8,461,920	86.59%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	498/84%	C	$ 3,495,995	40.40%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	513/85%	C	$ 1,806,764	21.30%	No
Dade	Somerset Gables Academy	13-5008	469/23%	A	$ 943,650	12.34%	No
Dade	Somerset Academy Bay	13-5062	442/18%	A	$ 3,009,264	40.80%	No
Dade	Somerset Academy Bay Middle School	13-6128	242/16%	A	$ 1,122,431	32.10%	No
Dade	Somerset Preparatory Academy Sunset	13-5002	432/47%	A	$ 4,065,902	61.10%	No
Dade	Somerset Palms Academy	13-5015	315/60%	A	$ 485,596	11.05%	No
Dade	Somerset Academy Kendall	13-4037	231/0%	A	$ 713,757	18.47%	No
Dade	Somerset Preparatory Academy- Homestead	13-0754	459/87%	B	$ 2,122,942	33.36%	No
Dade	Somerset Preparatory Academy Middle School (Homestead)	13-6046	379/80%	C	$ 1,142,335	21.95%	No
Dade	Somerset Preparatory Academy High School (Homestead)	13-7242	345/80%	C	$ 678,204	16.43%	No
Dade	Somerset College Preparatory Academy South High School	13-7078	194/65%	C	$ 354,565	14.49%	No
Dade	Somerset Academy Continental	13-0402	43/53%	NA	$ 183,557	28.59%	No
Dade	Colegiate Preparatory Academy	13-6016	171/2%	I	$ 563,357	32.35%	No
Broward	Somerset Academy	06-5141	652/40%	A	$ 4,347,105	45.60%	No
Broward	Somerset Academy Middle School	06-5151	1048/32%	A	$ 2,538,328	15.02%	No
Broward	Somerset Academy High School	06-5221	1486/37%	A	$ 4,584,640	20.81%	No
Broward	Somerset Arts Conservatory	06-5396	403/28%	A	$ 2,476,628	41.48%	No
Broward	Somerset Academy South	06-5263	349/38%	A	$ 762,533	13.65%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	514/63%	A	$ 962,866	11.99%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	421/64%	A	$ 1,085,175	17.94%	No
Broward	Somerset Academy Miramar South	06-5054	213/51%	A	$ 2,308,913	68.89%	No
Broward	Somerset Academy (Davie)	06-5211	150/51%	A	$ 628,697	27.53%	No
Broward	Somerset Academy East Preparatory	06-5391	191/94%	A	$ 880,245	29.04%	No
Broward	Somerset Academy Riverside	06-5387	420/65%	C	$ 664,372	10.97%	No
Broward	Somerset Academy Riverside Middle School	06-5419	266/62%	C	$ 403,942	12.92%	No
Broward	Somerset Parkland Academy	06-5056	945/23%	A	$ 927,990	7.04%	No
Broward	Somerset Village Academy	06-5004	265/92%	B	$ 1,705,837	39.49%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	432/47%	A	$ 1,049,115	42.11%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	741/89%	B	$ 3,484,446	30.75%	No
Broward	Somerset Preperatory Academy Charter High School at North Lauderdale	06-5006	339/89%	C	$ 1,456,397	29.18%	No
Broward	Somerset Academy Neighborhood School	06-5021	474/66%	A	$ 2,502,668	36.85%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	337/58%	B	$ 830,900	17.29%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	291/62%	B	$ 725,476	17.23%	No
Broward	Somerset Pines Academy	06-5030	450/76%	B	$ 2,159,957	30.09%	No
Broward	Somerset Academy Pompano	06-5388	155/90%	B	$ 665,903	27.63%	No

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			Year 2024				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Somerset Academy Key Middle School	06-5413	406/64%	C	$ 1,256,294	22.01%	No
Broward	Somerset Academy Key Charter High School	06-5224	298/62%	C	$ 727,825	16.25%	No
Broward	Ben Gamla Charter School	06-5410	358/37%	A	$ 1,231,343	20.98%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	289/39%	A	$ 991,441	24.21%	No
Broward	Ben Gamla South Broward	06-5392	342/80%	A	$ 1,320,860	26.20%	No
Broward	Ben Gamla Preparatory Academy	06-5182	NA	NA	NA	NA	No
Broward	International Studies Academy Middle School	06-5556	301/52%	B	$ 827,441	22.98%	No
Broward	International Studies Academy High School	06-5555	234/55%	B	$ 473,511	14.79%	No
Orange	Cornerstone Charter Academy	48-0133	987/24%	A	$ 3,622,644	27.89%	No
Orange	Cornerstone Charter High School	48-0146	572/32%	A	$ 3,542,242	53.66%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	292/73%	A	$ 829,247	24.84%	No
Orange	Pinecrest Creek Academy	48-0203	131/100%	A	$ 144,378	8.31%	No
Orange	Pinecrest Academy Avalon	48-0238	512/34%	A	$ 574,315	9.85%	No
Orange	Mater Academy Narcoossee High School	48-1019	98/42%	A	$ 1,121,139	74.12%	No
Orange	Mater Academy Narcoossee	48-1018	735/37%	A	$ 158,094	1.96%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	107/0%	A	$ 102,375	75.74%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	376/83%	D	$ 1,349,087	25.39%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	183/73%	C	$ 1,167,761	41.75%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	255/61%	B	$ 2,542,214	61.79%	No
Palm Beach	Somerset Academy Boca	50-3413	375/31%	A	$ 4,372,871	72.71%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	91/38%	A	$ 903,037	71.58%	No
Palm Beach	Somerset Academy Canyons Middle School	50-4012	584/84%	C	$ 6,740,687	64.95%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	1002/61%	A	$ 10,019,260	60.66%	No
Palm Beach	Somerset Academy Lakes Charter School	50-4091	416/100%	B	$ 1,362,376	20.19%	No
Palm Beach	Somerset Academy, The Dr. Bernard Kimmel Campus	50-3395	527/100%	C	$ 3,000,673	35.31%	No
Palm Beach	Somerset Academy Wellington	50-4031	542/50%	C	$ 1,910,476	26.67%	No
Palm Beach	Somerset Academy Wellington High School	50-4131	69/70%	I	$ 465,320	34.16%	No
Palm Beach	SLAM Palm Beach Charter Middle School	50-4090	334/100%	C	$ 701,621	14.35%	No
Palm Beach	SLAM Boca	50-4103	1037/58%	B	$ 2,866,142	20.43%	No
Palm Beach	SLAM High School Palm Beach	50-4111	317/100%	C	$ 1,141,324	26.66%	No
Palm Beach	University Preparatory Academy Palm Beach	50-4080	276/100%	D	$ 864,957	18.40%	No
St. Lucie	Somerset College Preparatory Academy	56-0712	1387/40%	A	$ 1,472,612	9.80%	No
St. Lucie	Somerset Academy St. Lucie	56-0703	669/46%	B	$ 311,819	3.86%	No
St. Lucie	Somerset Academy Bethany	56-0731	482/50%	A	$ 1,297,111	22.65%	No
St. Lucie	Somerset Career Academy	56-0006	NA	NA	NA	NA	NA
Monroe	Somerset Academy Island Preparatory	44-0382	89/22%	A	$ 948,146	52.12%	No
Osceola	Mater Brighton Lakes	49-0163	1316/75%	C	$ 1,400,444	9.92%	No
Osceola	The Mater Academy Preparatory High School	49-0971	530/74%	C	$ 571,988	9.79%	No
Osceola	Mater Palms Academy	49-0185	863/70%	B	$ 1,504,071	16.02%	No
Osceola	Mater Academy St. Cloud	49-0202	607/32%	B	$ 1,863,620	30.03%	No
Osceola	SLAM Osceola	49-0183	163/72%	A	$ 162,484	7.39%	No
Lake	Pinecrest Lakes Academy	35-9041	1055/29%	A	$ 3,108,772	24.88%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	268/27%	A	$ 42,088	1.56%	No
Lake	Pinecrest Academy Four Corners	35-9027	513/61%	A	$ 887,910	14.75%	No
Lake	Pinecrest Academy Tavares	35-9039	918/45%	A	$ 2,834,342	26.95%	No
Hillsborough	Sports Leadership and Management Academy Tampa	29-7815	535/92%	I	$ 1,838,118	26.87%	No
Hillsborough	SLAM Academy Tampa Elementary	29-7824	220/100%	C	$ 552,834	20.75%	No
Hillsborough	SLAM Academy at Apollo Beach	29-7825	1243/100%	B	$ 4,258,069	33.28%	No
Brevard	Pinecrest Academy Space Coast	05-6558	663/24%	A	$ 1,082,793	11.50%	No
Polk	Mater Academy Davenport	53-8010	682/75%	B	$ 356,765	4.47%	No
Polk	Mater Academy Davenport Middle School	53-8020	0/0%	B	$ 1,369,353	50.98%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	1259/36%	A	$ 1,137,232	8.67%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	C	$ 59,341	9.98%	No
Jefferson	Jefferson County Elementary A Somerset School	33-0111	NA	NA	NA	NA	NA
Jefferson	Jefferson County Middle A Somerset School	33-0021	NA	NA	NA	NA	NA
Jefferson	Jefferson County High A Somerset School	33-0024	NA	NA	NA	NA	NA

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			Year 2023				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	1535/92%	B	$ 5,935,026	30.51%	No
Dade	Mater Academy East Charter School	13-3100	557/86.9%	A	$ 179,824	2.50%	No
Dade	Mater Academy East Preparatory	13-7037	21/71.4%	A	$ 468,728	87.31%	No
Dade	Mater Academy of International Studies	13-1017	476/87.6%	C	$ 2,903,578	48.22%	No
Dade	Mater International Preparatory	13-6047	184/84.2%	B	$ 1,562,352	70.23%	No
Dade	Mater International Academy	13-3000	202/95%	B	$ 982,306	37.99%	No
Dade	Mater Academy Middle School	13-6012	1168/87.2%	B	$ 1,344,110	9.79%	No
Dade	Mater Academy High School	13-7160	1635/82.4%	A	$ 1,937,525	9.28%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	342/78.9%	A	$ 2,415,926	59.39%	No
Dade	Mater Gardens Academy	13-0312	801/20.8%	A	$ 915,635	9.06%	No
Dade	Mater Lakes Academy Middle School	13-6033	901/77.7%	B	$ 3,567,727	36.20%	No
Dade	Mater Lakes Academy High School	13-7018	1193/77.4%	B	$ 5,436,654	37.33%	No
Dade	Mater Academy (Miami Beach)	13-5047	622/65.8%	B	$ 4,787,463	58.33%	No
Dade	Mater Grove Academy	13-5045	1207/19.1%	A	$ 4,551,884	32.77%	No
Dade	Mater Brickell Preparatory School	13-5046	NA/62.9%	A	N/A	NA	NA
Dade	Mater Academy at Mt. Sinai	13-5054	NA	NA	NA	NA	NA
Dade	iMater Academy	13-5384	661/92.9%	B	$ 3,838,792	44.73%	No
Dade	iMater Academy Middle School	13-6014	751/88.8%	B	$ 3,809,500	43.38%	No
Dade	iMater Preparatory Academy High School	13-7090	965/89.5%	B	$ 3,332,371	27.50%	No
Dade	Mater Academy Bay	13-4010	962/53.8%	A	$ (74,282)	-0.60%	No
Dade	Mater Academy Bay Middle	13-6032	448/56.6%	A	$ 299,152	6.26%	No
Dade	Mater Academy Bay High School	13-7120	308/58.4%	A	$ 217,990	65.59%	No
Dade	Mater Preparatory Academy	13-3003	374/78.6%	C	$ 522,177	10.93%	No
Dade	Mater Academy Biscayne North Miami Elementary School	13-2022	494/17.6%	A	$ 1,332,542.00	16.05%	No
Dade	Mater Academy Biscayne North Miami Middle School	13-5555	98/33%	B	$ 965,117	42.63%	NA
Dade	Mater Academy Biscayne North Miami High School	13-5556	61/36.1%	A	$ 1,466,842	65.18%	NA
Dade	Mater Academy Kiwanis	13-5416	155/92.9%	A	$ 1,857,860	43.13%	NA
Dade	Mater Lakes Collegiate Academy Middle School	13-5057	177/10.7%	C	$ 721,681	42.71%	NA
Dade	Mater Lakes Collegiate Academy High School	13-5052	111/28.8%	C	$ 534,613	38.33%	NA
Dade	Mater Brickell Academy Middle	13-5412	379/62.9%	A	$ 4,198,562	46.76%	NA
Dade	Mater Brickell Academy High	13-5422	229/63.8%	A	$ 2,445,964	50.61%	NA
Dade	Miami Tech at Mater Innovation Academy	13-5417	NA	NA	NA	NA	NA
Dade	Mater Academy Virtual Middle High School	13-6997	128/14.4%	I	$ 111,357	12.48%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	871/72.4%	C	$ 63,408	0.60%	No
Dade	Sports Leadership and Management Charter High School	13-7016	871/72.5%	A	$ 337,565	3.05%	No
Dade	Sports Leadership and Management (SLAM) Charter Middle School-North Campus	13-6024	258/10.9%	D	$ 657,195	23.34%	No
Dade	SLAM Academy Charter High School (North Campus)	13-7108	234/4.7%	I	$ 739,278	30.66%	No
Dade	Ben Gamla Charter School	13-5022	237/14.3%	A	$ 588,340	19.64%	No
Dade	City of Hialeah Educational Academy	13-7262	953/87.9%	A	$ 2,775,573	23.48%	No
Dade	Doral Academy	13-3030	1100/31.5%	A	$ 10,168,023	70.57%	No
Dade	Just Arts and Management Middle School	13-6083	273/41%	A	$ 873,621	28.55%	No
Dade	Doral Academy of Technology	13-3029	284/21.5%	A	$ 5,017,320	160.85%	No
Dade	Doral Academy Charter Middle School	13-6030	1398/31.8%	A	$ 17,149,757	117.21%	No
Dade	Doral Academy Charter High School	13-7020	1984/30.3%	A	$ 5,011,983	20.40%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	399/21.1%	A	$ 4,480,518	112.14%	No
Dade	Doral Academy North Charter Elementary	13-5219	NA	NA	NA	NA	NA
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	141/98.6%	F	$ 329,408	15.51%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	272/42.3%	A	$ 1,709,631	49.15%	No
Dade	International Studies Charter Middle School	13-6045	316/61.1%	A	$ 1,528,531	44.98%	No
Dade	International Studies Charter High School	13-7007	345/57.4%	A	$ 2,640,961	57.54%	No
Dade	International Studies Virtual Academy	13-6017	38/24.3%	A	$ 51,268	23.46%	No
Dade	Miami Children's Museum Charter School	13-4000	306/39.2%	A	$ 2,158,079	58.91%	No
Dade	Pinecrest Preparatory Academy	13-0600	548 /62%	A	$ 4,633,431	66.22%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	514/60.4%	A	$ 3,267,232	52.61%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	523/61.5%	A	$ 2,945,106	49.65%	No
Dade	Pinecrest Academy South Campus	13-0342	751/56.8%	A	$ 3,045,047	31.45%	No

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			Year 2023				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Academy (North Campus)	13-5048	413/59.8%	A	$ 4,295,948	78.84%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	773/67.5%	A	$ 447,965	5.24%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	951/57.6%	A	$ 3,595,039	30.67%	No
Dade	Pinecrest Glades Academy	13-2031	941/54.3%	A	$ 5,579,658	48.67%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	1096/53.6%	A	$ 1,653,399	14.07%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	800/63.7%	A	$ 3,835,880	41.17%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	443/70.9%	B	$ 1,628,534	32.80%	No
Dade	Somerset Academy (Silver Palms)	13-0332	1918/75.8%	A	$ 3,743,211	15.53%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	919/77.2%	A	$ (145,734)	-1.37%	No
Dade	Somerset Academy Silver Palms at Princeton	13-4012	678/85.8%	A	$ 3,224,859	44.24%	No
Dade	Somerset Arts Academy	13-2012	413/76.3%	B	$ 1,037,330	18.96%	No
Dade	Somerset Oaks Academy	13-3033	618/94%	B	$ 1,904,877	24.26%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	501/19.8%	A	$ 2,355,824	35.03%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	178/24.7%	A	$ 1,278,252	72.26%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	579/83.1%	A	$ 5,203,800	71.38%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	459/82.1%	C	$ 1,254,489	20.95%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	528/87.7%	C	$ (247,437)	-3.99%	No
Dade	Somerset Gables Academy	13-5008	478/24.1%	A	$ 136,409	2.25%	No
Dade	Somerset Academy Bay	13-5062	458/16.6%	A	$ 1,219,438	21.89%	No
Dade	Somerset Academy Bay Middle School	13-6128	244/18%	A	$ 548,368	20.78%	No
Dade	Somerset Preparatory Academy Sunset	13-5002	448/41.7%	A	$ 1,857,479	34.66%	No
Dade	Somerset Palms Academy	13-5015	304/53.6%	A	$ 317,168	8.80%	No
Dade	Somerset Academy Kendall	13-4037	227/0.9%	A	$ 414,394	12.58%	No
Dade	Somerset Preparatory Academy- Homestead	13-0754	384/79.7%	B	$ 552,527	12.63%	No
Dade	Somerset Preparatory Academy Middle School (Homestead)	13-6046	318/72.3%	C	$ 676,813	18.64%	No
Dade	Somerset Preparatory Academy High School (Homestead)	13-7242	271/80.4%	C	$ 520,313	18.84%	No
Dade	Somerset College Preparatory Academy South High School	13-7078	73/80.8%	C	$ 468,066	22.33%	NA
Dade	Somerset Academy Continental	13-0402	15/46.7%	A	$ 131,016	32.29%	NA
Dade	Colegiate Preparatory Academy	13-6016	196/4.1%	I	$ (48,215)	-3.84%	No
Broward	Somerset Academy	06-5141	646/42.4%	A	$ 1,756,031	26.69%	No
Broward	Somerset Academy Middle School	06-5151	1064/33.5%	A	$ 694,017	6.04%	No
Broward	Somerset Academy High School	06-5221	1453/40.2%	A	$ 1,190,015	8.26%	No
Broward	Somerset Arts Conservatory	06-5396	394/26.6%	A	$ 837,624	20.38%	No
Broward	Somerset Academy South	06-5263	348/40.2%	A	$ 259,688	5.91%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	515/62.5%	A	$ 512,363	8.63%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	421/62.9%	A	$ 562,644	13.98%	No
Broward	Somerset Academy Miramar South	06-5054	213/50.2%	A	$ 1,301,291	59.63%	No
Broward	Somerset Academy (Davie)	06-5211	150/53.3%	A	$ 295,743	19.17%	No
Broward	Somerset Academy East Preparatory	06-5391	202/89.6%	C	$ 758,113	34.62%	No
Broward	Somerset Academy Riverside	06-5387	345/69%	C	$ 647,983	13.27%	No
Broward	Somerset Academy Riverside Middle School	06-5419	190/63.7%	C	$ 86,323	3.98%	No
Broward	Somerset Parkland Academy	06-5056	947/20.3%	A	$ 293,330	2.91%	No
Broward	Somerset Village Academy	06-5004	237/92.8%	B	$ 693,526	26.42%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	158/91.8%	C	$ 381,420	23.80%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	716/93.2%	C	$ 1,316,758	17.42%	No
Broward	Somerset Preperatory Academy Charter High School at North Lauderdale	06-5006	343/86%	C	$ 774,589	23.11%	No
Broward	Somerset Academy Neighborhood School	06-5021	497/76.4%	B	$ 1,154,165	22.53%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	347/68.8%	C	$ (203,053)	-6.34%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	298/53%	B	$ 75,767	2.58%	No
Broward	Somerset Pines Academy	06-5030	453/77.6%	C	$ 935,306	18.72%	No
Broward	Somerset Academy Pompano	06-5388	140/91.4%	D	$ 222,626	13.09%	No

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			Year 2023				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Somerset Academy Key Middle School	06-5413	345/72.5%	D	$ 379,839	10.71%	No
Broward	Somerset Academy Key Charter High School	06-5224	315/64.6%	C	$ 213,392	6.82%	No
Broward	Ben Gamla Charter School	06-5410	351/33.9%	A	$ 600,538	15.95%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	293/37.9%	B	$ 74,410	2.59%	No
Broward	Ben Gamla South Broward	06-5392	249/81.1%	C	$ 361,325	12.67%	No
Broward	Ben Gamla Preparatory Academy	06-5182	101/72.3%	D	$ (160,660)	-12.34%	No
Broward	International Studies Academy Middle School	06-5556	267/54.5%	B	$ 244,238	10.06%	No
Broward	International Studies Academy High School	06-5555	199/61%	B	$ 257,603	10.10%	No
Orange	Cornerstone Charter Academy	48-0133	990/36%	A	$ 3,137,027	27.87%	No
Orange	Cornerstone Charter High School	48-0146	550/35.8%	B	$ 3,393,728	58.20%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	286/82%	A	$ 510,201	16.54%	No
Orange	Pinecrest Creek Academy	48-0203	117/90.5%	A	$ 18,425	1.13%	No
Orange	Pinecrest Academy Avalon	48-0238	471/39.5%	A	$ 445,996	8.64%	No
Orange	Mater Academy Narcoossee High School	48-1019	35/48.6%	C	$ 1,152,701	84.99%	NA
Orange	Mater Academy Narcoossee	48-1018	515/40.6%	A	$ 867,812	14.01%	NA
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	9/NA	A	$ 68,642	48.83%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	358/84.7%	C	$ 973,069	25.07%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	188/76.7%	C	$ 666,151	31.21%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	243/56.4%	A	$ 1,557,118	53.71%	No
Palm Beach	Somerset Academy Boca	50-3413	351/34.2%	A	$ 2,581,386	57.66%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	81/43.2%	A	$ 633,687	68.34%	No
Palm Beach	Somerset Academy Canyons Middle School	50-4012	678/70.6%	C	$ 3,807,445	51.25%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	1048/60.3%	A	$ 4,916,670	39.82%	No
Palm Beach	Somerset Academy Lakes Charter School	50-4091	405/100%	D	$ 964,454	18.85%	No
Palm Beach	Somerset Academy, The Dr. Bernard Kimmel Campus	50-3395	511/100%	C	$ 671,368	10.34%	No
Palm Beach	Somerset Academy Wellington	50-4031	475/90.1%	I	$ 1,161,973	20.02%	No
Palm Beach	Somerset Academy Wellington High School	50-4131	37/94.6%	B	$ 242,315	27.19%	NA
Palm Beach	SLAM Palm Beach Charter Middle School	50-4090	348/100%	C	$ 227,969	6.04%	No
Palm Beach	SLAM Boca	50-4103	1011/63.3%	B	$ 329,370	3.08%	No
Palm Beach	SLAM High School Palm Beach	50-4111	317/100%	I	$ 839,694	23.72%	No
Palm Beach	University Preparatory Academy Palm Beach	50-4080	279/100%	F	$ 196,252	5.60%	No
St. Lucie	Somerset College Preparatory Academy	56-0712	1302/50.5%	A	$ 967,189	7.82%	No
St. Lucie	Somerset Academy St. Lucie	56-0703	679/60.8%	C	$ 294,250	4.03%	No
St. Lucie	Somerset Academy Bethany	56-0731	335/62.7%	C	$ 543,059	11.30%	No
St. Lucie	Somerset Career Academy	56-0006	NA	NA	NA	NA	NA
Monroe	Somerset Academy Island Preparatory	44-0382	87/29.9%	B	$ 688,977	50.70%	No
Osceola	Mater Brighton Lakes	49-0163	1275/84.4%	C	$ 525,593	4.05%	No
Osceola	The Mater Academy Preparatory High School	49-0971	438/81.5%	C	$ (672)	-0.01%	No
Osceola	Mater Palms Academy	49-0185	864/81.6%	C	$ 514,848	5.94%	No
Osceola	Mater Academy St. Cloud	49-0202	557/71.3%	C	$ 1,509,629	28.06%	No
Osceola	SLAM Osceola	49-0183	162/82.7%	A	$ 53,490	2.36%	No
Lake	Pinecrest Lakes Academy	35-9041	1025/31.7%	A	$ 99,396	0.94%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	243/28.9%	A	$ (45,735)	-2.13%	No
Lake	Pinecrest Academy Four Corners	35-9027	510/63.5%	B	$ 690,114	13.03%	No
Lake	Pinecrest Academy Tavares	35-9039	809/38.8%	A	$ 1,113,981	13.38%	No
Hillsborough	Sports Leadership and Management Academy Tampa	29-7815	416/59.3%	C	$ 1,233,686	21.45%	No
Hillsborough	SLAM Academy Tampa Elementary	29-7824	100/83%	D	$ 439,180	27.60%	No
Hillsborough	SLAM Academy at Apollo Beach	29-7825	1129/60.8%	C	$ 1,825,919	16.66%	No
Brevard	Pinecrest Academy Space Coast	05-6558	673/21.1%	A	$ 392,941	5.50%	No
Polk	Mater Academy Davenport	53-8010	601/68.1%	C	$ 1,388,172	19.12%	NA
Polk	Mater Academy Davenport Middle School	53-8020	NA	NA	NA	NA	NA
Pasco	Pinecrest Academy Wesley Chapel	51-4332	1112/33.1%	B	$ 99,363	0.91%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA	NA
Jefferson	Jefferson County Elementary A Somerset School	33-0111	NA	NA	NA	NA	NA
Jefferson	Jefferson County Middle A Somerset School	33-0021	NA	NA	NA	NA	NA
Jefferson	Jefferson County High A Somerset School	33-0024	NA	NA	NA	NA	NA

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			Year 2022				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	1290/87.8%	A	$ 3,958,405	3.49%	No
Dade	Mater Academy East Charter School	13-3100	466/89.5%	A	$ (130,208)	-2.62%	No
Dade	Mater Academy East Preparatory	13-7037	4/NA	A	$ 173,821	66.86%	No
Dade	Mater Academy of International Studies	13-1017	487/95.1%	B	$ 3,579,978	68.87%	No
Dade	Mater International Preparatory	13-6047	214/95.8%	A	$ 2,450,087	118.25%	No
Dade	Mater International Academy	13-3000	205/98%	C	$ 769,065	34.98%	No
Dade	Mater Academy Middle School	13-6012	1187/87.2%	A	$ 3,327,654	29.85%	No
Dade	Mater Academy High School	13-7160	1544/83.5%	A	$ 3,394,156	20.32%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	327/80.1%	A	$ 2,446,865	76.39%	No
Dade	Mater Gardens Academy	13-0312	800/63%	A	$ 57,048	0.68%	No
Dade	Mater Lakes Academy Middle School	13-6033	905/77.9%	B	$ 3,320,528	40.38%	No
Dade	Mater Lakes Academy High School	13-7018	1228/78.7%	A	$ 3,927,213	30.97%	No
Dade	Mater Academy (Miami Beach)	13-5047	627/77.1%	A	$ 2,758,904	47.03%	No
Dade	Mater Grove Academy	13-5045	1213/67.1%	A	$ 4,790,944	41.68%	No
Dade	Mater Brickell Preparatory School	13-5046	NA	NA	N/A	NA	No
Dade	Mater Academy at Mt. Sinai	13-5054	151/61.6%	A	$ 1,178,482	78.69%	No
Dade	iMater Academy	13-5384	633/95.4%	C	$ 4,031,829	56.90%	No
Dade	iMater Academy Middle School	13-6014	776/93.4%	B	$ 3,646,367	49.31%	No
Dade	iMater Preparatory Academy High School	13-7090	989/91%	B	$ 3,430,402	33.33%	No
Dade	Mater Academy Bay	13-4010	929/60%	A	$ 350,139	3.56%	No
Dade	Mater Academy Bay Middle	13-6032	483/70.4%	A	$ 126,395	2.50%	No
Dade	Mater Academy Bay High School	13-7120	214/73.0%	A	$ (201,438)	-6.72%	No
Dade	Mater Preparatory Academy	13-3003	372/95.2%	C	$ 266,025	6.62%	No
Dade	Mater Academy Biscayne North Miami Elementary School	13-2022	88/31.8%	NA	$ 379,811.00	13.99%	No
Dade	Mater Academy Biscayne North Miami Middle School	13-5555	NA	NA	NA	NA	NA
Dade	Mater Academy Biscayne North Miami High School	13-5556	NA	NA	NA	NA	NA
Dade	Mater Academy Kiwanis	13-5416	NA	NA	NA	NA	NA
Dade	Mater Lakes Collegiate Academy Middle School	13-5057	NA	NA	NA	NA	NA
Dade	Mater Lakes Collegiate Academy High School	13-5052	NA	NA	NA	NA	NA
Dade	Mater Brickell Academy Middle	13-5412	NA	NA	NA	NA	NA
Dade	Mater Brickell Academy High	13-5422	NA	NA	NA	NA	NA
Dade	Miami Tech at Mater Innovation Academy	13-5417	NA	NA	NA	NA	NA
Dade	Mater Academy Virtual Middle High School	13-6997	149/64.7%	I	$ 138,475	14.27%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	978/94.3%	B	$ 65,766	0.64%	No
Dade	Sports Leadership and Management Charter High School	13-7016	850/91.4%	A	$ 682,023	7.40%	No
Dade	Sports Leadership and Management (SLAM) Charter Middle School-North Campus	13-6024	246/93.5%	C	$ 392,099	14.42%	No
Dade	SLAM Academy Charter High School (North Campus)	13-7108	196/90.8%	C	$ 390,326	21.30%	No
Dade	Ben Gamla Charter School	13-5022	245/59.6%	A	$ 308,621	12.15%	No
Dade	City of Hialeah Educational Academy	13-7262	953/91.7%	A	$ 2,220,891	23.22%	No
Dade	Doral Academy	13-3030	1081/46.9%	A	$ 8,778,670	69.50%	No
Dade	Just Arts and Management Middle School	13-6083	267/52.4%	A	$ 613,154	24.48%	No
Dade	Doral Academy of Technology	13-3029	300/39.3%	A	$ 4,290,640	151.02%	No
Dade	Doral Academy Charter Middle School	13-6030	1353/53.5%	A	$ 13,392,667	107.10%	No
Dade	Doral Academy Charter High School	13-7020	1957/52.2%	A	$ 2,552,916	12.03%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	399/44.4%	A	$ 3,907,972	95.85%	No
Dade	Doral Academy North Charter Elementary	13-5219	NA	NA	NA	NA	NA
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	148/93.3%	C	$ 188,938	8.74%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	270/51.1%	A	$ 1,140,786	38.48%	No
Dade	International Studies Charter Middle School	13-6045	326/60.4%	A	$ 1,363,520	44.41%	No
Dade	International Studies Charter High School	13-7007	415/64.8%	A	$ 2,222,454	49.83%	No
Dade	International Studies Virtual Academy	13-6017	37/42.4%	NA	$ 30,163	10.47%	No
Dade	Miami Children's Museum Charter School	13-4000	304/40.1%	A	$ 1,595,362	50.50%	No
Dade	Pinecrest Preparatory Academy	13-0600	564/63.2%	A	$ 4,254,531	74.48%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	499/69.7%	A	$ 3,023,566	64.52%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	509/64.6%	A	$ 2,658,098	57.30%	No
Dade	Pinecrest Academy South Campus	13-0342	750/66%	A	$ 2,943,155	38.57%	No

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Dade	Pinecrest Academy (North Campus)	13-5048	395/63%	A	$ 3,912,730	88.63%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	757/75.8%	A	$ (48,272)	-0.68%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	944/62%	A	$ 2,218,424	24.02%	No
Dade	Pinecrest Glades Academy	13-2031	850/56.5%	A	$ 3,847,347	45.97%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	887/60.7%	A	$ 969,920	12.35%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	836/74.2%	A	$ 1,456,831	18.12%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	250/75.2%	A	$ 703,733	31.18%	No
Dade	Somerset Academy (Silver Palms)	13-0332	1923/83.6%	A	$ 1,352,641	6.99%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	872/82.4%	A	$ 183,142	2.18%	No
Dade	Somerset Academy Silver Palms at Princeton	13-4012	540/88.1%	B	$ 2,239,302	39.52%	No
Dade	Somerset Arts Academy	13-2012	404/75.7%	A	$ 748,342	17.55%	No
Dade	Somerset Oaks Academy	13-3033	615/85%	B	$ 904,445	14.21%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	510/20.8%	A	$ 1,629,664	29.39%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	164/23.8%	A	$ 813,880	58.38%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	555/73.5%	A	$ 1,662,486	28.91%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	473/81%	B	$ 1,109,678	22.81%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	520/88.5%	C	$ 177,326	3.39%	No
Dade	Somerset Gables Academy	13-5008	472/29.4%	A	$ (75,271)	-1.60%	No
Dade	Somerset Academy Bay	13-5062	444/17.1%	A	$ 966,578	20.40%	No
Dade	Somerset Academy Bay Middle School	13-6128	234/16.7%	A	$ 96,474	4.63%	No
Dade	Somerset Preparatory Academy Sunset	13-5002	399/36.8%	A	$ 1,055,442	27.98%	No
Dade	Somerset Palms Academy	13-5015	290/55.5%	A	$ 298,827	10.70%	No
Dade	Somerset Academy Kendall	13-4037	225/35.1%	A	$ 362,287	12.17%	No
Dade	Somerset Preparatory Academy- Homestead	13-0754	344/83.5%	C	$ 83,632	2.21%	No
Dade	Somerset Preparatory Academy Middle School (Homestead)	13-6046	238/84.9%	B	$ 223,936	7.73%	No
Dade	Somerset Preparatory Academy High School (Homestead)	13-7242	189/82%	B	$ 253,393	11.87%	No
Dade	Somerset College Preparatory Academy South High School	13-7078	NA	NA	NA	NA	NA
Dade	Somerset Academy Continental	13-0402	NA	NA	NA	NA	NA
Dade	Colegiate Preparatory Academy	13-6016	208/44.2%	C	$ 32,332	2.77%	No
Broward	Somerset Academy	06-5141	631/39.9%	A	$ 1,697,349	31.42%	No
Broward	Somerset Academy Middle School	06-5151	1022/32.3%	A	$ 690,742	7.26%	No
Broward	Somerset Academy High School	06-5221	1432/38.4%	A	$ 675,823	5.43%	No
Broward	Somerset Arts Conservatory	06-5396	371/24.3%	A	$ 1,324,812	40.12%	No
Broward	Somerset Academy South	06-5263	346/40.5%	A	$ 318,862	8.81%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	524/65.9%	A	$ 710,121	13.36%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	416/61.6%	A	$ 655,353	18.79%	No
Broward	Somerset Academy Miramar South	06-5054	218/53.7%	A	$ 1,355,035	69.93%	No
Broward	Somerset Academy (Davie)	06-5211	150/52.7%	A	$ 389,525	28.98%	No
Broward	Somerset Academy East Preparatory	06-5391	211/89.6%	B	$ 1,003,972	49.07%	No
Broward	Somerset Academy Riverside	06-5387	312/62.3%	B	$ 132,608	3.59%	No
Broward	Somerset Academy Riverside Middle School	06-5419	117/62.9%	B	$ 163,385	10.89%	No
Broward	Somerset Parkland Academy	06-5056	838/4.0%	A	$ 80,733	1.02%	No
Broward	Somerset Village Academy	06-5004	252/94.4%	B	$ 1,113,367	44.95%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	156/94.9%	B	$ 297,297	20.69%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	707/91.1%	B	$ 1,209,636	17.58%	No
Broward	Somerset Preperatory Academy Charter High School at North Lauderdale	06-5006	325/82.2%	C	$ 1,307,928	44.56%	No
Broward	Somerset Academy Neighborhood School	06-5021	447/67.7%	A	$ 1,237,841	28.54%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	344/73.5%	B	$ 20,454	0.72%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	253/75.5%	B	$ 191,911	7.48%	No
Broward	Somerset Pines Academy	06-5030	443/80.4%	C	$ 1,345,573	30.84%	No
Broward	Somerset Academy Pompano	06-5388	129/91.5%	B	$ 34,474	2.56%	No

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			Year 2022				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Somerset Academy Key Middle School	06-5413	329/74.8%	C	$ 307,011	9.81%	No
Broward	Somerset Academy Key Charter High School	06-5224	284/75.7%	C	$ 21,259	0.84%	No
Broward	Ben Gamla Charter School	06-5410	375/27.2%	A	$ 188,822	5.00%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	260/28.8%	A	$ 224,906	9.52%	No
Broward	Ben Gamla South Broward	06-5392	281/80.9%	B	$ 392,839	13.21%	No
Broward	Ben Gamla Preparatory Academy	06-5182	76/72.4%	C	$ 402,013	41.63%	No
Broward	International Studies Academy Middle School	06-5556	189/48.5%	B	$ 54,833	2.90%	No
Broward	International Studies Academy High School	06-5555	187/63.6%	C	$ 88,906	4.39%	No
Orange	Cornerstone Charter Academy	48-0133	959/32.7%	A	$ 5,723,166	56.45%	No
Orange	Cornerstone Charter High School	48-0146	507/34.3%	B	$ 2,753,124	55.63%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	270/75.6%	A	$ 226,408	8.18%	No
Orange	Pinecrest Creek Academy	48-0203	106/87.6%	A	$ 173,775	12.73%	No
Orange	Pinecrest Academy Avalon	48-0238	416/38.5%	A	$ 95,814	2.06%	No
Orange	Mater Academy Narcoossee High School	48-1019	NA	NA	NA	NA	NA
Orange	Mater Academy Narcoossee	48-1018	NA	NA	NA	NA	NA
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	12/50%	A	$ 40,599	34.30%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	379/82.6%	F	$ 451,067	11.86%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	178/79.8%	D	$ 510,655	25.40%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	256/46.9%	A	$ 423,175	14.36%	No
Palm Beach	Somerset Academy Boca	50-3413	339/27.8%	A	$ 1,258,015	35.67%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	86/11.6%	A	$ 538,206	61.18%	No
Palm Beach	Somerset Academy Canyons Middle School	50-4012	685/52.8%	A	$ 2,258,597	33.81%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	1035/50.8%	A	$ 1,422,516	12.70%	No
Palm Beach	Somerset Academy Lakes Charter School	50-4091	411/89.3%	C	$ 602,766	13.94%	No
Palm Beach	Somerset Academy, The Dr. Bernard Kimmel Campus	50-3395	504/86.3%	D	$ 40,851	0.78%	No
Palm Beach	Somerset Academy Wellington	50-4031	342/58.8%	C	$ 674,877	202.73%	No
Palm Beach	Somerset Academy Wellington High School	50-4131	NA	NA	NA	NA	NA
Palm Beach	SLAM Palm Beach Charter Middle School	50-4090	354/88.1%	C	$ 330	0.01%	No
Palm Beach	SLAM Boca	50-4103	811/50.9%	C	$ 46,943	0.55%	No
Palm Beach	SLAM High School Palm Beach	50-4111	276/85.5%	D	$ 477,146	18.96%	No
Palm Beach	University Preparatory Academy Palm Beach	50-4080	307/93.5%	D	$ 211,678	6.30%	No
St. Lucie	Somerset College Preparatory Academy	56-0712	1109/40.8%	A	$ 350,452	3.72%	No
St. Lucie	Somerset Academy St. Lucie	56-0703	672/49.4%	C	$ 324,922	5.04%	No
St. Lucie	Somerset Academy Bethany	56-0731	197/52.1%	C	$ 170,762	6.00%	No
St. Lucie	Somerset Career Academy	56-0006	NA	NA	NA	NA	NA
Monroe	Somerset Academy Island Preparatory	44-0382	81/29.6%	B	$ 423,710	41.86%	No
Osceola	Mater Brighton Lakes	49-0163	1152/80.9%	C	$ (37,678)	-0.35%	No
Osceola	The Mater Academy Preparatory High School	49-0971	311/76.9%	D	$ 20,552	0.53%	No
Osceola	Mater Palms Academy	49-0185	865/70.5%	B	$ 102,254	1.32%	No
Osceola	Mater Academy St. Cloud	49-0202	398/60.3%	C	$ 900,599	22.26%	No
Osceola	SLAM Osceola	49-0183	137/69.9%	A	$ 128,526	6.27%	No
Lake	Pinecrest Lakes Academy	35-9041	775/31.1%	A	$ 537,939	7.22%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	170/27.1%	A	$ (46,219)	-2.89%	No
Lake	Pinecrest Academy Four Corners	35-9027	418/56.2%	B	$ 127,595	2.70%	No
Lake	Pinecrest Academy Tavares	35-9039	649/34.8%	A	$ 299,233	4.93%	No
Hillsborough	Sports Leadership and Management Academy Tampa	29-7815	350/68%	C	$ 135,564	2.59%	No
Hillsborough	SLAM Academy Tampa Elementary	29-7824	19/52.6%	A	$ 325,951	37.31%	No
Hillsborough	SLAM Academy at Apollo Beach	29-7825	906/56%	C	$ 1,142,767	14.10%	No
Brevard	Pinecrest Academy Space Coast	05-6558	621/17.4%	A	$ 362,712	6.27%	No
Polk	Mater Academy Davenport	53-8010	NA	NA	NA	NA	NA
Polk	Mater Academy Davenport Middle School	53-8020	NA	NA	NA	NA	NA
Pasco	Pinecrest Academy Wesley Chapel	51-4332	818/36.5%	A	$ 87,996	1.19%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA	NA
Jefferson	Jefferson County Elementary A Somerset School	33-0111	318/100%	D	$ 846,622	11.65%	No
Jefferson	Jefferson County Middle A Somerset School	33-0021	177/100%	D	$ 47,958	1.56%	No
Jefferson	Jefferson County High A Somerset School	33-0024	178/99.4%	D	$ 280,452	7.41%	No

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			Year 2021				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	1296/87.9%	NA	$ 3,338,662	25.14%	No
Dade	Mater Academy East Charter School	13-3100	557/80.4%	NA	$ (138,702)	-2.48%	No
Dade	Mater Academy East Preparatory	13-7037	123/92.7%	NA	$ 463,403	30.09%	No
Dade	Mater Academy of International Studies	13-1017	499/96.8%	NA	$ 2,990,210	56.74%	No
Dade	Mater International Preparatory	13-6047	204/96.1%	NA	$ 2,275,464	114.36%	No
Dade	Mater International Academy	13-3000	200/98%	NA	$ 682,762	31.07%	No
Dade	Mater Academy Middle School	13-6012	1248/87.4%	NA	$ 3,812,395	32.45%	No
Dade	Mater Academy High School	13-7160	1641/82.6%	NA	$ 4,033,548	24.44%	
Dade	Mater Performing Arts & Entertainment Academy	13-7014	309/83.8%	NA	$ 2,304,020	74.42%	No
Dade	Mater Gardens Academy	13-0312	805/41.9%	NA	$ 30,710	0.39%	No
Dade	Mater Lakes Academy Middle School	13-6033	931/72.4%	NA	$ 3,093,708	38.17%	No
Dade	Mater Lakes Academy High School	13-7018	1175/76.4%	NA	$ 3,865,176	33.07%	No
Dade	Mater Academy (Miami Beach)	13-5047	620/69.7%	NA	$ 2,574,860	44.46%	
Dade	Mater Grove Academy	13-5045	1199/58.5%	NA	$ 4,548,664	41.24%	
Dade	Mater Brickell Preparatory School	13-5046	NA	NA	NA	NA	NA
Dade	Mater Academy at Mt. Sinai	13-5054	160/58.1%	NA	$ 1,095,221	69.54%	No
Dade	iMater Academy	13-5384	695/91.5%	NA	$ 3,829,145	52.76%	No
Dade	iMater Academy Middle School	13-6014	848/93%	NA	$ 3,352,842	47.45%	No
Dade	iMater Preparatory Academy High School	13-7090	1045/89.4%	NA	$ 2,940,635	30.07%	No
Dade	Mater Academy Bay	13-4010	863/56.2%	NA	$ 1,491,215	15.77%	No
Dade	Mater Academy Bay Middle	13-6032	438/66.9%	NA	$ (271,440)	-7.93%	No
Dade	Mater Academy Bay High School	13-7120	121/64.5%	NA	$ 34,121	3.07%	No
Dade	Mater Preparatory Academy	13-3003	329/95.1%	NA	$ 237,345	6.77%	No
Dade	Mater Academy Biscayne North Miami Elementary School	13-2022	NA	NA	NA	NA	NA
Dade	Mater Academy Biscayne North Miami Middle School	13-5555	NA	NA	NA	NA	NA
Dade	Mater Academy Biscayne North Miami High School	13-5556	NA	NA	NA	NA	NA
Dade	Mater Academy Kiwanis	13-5416	NA	NA	NA	NA	NA
Dade	Mater Lakes Collegiate Academy Middle School	13-5057	NA	NA	NA	NA	NA
Dade	Mater Lakes Collegiate Academy High School	13-5052	NA	NA	NA	NA	NA
Dade	Mater Brickell Academy Middle	13-5412	NA	NA	NA	NA	NA
Dade	Mater Brickell Academy High	13-5422	NA	NA	NA	NA	NA
Dade	Miami Tech at Mater Innovation Academy	13-5417	NA	NA	NA	NA	NA
Dade	Mater Academy Virtual Middle High School	13-6997	80/32.5%	NA	$ 15,595	2.26%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	916/93.8%	NA	$ 457,434	5.52%	No
Dade	Sports Leadership and Management Charter High School	13-7016	826/92%	NA	$ (710,015)	-8.82%	No
Dade	Sports Leadership and Management (SLAM) Charter Middle School-North Campus	13-6024	304/97%	NA	$ 2,203,091	76.31%	No
Dade	SLAM Academy Charter High School (North Campus)	13-7108	118/98.3%	NA	$ (41,197)	-3.93%	No
Dade	Ben Gamla Charter School	13-5022	250/59.2%	A	$ 204,643	9.04%	No
Dade	City of Hialeah Educational Academy	13-7262	945/90.2%	NA	$ 2,901,817	32.25%	No
Dade	Doral Academy	13-3030	1067/41%	A	$ 7,392,082	65.87%	No
Dade	Just Arts and Management Middle School	13-6083	265/50.9%	A	$ 464,405	20.44%	No
Dade	Doral Academy of Technology	13-3029	293/36.5%	A	$ 3,535,626	141.50%	No
Dade	Doral Academy Charter Middle School	13-6030	1418/48.7%	A	$ 10,608,864	88.02%	No
Dade	Doral Academy Charter High School	13-7020	1874/48.5%	A	$ 5,382,775	30.417%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	426/39.2%	A	$ 3,215,463	84.37%	No
Dade	Doral Academy North Charter Elementary	13-5219	NA	NA	NA	NA	NA
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	150/96%	NA	$ 286,692	14.09%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	266/43.2%	A	$ 902,159	34.43%	No
Dade	International Studies Charter Middle School	13-6045	323/57.9%	A	$ 949,825	34.79%	No
Dade	International Studies Charter High School	13-7007	405/59%	A	$ 2,159,633	56.26%	No
Dade	International Studies Virtual Academy	13-6017	30/33.3%	NA	$ 30,161	17.13%	No
Dade	Miami Children's Museum Charter School	13-4000	315/25.1%	A	$ 1,728,755	58.00%	No
Dade	Pinecrest Preparatory Academy	13-0600	559/60.1%	NA	$ 4,533,369	81.07%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	497/67.4%	NA	$ 3,789,125	84.67%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	531/59.7%	NA	$ 2,754,219	59.90%	No
Dade	Pinecrest Academy South Campus	13-0342	758/57.1%	NA	$ 2,884,529	39.58%	No

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			Year 2021				
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Dade	Pinecrest Academy (North Campus)	13-5048	426/58.9%	A	$ 3,459,902	77.78%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	646/70.6%	A	$ (160,655)	-2.84%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	960/57.4%	NA	$ 2,127,820	24.04%	No
Dade	Pinecrest Glades Academy	13-2031	876/53.1%	NA	$ 3,908,422	48.57%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	796/57.2%	NA	$ 503,800	7.46%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	819/66.3%	NA	$ 2,238,171	27.40%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	279/67.7%	NA	$ 1,911,080	54.99%	No
Dade	Somerset Academy (Silver Palms)	13-0332	1969/79.6%	NA	$ 1,154,792	6.19%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	833/77.8%	NA	$ 345,283	4.58%	No
Dade	Somerset Academy Silver Palms at Princeton	13-4012	511/71.4%	NA	$ 2,309,194	46.87%	No
Dade	Somerset Arts Academy	13-2012	414/75.1%	NA	$ 1,214,687	26.24%	No
Dade	Somerset Oaks Academy	13-3033	612/85.8%	NA	$ 972,434	15.80%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	487/19.1%	A	$ 2,165,315	42.96%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	158/23.4%	A	$ 1,131,139	80.64%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	573/75.4%	NA	$ 3,237,319	54.74%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	505/81.6%	NA	$ 1,149,263	23.29%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	494/84.8%	NA	$ (129,047)	-2.86%	No
Dade	Somerset Gables Academy	13-5008	502/24.1%	A	$ (367,830)	-7.72%	No
Dade	Somerset Academy Bay	13-5062	426/13.6%	NA	$ 747,512	16.76%	No
Dade	Somerset Academy Bay Middle School	13-6128	231/19.9%	A	$ (128,046)	-6.51%	No
Dade	Somerset Preparatory Academy Sunset	13-5002	330/34.8%	A	$ 914,367	29.21%	No
Dade	Somerset Palms Academy	13-5015	227/51.5%	B	$ (40,153)	-1.82%	No
Dade	Somerset Academy Kendall	13-4037	205/42.4%	NA	$ 85,621	3.73%	No
Dade	Somerset Preparatory Academy- Homestead	13-0754	239/77.4%	NA	$ 148,824	5.57%	No
Dade	Somerset Preparatory Academy Middle School (Homestead)	13-6046	214/80.4%	NA	$ 313,428	11.94%	No
Dade	Somerset Preparatory Academy High School (Homestead)	13-7242	143/76.9%	NA	$ 183,067	11.01%	No
Dade	Somerset College Preparatory Academy South High School	13-7078	NA	NA	NA	NA	NA
Dade	Somerset Academy Continental	13-0402	NA	NA	NA	NA	NA
Dade	Colegiate Preparatory Academy	13-6016	3/na	NA	$ 11,876	26.33%	No
Broward	Somerset Academy	06-5141	651/34.1%	A	$ 1,419,396	26.04%	No
Broward	Somerset Academy Middle School	06-5151	1126/28.2%	NA	$ 74,233	0.78%	No
Broward	Somerset Academy High School	06-5221	1395/30.4%	NA	$ (561,691)	-4.89%	No
Broward	Somerset Arts Conservatory	06-5396	389/22.9%	A	$ 424,301	13.55%	No
Broward	Somerset Academy South	06-5263	331/30.8%	A	$ 372,873	11.74%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	540/52.8%	NA	$ 852,984	17.01%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	430/45.6%	NA	$ 938,380	27.15%	No
Broward	Somerset Academy Miramar South	06-5054	216/42.6%	A	$ 1,145,378	60.66%	No
Broward	Somerset Academy (Davie)	06-5211	150/47.3%	A	$ 514,483	37.79%	No
Broward	Somerset Academy East Preparatory	06-5391	222/86.9%	NA	$ 1,254,935	60.51%	No
Broward	Somerset Academy Riverside	06-5387	271/54.2%	C	$ 205,163	7.37%	No
Broward	Somerset Academy Riverside Middle School	06-5419	113/46%	NA	$ (7,057)	-0.68%	No
Broward	Somerset Parkland Academy	06-5056	534/16.7%	B	$ 66,106	1.30%	No
Broward	Somerset Village Academy	06-5004	228/95.2%	NA	$ 1,095,942	49.37%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	159/91.8%	NA	$ 342,717	24.23%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	736/83.7%	NA	$ 1,599,630	22.38%	No
Broward	Somerset Preperatory Academy Charter High School at North Lauderdale	06-5006	319/74%	NA	$ 1,334,878	49.94%	No
Broward	Somerset Academy Neighborhood School	06-5021	494/65%	NA	$ 1,197,987	27.09%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	347/59.1%	NA	$ 170,608	6.20%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	278/29.1%	NA	$ 217,816	8.87%	No
Broward	Somerset Pines Academy	06-5030	448/71.4%	C	$ 1,526,934	36.51%	No
Broward	Somerset Academy Pompano	06-5388	119/83.2%	C	$ 202,414	17.11%	No

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Broward	Somerset Academy Key Middle School	06-5413	335/;80.3%	NA	$ 427,956	14.04%	No
Broward	Somerset Academy Key Charter High School	06-5224	268/84.7%	NA	$ 157,861	7.32%	No
Broward	Ben Gamla Charter School	06-5410	454/27.5%	NA	$ 1,781,312	44.31%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	207/27.5%	NA	$ 20,203	1.19%	No
Broward	Ben Gamla South Broward	06-5392	348/78.2%	NA	$ 241,567	7.50%	No
Broward	Ben Gamla Preparatory Academy	06-5182	376/42.3%	NA	$ 8,653	0.26%	No
Broward	International Studies Academy Middle School	06-5556	NA	NA	NA	NA	NA
Broward	International Studies Academy High School	06-5555	NA	NA	NA	NA	NA
Orange	Cornerstone Charter Academy	48-0133	984/34.2%	NA	$ 6,885,379	71.68%	No
Orange	Cornerstone Charter High School	48-0146	528/40%	NA	$ 2,334,694	50.01%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	235/79.6%	A	$ 274,079	11.24%	No
Orange	Pinecrest Creek Academy	48-0203	100/78%	NA	$ (2,704)	-0.20%	No
Orange	Pinecrest Academy Avalon	48-0238	364/38.2%	A	$ 4,637	0.12%	No
Orange	Mater Academy Narcoossee High School	48-1019	NA	NA	NA	NA	NA
Orange	Mater Academy Narcoossee	48-1018	NA	NA	NA	NA	NA
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	13/23.1%	A	$ 47,033	31.74%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	273/86.4%	NA	$ 457,966	15.71%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	163/84%	NA	$ 450,518	26.38%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	254/41.7%	NA	$ 72,465	3.05%	No
Palm Beach	Somerset Academy Boca	50-3413	353/26.9%	NA	$ 2,123,805	66.02%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	89/40.4%	A	$ 395,194	51.69%	No
Palm Beach	Somerset Academy Canyons Middle School	50-4012	704/50.4%	NA	$ 2,377,284	38.12%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	966/46.5%	NA	$ 1,675,238	18.88%	No
Palm Beach	Somerset Academy Lakes Charter School	50-4091	331/89.1%	NA	$ 264,676	7.35%	No
Palm Beach	Somerset Academy, The Dr. Bernard Kimmel Campus	50-3395	518/85.9%	NA	$ 826,669	17.00%	No
Palm Beach	Somerset Academy Wellington	50-4031	213/58.2%	NA	$ 413,932	15.67%	No
Palm Beach	Somerset Academy Wellington High School	50-4131	NA	NA	NA	NA	NA
Palm Beach	SLAM Palm Beach Charter Middle School	50-4090	269/86.6%	NA	$ 24,933	1.04%	No
Palm Beach	SLAM Boca	50-4103	645/47.6%	NA	$ (215,276)	-3.37%	No
Palm Beach	SLAM High School Palm Beach	50-4111	152/78.3%	NA	$ 40,891	2.56%	No
Palm Beach	University Preparatory Academy Palm Beach	50-4080	348/94.5%	NA	$ 524,654	14.37%	No
St. Lucie	Somerset College Preparatory Academy	56-0712	1008/42.9%	A	$ (162,465)	-2.07%	No
St. Lucie	Somerset Academy St. Lucie	56-0703	622/59.5%	NA	$ (169,585)	-2.89%	No
St. Lucie	Somerset Academy Bethany	56-0731	38/60.5%	NA	$ 339,099	30.99%	No
St. Lucie	Somerset Career Academy	56-0006	NA	NA	NA	NA	NA
Monroe	Somerset Academy Island Preparatory	44-0382	65/29.2%	NA	$ 280,513	29.98%	No
Osceola	Mater Brighton Lakes	49-0163	886/80.2%	NA	$ 776,852	8.97%	No
Osceola	The Mater Academy Preparatory High School	49-0971	139/78.4%	NA	$ 560,230	33.00%	No
Osceola	Mater Palms Academy	49-0185	839/80.6%	NA	$ (181,395)	-2.45%	No
Osceola	Mater Academy St. Cloud	49-0202	268/64.6%	NA	$ 544,103	19.94%	No
Osceola	SLAM Osceola	49-0183	144/79.9%	A	$ 587,740	28.63%	No
Lake	Pinecrest Lakes Academy	35-9041	746/29.1%	A	$ 228,173	3.30%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	67/3%	B	$ 93,036	14.96%	No
Lake	Pinecrest Academy Four Corners	35-9027	360/53.6%	NA	$ 198,650	5.70%	No
Lake	Pinecrest Academy Tavares	35-9039	473/5.5%	A	$ (171,935)	-3.58%	No
Hillsborough	Sports Leadership and Management Academy Tampa	29-7815	355/69.6%	NA	$ (89,672)	-2.42%	No
Hillsborough	SLAM Academy Tampa Elementary	29-7824	NA	NA	NA	NA	NA
Hillsborough	SLAM Academy at Apollo Beach	29-7825	669/51.9%	NA	$ 322,921	5.11%	No
Brevard	Pinecrest Academy Space Coast	05-6558	344/9.6%	A	$ (8,181)	-0.22%	No
Polk	Mater Academy Davenport	53-8010	NA	NA	NA	NA	NA
Polk	Mater Academy Davenport Middle School	53-8020	NA	NA	NA	NA	NA
Pasco	Pinecrest Academy Wesley Chapel	51-4332	598/44.1%	B	$ 440,602	7.29%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA	NA
Jefferson	Jefferson County Elementary A Somerset School	33-0111	340/100%	NA	$ 1,350,562	18.08%	No
Jefferson	Jefferson County Middle A Somerset School	33-0021	185/100%	NA	$ 41,544	1.19%	No
Jefferson	Jefferson County High A Somerset School	33-0024	180/100%	NA	$ 79,499	2.30%	No

ATTACHMENT L

DRAFT CONTRACT BETWEEN

SCHOOL AND ESP

CHARTER SCHOOL EDUCATIONAL SERVICES AND SUPPORT

AGREEMENT BETWEEN

SAMPLE CHARTER SCHOOL, INC.

AND

ACADEMICA DADE LLC

ACADEMICA BROWARD LLC

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SAMPLE

CHARTER SCHOOL EDUCATIONAL SERVICES AND SUPPORT AGREEMENT

This Agreement to provide Educational Services and Support to Charter Schools is by and between SAMPLE CHARTER SCHOOL, INC. ("CharterSchoolCorp") on behalf of the charter schools identified on Exhibits B and C ("School") and ACADEMICA DADE LLC, for those schools identified on Exhibit B, attached hereto, and; ACADEMICA BROWARD LLC, for those schools identified on Exhibit C, attached hereto, ("Service Provider").

WHEREAS, CharterSchoolCorp **operates a network of public charter schools and** has contracts (collectively, the "Charters") with certain public school districts in Florida ("Sponsor") to operate School, each of which is identified on Exhibits B and C;

WHEREAS, the School is governed by the Board of Directors of CharterSchoolCorp (the "Board"), an independent Board of Volunteers;

WHEREAS, the Board has complete control over the School, its academic programs, staffing needs, and curricula;

WHEREAS, CharterSchoolCorp desires academic support and related services to ensure that its School is operated in accordance with the requirements of its Charter, all State and Federal laws, as well as all applicable local, municipal and/or county ordinances;

WHEREAS, Service Provider is an educational service provider established to provide professional services and related support to public charter schools;

WHEREAS, it is Service Provider's mission to ensure that the vision of the Board is faithfully and effectively implemented and to ensure the autonomy and governing authority of the Board;

WHEREAS, the Board is responsible for the management and operation of the School in accordance with the Charter and Florida law;

WHEREAS, Service Provider's officials are familiar with governmental agencies and requirements needed to establish and operate public charter schools including the Schools, as well as the requirements of the Charter, of all State and Federal authorities, and of the local municipal and/or county government(s) which may be applicable to the operation of the School;

SAMPLE

WHEREAS, Service Provider's officials are familiar with the various local, state and/or federal funding sources for charter school programs and have successfully obtained grants and other forms of revenue and financing for various charter school programs;

WHEREAS, Service Provider works with networks of charter schools and has found there are benefits to establishing charter school cooperatives and sharing best-practices and resources, including methods of reporting, record-keeping and accountability systems; and

WHEREAS, CharterSchoolCorp and Service Provider enter into this Agreement for the purpose of having Service Provider provide the academic support services and related administrative services identified in this Agreement to the School;

NOW THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF SERVICE PROVIDER:

1. **Recitals:** The foregoing recitals are true, correct and incorporated herein by this reference.
2. **Engagement**

CharterSchoolCorp engages Service Provider to provide the support and administrative service set forth herein to the School (all schools on Exhibits B and C). Service Provider accepts such engagement pursuant to the terms of this Agreement. CharterSchoolCorp's entire network is identified on Exhibits B and C. The parties may add or remove schools from the list of schools receiving Service Provider's services by amending Exhibits B and C in a writing signed by both parties.

3. **Duties**

As authorized by the Board, Service Provider will coordinate the educational and administrative services required to support the School. Service Provider 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. Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. Service Provider's services will include: identification of potential school-sites; assistance with staff recruitment; assistance with human resource coordination; regulatory compliance; legal and corporate upkeep; and assistance with the maintenance of the books and records of the School and CharterSchoolCorp as well as bookkeeping, budgeting and financial forecasting. The Board will review all recommendations made by Service Provider and act upon them in the manner the Board decides.

SAMPLE

4. Board of Directors Meetings

Service Provider will assist in the coordination of and attend the meetings of the Board. Unless otherwise instructed by the Board, Service Provider 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

Service Provider will maintain the records of the School at the location designated by the Board, and in compliance with the State and Charter requirements for record keeping. In addition, Service Provider will ensure that designated on-site School staff receive proper training by the Sponsor's appropriate departments for student/school record keeping through its designated Management Information Services (MIS) programs and proper training regarding public records.

6. Bookkeeping

The Service Provider will work with and serve as liaison to any accounting firm selected by the Board to ensure the accuracy and timeliness of the financial reporting, record keeping, and audits required by the Charter and State law.

7. Staff Administration

CharterSchoolCorp or Board and/or its delegate will make all hiring decisions for the School and CharterSchoolCorp in accordance with law. Service Provider shall not be considered a delegate of CharterSchoolCorp or Board for this purpose. Service Provider will assist the Board in the identification, solicitation, and/or recruitment of qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals to be employed at or by School. School employees shall not be employees of Service Provider. School employees shall only be removed, dismissed, or transferred with approval of the Board or its delegate. The Board shall decide whether to use a professional employee management company and the method of human resource management, if any.

The teachers employed by the School will be certified as required by Chapter 1002.33, Florida Statutes. Skilled selected non-certified personnel may also be employed by or at the School 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. At the request of the Board, Service Provider will, assist in the preparation of employment contracts for review and approval by the Board or its delegate. Upon

SAMPLE

Boardrequest, Service Provider will propose a professional employer organization to the Board which can perform the human resource outsourcing services for the School. If the Board, in its discretion, approves a professional employer organization and/or human resource outsourcing provider, Service Provider will assist in the coordination of these services. Service Provider will act as the liaison for the School vis-à-vis the professional employer organization. All School based employees will be employees of CharterSchoolCorp, and shall be assigned to the School, and may only be removed, dismissed, or transferred with approval of CharterSchoolCorp, the Board and/or its delegate.

8. Financial Projections and Financial Statements

Service Provider will prepare and present to the Board in a timely manner for review and approval annual budgets and financial forecasts for the School. The School will use 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, and/or other applicable guidelines as a means of codifying all transactions pertaining to financial operations as required by law and the Charter. 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. Service Provider will timely prepare, for the review and approval of the Board, any required regular unaudited financial statements including a statement of revenues and expenditures and changes in fund balances, in accordance with generally accepted accounting principles to be delivered to the Sponsor. These financial 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. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the annual audited financial [132]reports. The reports shall include a complete set of financial statements and notes prepared in accordance with the Charter and generally accepted accounting principles, for inclusion in the School's annual financial statements, and formatted by revenue source and expenditures, and detailed by function and object.

9. Designated Contact Person

The designated contact person of Service Provider shall be Fernando Zulueta. An alternate contact person shall be Maggie Fresen.

SAMPLE

10. Grant Solicitation

In consultation with the Board, and with Board approval, Service Provider will solicit grants available for the funding of the School from the various government, private and institutional sources which may be available. Such grants may include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

If authorized by the Board, Service Provider will coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

If authorized by the Board, Service Provider will coordinate the solicitation of Capital Outlay Funds, if available, from the appropriate state and/or local agencies. Similarly, as authorized by the Board, Service Provider will coordinate the solicitation of other available state, federal, or local government funds earmarked for schools and/or 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

Service Provider will coordinate the preparation of anyAnnual Report(s) required by the Charter or by law for the School. The Report will be submitted to the Board for approval, Service Provider will coordinate the delivery and review process established by the Sponsor and Charter School legislation for the Annual Report.

14. Student Assessment

Upon the approval of the Board, Service Provider will coordinate a student assessment methodology, independent from State and/or Sponsor required assessments, and retain on behalf of CharterSchoolCorp professionals to administer and evaluate results. Service Provider will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for Board approval.

15. School Board Representation

Service Provider will serve as a liaison with the Sponsor and its officials on behalf of the School. Service Provider's representatives will attend required meetings and public hearings; will facilitate

SAMPLE

communications between the School and the Sponsor; and, will present or advocate positions reviewed and approved by the Board.

16. Governmental Compliance

Service Provider will advise CharterSchoolCorp and School regarding compliance with state regulations and reporting requirements of the School. For those schools listed on Exhibit B, Service Provider will advise the CharterSchoolCorp and School regarding compliance with the Sponsor's Disclosure, Verification and Affirmation of Fulfillment of Board Requirements Form, a current version of which is attached as Exhibit A. For those schools listed on Exhibit C, Service Provider will advise the CharterSchoolCorp and School regarding compliance with any similar requirements of the Sponsor regarding Disclosure, Verification and Affirmation of Fulfillment of Board Requirements. Service Provider will also advise CharterSchoolCorp and School regarding the School's compliance with its Charter, the terms of which are incorporated by reference.

17. Charter Renewal Coordination

Service Provider will advise CharterSchoolCorp regarding the renewal of the Charter, coordinate the renewal with the Sponsor, and assist the Board and School to complete the renewal process on a timely basis. Service Provider will negotiate the terms of the renewal Charter with the Sponsor, inform the Board of the progress of those negotiations, notify the Board of any renewal provisions which modify or alter the terms of the existing Charter, and obtain Board approval of any negotiating strategy and of the terms of the renewal Charter.

18. Curriculum Development

As authorized by the Board, Service Provider 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

Service Provider shall identify and/or develop Pre-School, After-Care, and/or Early Drop-Off programs that may be offered as services ancillary to, but separate from the operations of the School. These programs are not encompassed by the Charter. Accordingly, the School may elect not to offer these programs directly, but rather to authorize Service Provider to do so. In furtherance of that, Service Provider will retain the necessary operators to provide the underlying services to the parents and students desiring them. Service

SAMPLE

Provider 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. Service Provider 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. All terms and conditions for these programs, including financial terms, operating procedures, and ownership, shall be subject to Board review and approval.

20. School-Site Identification

Service Provider shall coordinate with the Board for the purpose of identifying CharterSchoolCorp's school-site and facilities needs from year-to-year. Service Provider shall assist the Board in identifying potential new school sites and potential expansion of existing sites and facilities. Service Provider may identify and solicit investors to acquire and/or develop school sites and facilities for lease or use by CharterSchoolCorp. Where such investors are related to Service Provider or its principals, such relationship will be disclosed to the Board. At the Board's request, Service Provider shall recommend qualified professionals, who the Board may retain, in the fields of school design, architecture, and engineering, as well as professionals in the areas of development and construction, for the expansion, design, development, and/or construction of new and/or existing school sites.

21. Systems Development

Service Provider 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. All such systems must be reviewed and approved by the Board.

TERM OF AGREEMENT

22. Initial Term

Unless otherwise terminated as provided in Section 24, the term of this Agreement shall be five (5) years, commencing July 1, 2017 through June 30, 2022 ("Initial Term"), except as otherwise set forth for any specific school on Exhibit B or C. The Commencement Date shall be deemed to be July 1 of the initial year of the Agreement, although the parties recognize that Service Provider has provided services to the Board in connection with the School and Charter before this date.

SAMPLE

At the conclusion of the final term of this Agreement, CharterSchoolCorp shall have the option to renew this contract with Service Provider.

23. Renewal

At the expiration of the Initial Term, or any Renewal Term thereafter, this Agreement shall be renewed for an additional Renewal Term of five (5) years unless terminated by the Board pursuant to Section 24. Service Provider 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

A. In the event of a breach of this Agreement by either party, the non-breaching party shall give the other party written notice of such breach and sixty (60) days to cure such breach. "Breach" shall be defined as a material breach of this Agreement by Service Provider or CharterSchoolCorp; the failure of Service Provider to provide educational support and related services sufficient to operate the School in a manner that complies with the standards of the Sponsor; any debarment of or similar action against Service Provider by any governmental entity; or any action or conduct by Service Provider 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 health, safety or welfare of students. If the Sponsor terminates or materially changes the Charter, either CharterSchoolCorp or Service Provider may upon thirty (30) days written notice terminate this Agreement without penalty or liability of any kind to either party.

B. If the Sponsor materially changes a part of the Charter, the CharterSchoolCorp or Service Provider may upon thirty (30) days written notice terminate any corresponding part of this Agreement without penalty or liability of any kind to either party.

C. Termination rights established in this section 24 shall apply equally to each school listed on Exhibits B and C. CharterSchoolCorp may terminate this Agreement in its entirety, for any individual school, or for any number of Schools listed on Exhibits B and C.

D. Either party may terminate this Agreement, in its entirety or for any individual school or group of schools listed on Exhibits B and C, at any time and for any reason, and without cause, upon

SAMPLE

providing the other party 90 days' written notice of termination. In the event of termination of this Agreement, in whole or in part, for any reason, the compensation to be paid by CharterSchoolCorp to Service Provider under this Agreement shall be pro-rated.

COMPENSATION

25. Service Fee

CharterSchoolCorp shall pay Service Provider a "Service 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 Service Fee shall be payable in equal monthly installments, provided that CharterSchoolCorp shall have no obligation to pay such Service 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 Service Fee may 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 Service Fee below the initial level of four hundred fifty dollars ($450) per student FTE per annnum as stated above. Service Provider, in its discretion, may waive any annual adjustment and, upon request, will provide such documentation as may be reasonably requested by CharterSchoolCorp to support any waiver of an annual adjustment.

26. Additional Services

Service Provider may provide additional services not covered under this Agreement as requested and approved the Board in writing. 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, upon written approval and at the expense of CharterSchoolCorp, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

27. Reimbursement of Costs

Service Provider may 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.

SAMPLE

28. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider, in its discretion, may defer some or all of the service 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 Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors or principals and any other person or entity providing goods or services to the School, Service Provider shall disclose the relationship to the Board.

30. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider, its officers, directors, employees, agents, or assigns. Service Provider agrees to provide, upon request of the Board, certificates evidencing such insurance and naming CharterSchoolCorp, and its Board as additional insured. In the event CharterSchoolCorp and/or School shall, without fault on its part, be made a party to any litigation commenced by or against Service Provider, whether founded in tort, contract, or otherwise, then Service Provider shall protect and hold CharterSchoolCorp and/or School, as applicable, harmless and shall pay all costs, expenses, and attorney's fees incurred by School in connection with such litigation including any appeals. CharterSchoolCorp and School shall carry liability insurance and indemnify the Service Provider for acts or omissions of CharterSchoolCorp and School, its officers, directors, employees, agents, or assigns. School agrees to provide, upon request of the Service Provider, certificates evidencing such insurance and naming Service Provider as additional insured. In the event Service Provider shall, without fault on its part, be made a party to any litigation commenced by or against School, whether founded in tort, contract, or otherwise, then School shall protect and hold Service Provider harmless and shall pay all costs, expenses, and attorney's fees incurred by Service Provider in connection with such litigation including any appeals.

Notwithstanding the above, nothing in this provision shall operate to release either the Service Provider or the School from its own affirmative duties with respect to this Agreement, and neither party is obligated to indemnify the other party for the other party's wrongful or tortious conduct. Notwithstanding any other term in this Agreement, this Agreement and all provisions contained herein shall be subject to and

SAMPLE

governed by Section 768.28, Florida Statues, as amended, and by the School's rights and protections under that statute.

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, without regard to its conflicts of laws rules. 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:

SAMPLE

Service Provider 6340 Sunset
Drive Miami, Florida 33143

Sample Charter School Inc.
Address Line 1
Address Line 2
Attn: President /Board Chair

(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 Sample Charter School Inc. held on the _____ day of _____ 2017. At that meeting, the undersigned Director or officer of CharterSchoolCorp 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.

SAMPLE CHARTER SCHOOL, INC.

By: _____ Date: _____

President/Board Chair

ACADEMICA DADE LLC

ACADEMICA BROWARD LLC

By: _____ Date: _____

Fernando Zulueta, Authorized Signor

SAMPLE

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Carlos O. Alvarez

Home Address: _____

Business Name and Address: 2590 West 76 Street Hialeah Fl 33016

Phone Number: _____

E-mail address: _____

[X] Resume and professional bio are attached here.

[ ] Resume and professional bio are attached elsewhere in the application (specify). _____

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   [ ] Yes [X] No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a 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 decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "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.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Carlos Alvarez



Signature

01 / 13 / 2026

Date

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

City of Hialeah
Educational Academy
A Miami Dade County Public Charter School
2590 West 76 Street
Hialeah, FL 33016
PH. 305-362-4006 FX. 305-362-7006
www.hialeaheduacademy.com
SACS Accredited and "A+" School of Excellence

To the world he is the Principal of the City of Hialeah Educational Academy (COHEA). To the COHEA Family he is the friend, the mentor, the father figure, and leader who is deserving of this opportunity for his contributions to our COHEA Family and to the City of Hialeah. The COHEA family is proud of the milestones we have reached and the recognitions we have been awarded in just eight years but nothing makes us prouder than the men and women we have helped mold into model citizens. Our alumni would not be where they are today without "Papa Smurf", as the first graduating class lovingly refer to him. For many of our students and alumni, Principal Alvarez is their father figure and a friend who always keeps his office door open for them. A man who detests being trapped behind his desk and who spends his day walking around every inch of COHEA doing what it takes to help our students reach their goals. Whether it be sharing words of encouragement to students who are performing deficiently or directing traffic in the rain to ensure our students' safety. He plays a role in helping them reach goals he knows they are capable of achieving even before many of our students know it themselves. For Principal Alvarez our students are not numbers. To him our students are human beings who will receive from him love, respect, loyalty, knowledge, and discipline.

Mr. Carlos O. Alvarez began his career in education over 18 years ago at the Ben Sheppard Annex as a paraprofessional who assisted with fourth and fifth grade students. Following the completion of his Bachelor's Degree in Elementary Education from St. Thomas University he taught at Ben Sheppard Elementary for three years. Concurrently, Mr. Alvarez earned a Master's Degree in Educational Leadership from Nova Southeastern University. His professional journey continued at Jose Marti Middle School where he served as a teacher and an Administrative Assistant. Upon completing the Miami-Dade County Public Schools Assistant Principal Preparation Program, he decided to venture into the charter school movement and excelled as an Assistant Principal at Mater Academy Middle/High Charter School. Then in 2008, he was selected to lead a unique charter school with an emphasis on public service academies in the same community in which he grew up. He finally had the golden opportunity to give back to his community in his hands as the Principal of City of Hialeah Educational Academy. It was his opportunity to give back to the community that gave him so much.

It is with this visionary spirit that he motivates our faculty and staff to think outside the box and go the extra mile for our students. He instills in the faculty and staff the belief that there are no limits for our children's capacity to learn and the need to create a family oriented culture in our school that is conducive to our students' success. He has advocated on behalf of our school and the charter school movement before legislators in Tallahassee. He has created awareness amongst the community leaders he has built partnerships with about

the contributions of our school to the community. By advocating and creating awareness in the community he solidifies his commitment and loyalty to the mission and vision of the COHEA Family.

Principal Carlos O. Alvarez deserves to be recognized because he has provided the leadership that has been instrumental in propelling City of Hialeah Educational Academy (COHEA) down a path of innovation and achievements since it opened its doors nine years ago. Thanks to the guidance of Principal Alvarez our specialized academy model school has earned the Florida Rating of an A for the past 4 years, has a graduation rate of over 95%, and has been recognized by *Newsweek*, *the Daily Beast*, and the *U.S. News and World Report* for our students' academic accomplishments. However, helping our school earn these accomplishments accounts partially for the reasons why he deserves this distinction. It is the lifelong impact he has had on all the members of the COHEA Family and our community that make him deserving of this distinction. The boy who grew up playing in parks throughout Hialeah is now a man in the relentless pursuit of giving back to the community he has boundless gratitude towards.

Below are some descriptions and accomplishments of COHEA:

- Serving predominantly minority students with a 98% rate and economically disadvantaged students with 90%; which qualify for free and reduced lunch.
- Fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.
- In 2013, COHEA received the prestigious "School of the Year Award" by the City of Hialeah as a testament to its academic excellence and its service to the community.
- Received national recognition in 2013, 2014 and 2015 by *Newsweek Magazine*, having ranked as one of the "Best High Schools in America."
- Received national recognition in 2015, 2016, 2017, 2018 by *US News and World Report* Best High Schools in America
- Presently at 97.44%, and rising from 91%, its extraordinary graduation rate is one of the highest within the state of Florida (presently at 75%) and also within the school district (77% at present).
- Four consecutive years of being awarded an "A" school rating under State of Florida Accountability System.
- 2016, 2017 *US News and World Report*- "Best High School in America" Gold Award
- 100% of seniors enrolled in the Fire Academy graduated with CPR, First Responder and Emergency Vehicle Operator Certifications.

- Executive PASS Partnership with Miami-Dade College-Hialeah Campus.
- Florida Tax Watch- 2016 Principal Leadership Award- Carlos O. Alvarez, Principal- City of Hialeah Educational Academy

Carlos O. Alvarez

8394 NW 144 Street
Miami Lakes, FL 33016
Cell (786) 294-2735
calvarez@coheaedu.com

Education:

2002-2003 Nova Southeastern University Miami, FL
Master of Science **Educational Leadership**

- Administrative Internship- Ben Sheppard Elementary, completed 300 hours of administrative duties and responsibilities that sequenced through all grade levels. Responsible for organizing after-school tutorial programs based on student data and needs assessment. Created professional development workshops for parents to assist students for preparation of science projects. Administered school wide SRI testing, which included training teachers, developing proctor's schedule, room assignments as well as overseeing entire testing process in the capacity of an assistant principal. Also, responsible for planning, implementing and following through in other delegated administrative duties.

1998-2000 St. Thomas University Miami, FL
Bachelor in Arts **Elementary Education**

- Educational Internship- Ernest Graham Elementary, interned at the fourth grade level in all subject areas. Responsible for developing lesson plans using M-DCPS Competency Based Curriculum. Trained in FCAT student preparation using Sunshine State Standards.

1995-1997 Miami-Dade Community College Miami, FL
Associate in Arts **Elementary Education**

Professional Experience

2008- Present City of Hialeah Educational Academy School Hialeah, FL
Principal

- **Manages, supervises, and appraises the performance of all employees**
- **Manages the daily operations of the school**
- **Manages the school finances and budget**
- **Primary and public-facing representative**
- **Maintains communication with stakeholders**
- **Oversees the management, maintenance, and development of school facilities (physical plant)**
- **Develops the broad goals and oversees the implementation of goal driven strategies**
- **Instructional Leader**
- **Insures the implementation of a Progressive Disciplinary Plan of Action**
- **Develops and oversees the implementation of safety and security measures plan**

2006- 2008 Mater Academy Middle/High School Hialeah Gardens, FL
Assistant Principal

- **Attendance/Tardy Policy**
- **Responsible for reporting Full-Time Equivalent (FTE)**
- **Develop Master Schedule for Middle School**
- **Coordinate transportation routes for buses and parents**
- **Implemented cafeteria management system**
- **Responsible for physical plant**
- **Implemented Progressive Disciplinary Plan of Action**
- **Oversee sixth grade operations**
- **Social Studies and Physical Education Department**

2003- 2006 José Martí Middle School Hialeah, FL

Administrative Assistant

- **Participate in planning and preparation for School Improvement Plan**
- **Enforce progressive discipline through Miami-Dade County Public Schools Code of Student Conduct**
- **Planned, developed, and implemented lunch management system**
- **Summer Camp/ After school tutoring/ Saturday FCAT Academy Coordinator**
- **Accountable for supervision of all security monitors**
- **Participated and planned final scope for major school repair and paint job**
- **Monitored Read 180 program, in all reading classes**

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Erin Laura Demirjian

Home Address: _____

Business Name and Address: 14301 SW 42nd St Miami, FL

Phone Number: _____

E-mail address: edemirjian@aol.com

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

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2. "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.
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(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

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Name: Erin Demirjian

Erin Demirjian — *Signature*

01 / 14 / 2026 — *Date*

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

Dr. Erin Demirjian has been providing psychological care to clients struggling with varying degrees of mental health and life issues since 1996. Erin works with a diverse population and provides individual, couple and family therapy in an outpatient setting. Erin has had a significant impact in the public sector working as program director of several community programs helping children, adolescents and families who were in crisis and currently in the private sector providing therapy to adults, children and families in her practice in Miami, Florida.

Erin graduated from Roger Williams University with a B.A. in Psychology and a minor in Marketing. She went on to earn an M.A. in Psychology from University of Dayton and completed a M.S and doctorate degree in clinical forensic psychology from Miami Institute of Psychology. Erin completed her psychology internship at Northeastern Ohio Universities College of Medicine. She is also active in her community and serves as a school board member for Pinecrest Academy.

Erin L. Demirjian, Psy. D.

Home Address: 10 Venetian Way #802 Miami, FL 33139
Phone: (305) 761-0809 Fax: (305) 532-9544

Education

December 2002 — **Miami Institute of Psychology**
Psychology Doctorate

Clinical and Forensic Psychology
Miami, Florida

August 1999 — **Miami Institute of Psychology**
Master of Arts and Sciences

Psychology
Miami, Florida

December 1997 — **University of Dayton**
Master of Sciences

General Psychology
Dayton, Ohio

May 1993 — **Roger Williams University**
Bachelor of Arts

Psychology
Minor in Marketing
Bristol, Rhode Island

Honors

· **Psi Chi National Honor Society, Psychology**

Internship

July 2001 – July 2002
Akron, OH

Psychology Intern
Northeastern Ohio Universities College of Medicine

· Individual Therapy
· Group Therapy
· Clinical Interviews
· Psychological Testing
· Preparing Psychological Evaluations

Employment and Work Experience

Nov 2010 – Present
Miami, FL

Private Practice

· Individual, family, couple's therapy
· Psychological testing and evaluations

April 2006 – July 2011
Miami, FL

Director
Alternate Family Care

· Obtain referrals and market program to referral sources
· Oversee program and Provide therapy to Specialized Foster Children
· Manage a multidisciplinary team
· Supervise implementation of treatment goals of the program
· Supervise the day to day operation of a treatment program
· Schedule programming
· Conduct trainings for staff and foster parents
· Audit charts to assure adherence to regulation

April 2004 – Oct 2010
Miami, FL

Therapist
Citrus Health Network

· Individual therapy
· Develop treatment plans
· Prepare monthly summaries

Dec 1999 – Dec 2009
Miami, FL
Dayton, OH

Marketing/ Referral Coordinator
Demirjian Neurology and Pain

· Contacted area physicians to increase referrals
· Marketed private practice
· Developed on-line contacts
· Tracked patient satisfaction

June 2003 – November 2004
Miami, FL

Therapist Supervisor
Village South Treatment Center
Baseline Studies

· Part of a national team conducting the Women's Treatment for Trauma and Substance Use Disorders

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Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Juan Molina

Home Address: _____

Business Name and Address: 14301 SW 42nd St Miami, FL

Phone Number: _____

E-mail address: juan@juanmolina.com

[X] Resume and professional bio are attached here.

[ ] Resume and professional bio are attached elsewhere in the application (specify). _____

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

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Name: Juan Molina

Juan Molina
Signature

01 / 14 / 2026
Date

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

Juan Molina

530 Wren Avenue, Miami Springs, FL 33166
mobile – 305.975.8897
email – juan@juanmolina.com

PROFILE:



Mr. Molina has a passion for and in-depth experience working in high-paced/fast-growth companies, specifically in Healthcare and Technology sectors. He is currently part of the founding team at CareCloud, a Cloud-based software and services company providing the next generation of practice and clinical management technologies to healthcare providers of all sizes and serves as the company's Director of Business Development and Chief Evangelist.

Prior to CareCloud, Mr Molina was also part of the founding team of Avisena, an ASP revenue cycle management (RCM) company. At Avisena he served the company in several roles beginning in the technology division where he was responsible for the design, development, and implementation of the company's network and application infrastructure. He was later responsible for key aspects of the company's first merger and acquisition and also served as the project manager for the M&A managing keys areas such as human resources integration, change management issues, and technology infrastructure transitions. He also served as Avisena's first Marketing Manager implementing their go-to-market strategy and successfully launching and positioning their products and services in the marketplace. He also played a crucial role in developing the company's strategy for its sales and marketing division. His leadership helped transform sales and resulted in double-digit growth since 2004 where he served as Director of Business Development. In this capacity he helped the company grow and was responsible for over $9M in sales of the company's $15M in revenue at his departure.

Prior to Avisena, Mr. Molina worked at Web, Inc formerly iNNERHOST (NASDAQ: WWWW) and Florida International University's Vice Presidential Offices. At Web, Inc he was a Network Administrator and a Network Operations Center (NOC) Systems Engineer. There he was responsible for maintaining and troubleshooting over 8000 websites hosted on Intel-based, Microsoft web servers, conducting high-level quality assurance tests on over 250 web servers, and managing clients from around the world. At FIU he was responsible for assisting and implementing many university-wide initiatives.

Mr. Molina attended Florida International University, serves on several community boards, is a member of the American College of Healthcare Executives (ACHE) and has been honored by the South Florida Business Journal as the winner of the "Up and Comer" Award in the Professional Services category as well as by South Florida Business Leader as a "Mover and Shaker."

SKILL SET:

- Nine years of healthcare revenue cycle management, physician practice operations, healthcare IT, and business process improvement experience.
- Proven and very successful in sales, marketing, technology, management and leadership roles.
- Excellent strategic planning, critical thinking, communication, and interpersonal skills.
- High integrity individual who earns trust while working with clients, colleagues and team members. Embraces team spirit, is inclusive of others and disparate ideas and creates win-win solutions for all parties involved.
- Strong business and information systems background including HIT systems (PM, EHR, RCM) and cloud computing platforms.
- Expert in understanding physician and medical professional's buying psychology. Proven experience in selling to physicians, practice administrators, and C-level hospital executives.
- Specialist in streamlining and creating cost-efficient operations for healthcare providers.
- Experience in educating workforces in implementing tools and methodologies that increase problem-solving skills and automate processes across the entire organization including, Salesforce.com automation and business process improvement methodologies.
- Ability to identify and execute strategies that create momentum and generate rapid financial results that serve as a foundation for future continual growth.

EDUCATION:

Florida International University, Miami, FL
Management Information Systems 2001

F.I.U., Microsoft Certified Technical Education Center 2002
Microsoft Certified Professional

Monsignor Edward Pace Catholic High School 1996

WORK EXPERIENCE (Condensed):

CareCloud, Miami, FL
Director of Business Development – Chief Evangelist 2010 – Present

Avisena, Miami, FL
Director of Business Development 2001 – 2010

- Demonstrated management expertise or considered expert in :
    - Physician revenue cycle (both administrative/financial and clinical) as related to running a streamlined medical practice
    - In-depth understanding of leading-edge medical software technology (RCM and EMR/EHR), software integration at vendor, hospital, and payer levels.
    - Benchmarking and financial analysis of medical practices on industry standard and internal KPIs and audit controls.
    - Management of large and small group formation, credentialing projects and governmental requirements
- Seven years of experience selling directly to physicians, administrators, and hospital executives.
- Surpassed target sales goals on a yearly basis.
- Negotiated alliances and contracts for service expansion locally and nationally.
- Assist in the development of short-term and long-range company goals and objectives.
- Performed training and provide mentoring/management for all new practice advisors.
- Performed analysis on all key sales and marketing metrics.
- Salesforce.com administrator/expert – Helped develop and maintain corporate CRM solution.

iNNERHOST, Miami, FL
Network Operations Center Systems Engineer & Network Administrator 2000 – 2001

- Responsible for managing network activity, network operations, and infrastructure for clients globally.
- Advanced support, troubleshooting, and overall management of thousands of applications running on Microsoft applications such IIS 4.0 / 5.0, Windows NT, Windows 2000 Professional / Server, SQL Server 7 / 2000, Exchange, Terminal Services, SharePoint Team Services and BizTalk Server.
- Responsible for support for clients on shared and dedicated web-hosting solutions.
- Maintaining and troubleshooting over 8000 websites hosted on Dell, and IBM Intel web servers.
- Conduct high-level quality assurance test on 100+ web servers.

Intelligent Business Solutions Consulting, Miami, FL
Consultant / Project Manager 1999 – 2000

- Project strategist for several company projects that included multi-tiered application systems design, architecture and implementation.
- Responsible for managing teams of consultants on several in-house and offsite projects.
- Managed all aspects of projects including, product life cycle management, risk assessments, contingency planning, data modeling, strategic planning, and resource allocation issues.
- Coordinated user training, established standards, quality control, and team development workshops for use within the organization.

VOLUNTEER EXPERIENCE & PHILANTHROPIES :

Mercy Hospital, Miami, Florida
Treasurer, Board of Directors Mercy Hospital Ambassadors 2006 – Present

Melrose Elementary School, Miami, Florida 2009 – Present
Educational Excellence School Advisory Council

Eugenia B. Thomas Community School, Doral, Florida
Volunteer Webmaster (www.myclassisfun.com), Fifth Grade 2004 – 2006

Sigma Phi Epsilon National Fraternity, Richmond, Virginia
Facilitator, Carlson Leadership Academy 1996 – Present

- Designed and conducted leadership seminars, goal-setting workshops, recruitment clinics, and conferences for groups up to 350 individuals.
- Organized and facilitated goal-setting and evaluative retreats, sales skills presentations, and educational seminars for groups of 15-100.
- Educated and trained participants in intensive development program with emphasis in marketing, sales, management, interpersonal relations, and public speaking.

Sigma Phi Epsilon FL Nu Chapter at Florida International University, Miami, Florida
President of Alumni Advisory Committee, Board of Trustees, Coach 2001 – Present

AWARDS:

- South Florida Business Journal "Up & Comer Award" Winner, 2008
- South Florida Business Leader "Mover & Shaker Award" Winner, 2008
- Rainmaker Award, 2007
- Million Dollar Club, 2005, 2006, 2007, 2008, 2009
- Presidential Circle of Excellence Award, 2005, 2006

LANGUAGES:

- English – native language
- Spanish – fluent

MEMBERSHIPS/AFFILIATIONS:

- Board of Directors, Mercy Hospital Ambassadors
- American College of Healthcare Executives (ACHE)
- Medical Group Management Association (MGMA)
- Next In Line, Young Professionals Networking Organization
- Sigma Phi Epsilon National Fraternity

INTERESTS:

- Cycling
- Healthcare
- Education
- Politics
- Food and Wine

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Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Shannine Sadesky

Home Address: _____

Business Name and Address: 14301 SW 42nd St Miami, FL

Phone Number: _____

E-mail address: ssadesky@yahoo.com

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
1. "Charter school personnel" means a 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 decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
2. "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.
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Shannine Sadesky

Shannine Sadesky — *Signature*

01 / 13 / 2026 — *Date*

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

Shannine Sadesky

1201 River Reach Dr., Apt. 504
Ft. Lauderdale, FL 33315
Email: ssadesky@yahoo.com
Cell Phone: (786) 854-8343
Work Phone: (954) 255-9740

OBJECTIVE:
To lead within an organization that promotes excellence in education.

EDUCATION
M.S. in Educational Leadership – Fall 2002
Nova Southeastern University, summa cum laude

B.A. in Elementary Education – Fall 1996
The American University, cum laude

CERTIFICATIONS & ENDORSEMENTS
Florida Department of Education Professional Educator's Certificate

- Educational Leadership (all levels)
- Elementary Education (1-6)
- English Speakers of Other Languages (ESOL) Endorsed
- School Principal (all levels)

WORK EXPERIENCE
Board Member, 2005 – present
Mater Academy, Inc., Miami, FL

Board Member, 2005 - present
Pinecrest Academy, Inc., Miami, FL

School Support Specialist, June 2018 – present
Somerset Academy Riverside, Coral Springs, FL

- Assist with school marketing efforts and community outreach
- Support the Principal with all aspects of preparing the school for its inaugural opening

Principal, August June 2016 – June 2017
Somerset Academy Lakes Charter Elementary, West Palm Beach, FL
Sports Leadership and Management Charter Middle School, West Palm Beach, FL

- Performed all duties of School Principal
- Prepared and launched the opening of the schools during their inaugural year

Board Member, 2014 – 2017
SLAM Charter Schools, Inc., Miami, FL

Mentor Principal, August 2015 – June 2016
Ben Gamla Preparatory Charter School, Hollywood, FL
Ben Gamla Preparatory Charter Middle School, Hollywood, FL
Ben Gamla Charter High School, Hollywood, FL

- Worked collaboratively with Governing Board, administrative team and support agencies to assist with opening of school operations, procedures and training including such things as facilities preparation, registration, purchases, budgeting, staff development and instruction, Human Resources, daily operations guidelines, job descriptions, handbook preparation, scheduling and data management
- Mentored and supported the Principal, Assistant Principal, and Leadership Team

Principal, August August 2012 - June 2015
Somerset Academy Village Elementary, Wilton Manors, FL
Somerset Academy Village Middle School, Wilton Manors, FL

- Performed all duties of School Principal
- Increased middle school grade two letter grades in 2014 – 2015
- Coordinated Somerset Academy District Job Fair which produced hundreds of applicants
- Assisted with the SACS District Accreditation

Principal, June 2012 – June 2013
Somerset Academy Central Miramar Elementary , Miramar, FL
Somerset Academy Central Miramar Middle, Miramar, FL
Somerset Academy Central Miramar High, Miramar, FL

- Opened the Title I schools with approximately 1,000 PK-12 students its inaugural year
- Achieved "A" School Ratings in the elementary and high school and "B" school rating in the middle school
- Worked collaboratively with the Governing Board and support agencies to plan and execute the opening of the schools including such tasks as facilities preparation, registration, purchases, budgeting, staff development and instruction, Human Resources, daily operations guidelines, job descriptions, handbook preparation, scheduling and data management

Principal, June 2006 – June 2013
Somerset Neighborhood School, Miramar, FL
Somerset Academy Miramar Elementary, Miramar, FL
Somerset Academy Miramar Middle, Miramar, FL

- Achieved "A" School Ratings all years, met AYP for Title I schools, and met and exceeded School Improvement Plan goals
- Achieved Gold Seal Award of Excellence for all three schools in 2009
- Awarded highest performing school in the state of Florida for closing the achievement gap in reading and math among low socioeconomic students by the National Title I Association
- Increased enrollment from 75 students in 2005 to over 1200 students in 2009
- Worked collaboratively with Governing Board and support agencies to plan the opening of the schools including such tasks as facilities preparation, registration, purchases,

budgeting, staff development and instruction, Human Resources, daily operations guidelines, job descriptions, handbook preparation, scheduling and data management
- Coordinated Somerset Academy District Job Fair which produced hundreds of applicants
- Assisted with the SACS District Accreditation
- Collaboratively participated in grant writing and was awarded $500,000.00 from the Walton Family Foundation

Elementary Principal, August 2005 – present
Somerset Neighborhood School, Miramar, FL
- Coordinated the opening of our new elementary and middle school expansions and increased the school from 75 students to over 900 students year one
- Instituted a rigorous reading initiative that incorporated community partners, parents, staff, and students that yield large reading gains among all student groups and individual students as evidenced on the SAT-10 and the FCAT
- Achieved significant learning gains, some evidenced with learning gain increases of over 25 percentile points, among all student groups in reading, writing, and mathematics

Assistant Principal, August 2003 – July 2005
Somerset Academy Charter School, Pembroke Pines, FL
- Performed all Assistant Principal duties for over 900 students and more than 60 staff members at the elementary level
- Coordinated extensive School Improvement tasks including an expanded, fully-functioning library, improved transportation procedures, and increased academic achievement among students
- Increased school grade from "B" to "A" and achieved learning gains among the 25% lowest achieving students, including meeting AYP
- Created and implemented the school's S.A.F.E. emergency preparation plan
- Created and managed a 16-week after-school FCAT tutoring program for over 300 students.
- Assisted with secondary school growth and operations

Learning Enrichment After-School Program (L.E.A.P.) Director, August 2001 – June 2005
Somerset Academy Charter School, Pembroke Pines, FL
- Oversaw over 400 students and 20 staff members
- Coordinated and implemented intensive tutoring increasing school learning gains
-

Lead Teacher, August 2000 – August 2003
Somerset Academy Charter School, Pembroke Pines, FL
- Supervised and trained staff and students in grades 3-5
- Developed the school schedule and established a school inventory system
- Lead the data-driven and collaborative decision-making process
- Wrote the SIP, conducted annual climate surveys, and coordinated SACS Accreditation initiatives
- Served as Curriculum Specialist and Dean of Discpline for third through fifth grade students

Lead Teacher and Classroom Teacher, August 1997 – August 2000
Somerset Neighborhood School, Miramar, FL

- Assisted with the inaugural year of the first Somerset Academy school
- Supervised the school of 75 students from 1998 - 1999

Conference Presenter

- Co-presenter at the National Charter Schools Conference in 2008 and 2009 on "NESTing", a formula for creating and replicating successful charter schools
- 2005 – 2008, Presenter for three consecutive years at the Charter School Conference in Broward County, Florida
- September 2004 – Florida Council of Elementary Educators, Orlando, FL
  Workshop Title: "Teacher and Administrator Talk: Power in Effective Communication"
- July 2002 –Florida Charter School Leadership Conference, Miami, FL
  Workshop Title: "Data Driven Decision Making for Teachers and Administrators"
- Summer 2001 - Florida Charter School Leadership Conference, Orlando, FL
  Workshop Title: "Putting the Power in Power Standards"

AWARDS, RECOGNITIONS & ACCOMPLISHMENTS

- Member of Golden Key National Honor Society since 1996
- Broward Education Foundation Science Grant Recipient, 1999
- Annenberg Challenge Grant Project Steering Committee Award for Outstanding Leadership, 2003
- Administrator at a Florida A+ School, 2003 – 2005, 2008
- Recipient of two Walton Grant awards totaling $460,000.00
- Participant in the first ever SACS District Accreditation
- Participated and led the opening of several highly successful charter schools
- Successfully opened new charter schools from the ground up
- Participated in the first charter school Florida SACS Accreditation
- Participated in the first charter school nationally to be district accredited
- Principal within the highest performing (charter) district in the State of Florida

SPECIALIZED TRAINING

- Completion of Broward County School District's LEAD and Interim First Year Principal Program
- Classroom Walkthrough Training 2.0
- Clinical Educator Certified
- Robert Marzano's Classroom Instruction That Works Training
- CHAMPS for Administrators
- S.A.F.E. Schools Training
- Robert Marzano's Effective Educators

REFERENCES

Available upon request

Shannine Sadesky, MS. Ed.

Ms. Sadesky is one of Florida's most experience and accomplished Charter School educators and administrators. She is currently the Principal at Somerset Academy Lakes. She was previously the principal of Somerset's Pembroke Pines Campus, an A+ school for three years in a row.

Prior to becoming an administrator at Somerset's Pembroke Pines campus, Ms. Sadesky was part of the staff that opened the Somerset Neighborhood School, one of Broward County's first charter schools. There, Ms. Sadesky served as Somerset's lead teacher for the multiage, multilevel classroom grades 3, 4, and 5. Her responsibilities included planning for all curriculum levels, parent communication, portfolio development, school administration, and staff selection.

After earning her bachelor's degree (cum laude) in Elementary Education from American University, Ms. Sadesky continued her graduate studies at Nova Southeastern University where she completed the certification program in Educational Leadership.

Ms. Sadesky has served as a Conference Instructor in conferences such as the Florida Council of Elementary Educators, the Florida Charter School Leadership Conference, and in workshops such as *Teacher and Administrator Talk: Power in Effective Communication*; *Data Driven Decision Making for Teachers and Administrators*; and *Putting the Power in Power Standards*. She has also been recognized as a Member of Golden Key National Honor Society, a Broward Education Foundation Science Grant Recipient, and has received an Award from the Annenberg Challenge Grant Project Steering Committee for Outstanding Leadership. Most recently, Ms. Sadesky is credited with writing a competitive grant sponsored by the Walton Family Foundation, which awarded over $300,000 to Somerset's Miramar Campuses.

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

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Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Albert Maillo
   Home Address:
   Business Name and Address: 14301 SW 42nd St Miami, FL
   Phone Number:
   E-mail address: albert.maillo01@gmail.com

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

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Name: Albert Maillo

Albert Maillo
Signature

01 / 13 / 2026
Date

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

Albert Maillo (Director)

Albert Maillo is an alumnus of Pinecrest Preparatory Academy Charter High School, graduated in May of 2019. Since graduation, he has received his AA from Miami Dade College and is working towards his Bachelors of Arts in Political Science at Florida International University. Albert is currently working with Onsite Permit Consultants, Corp. as an assistant permit expeditor and serves on the Pinecrest Academy, Inc. Governing Board. Albert's professional experience has helped him to develop and promote the Pinecrest network.

Albert Maillo

15437 SW 18 ST
Miami, FL, 33185
(786) 303-5755
albert.maillo01@gmail.com

CAREER OBJECTIVE

~~Undergraduate student majoring in Political Science and Economics, currently attending Florida International University,~~ with 5 months of work experience. Aiming to leverage a proven knowledge of program development, leadership execution, and effective work ethic skills to successfully carry-out my duties and responsibilities at your company. Frequently praised as focused by my peers, I can be relied upon to help your company achieve its goals.

EDUCATION

~~FLORIDA INTERNATIONAL UNIVERSITY~~ **~~Miami, FL~~**
B.A. Political Science and B.B.A. Finance Candidate (Expected graduation Jun 2021)
- **Relevant Coursework:** Pre-Law Certification
- **Scholarships:** Florida Bright Futures- Academic Scholar, FIU Blue & Gold Scholarship award

MIAMI DADE COLLEGE **Miami, FL**
A.A. Pre-Bachelor (Jun 2019)
- **GPA:** 3.8
- **Awards & Honors:** Honors Scholar

PINECREST PREPARATORY ACADEMY CHARTER HIGH SCHOOL **Miami, FL**
High School Diploma (May 2019)
- **Unweighted GPA:** 3.9
- **Weighted GPA:** 5.2
- **Awards & Honors:** Summa Cum Laude, Year-Round Principal's Honor Roll (9th-12th grade), AP Scholar with Distinction, American Legion School Award
- **Extracurricular Activities:** National Honor Society (NHS), STEM Leadership Team , Student Government Association (SGA), Class Officer Board, Cross Country, HOSA Future Health Professionals, Mu Alpha Theta (MAΘ) , Science National Honor Society (SNHS)

PROFESSIONAL EXPERIENCE

~~Pinecrest Academy, Inc. Governing Board~~ **~~Miami, FL~~**
Board Member *Sept 2019 - Present*
- Contribute personal experience and expertise in charter school networks, to create quality assurance structures that support expansion plans to continue to operate academically and financially successful charter schools. As well as, to collaborate with a leadership coalition and our educational service provider, Academica, to develop strategic plans and engage in meaningful relationships with students, parents, teachers, and administrators to promote successful charter school growth.

OnSite Permit Consultants, Corp. **Miami, FL**
Assistant Permit Expeditor *Jun 2019 – Present*
- Assist in the process of obtaining construction permits from the building department of Miami-Dade County and other municipalities that fall under, for project developers. Coordinate and expedite the approval process by reviewing documents, meeting with plan reviewers/inspectors, and following through with new or current submissions. Liaison between client and building department

Academica **Miami, FL**
Special Projects Intern *Apr 2019 – Aug 2019*
- Conceptualize and execute corporate projects, including media development and school development. Data analysis and interpretation for further plan of action. Spearhead initiatives that accomplish the goals of company executives. Provide outreach to schools and surrounding communities.

Nicklaus Children's Hospital **Miami, FL**
Volunteer *Jun 2016 – Sep 2017*

- Gained a diverse amount of experience from a variety of departments, including nurses station, minor procedures suite, and urgent care. Interacted and communicated with patients and their families, as well as to aide nurses and office staff in any jobs they might have. Jobs would vary from cleaning and organizing the floor or taking over for the secretary, during lunch breaks.

CREDENTIALS AND LICENSES

- ~~Adobe Certified Associate- Illustrator~~
- Computer Skills Placement (CSP)

ADDITIONAL SKILLS

- ~~Fluent in Spanish and English~~
- Adaptability to different work environments and responsibilities
- Tech Savvy
- Critical Thinking & Initiative
- Professional communication skills
- Detail-oriented
- Educational leadership
- Corporate teamwork

IV. Board Member Information Form

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Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Sheila Caleo Gonzalez

   Home Address: 221 SW 129 ct. Miami, Fl 33184

   Business Name and Address: Mater Grove Academy 2805 SW 32nd Ave East Bldg. Miami Fl 33133

   Phone Number: (305).442-4992

   E-mail address: Scaleo@matergroveacademy.com

- [x] Resume and professional bio are attached here.
- [ ] Resume and professional bio are attached elsewhere in the application (specify). _____

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   - [ ] Yes
   - [x] ~~No~~ NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

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(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Sheila Caleo

Sheila Caleo 01 / 13 / 2026

Signature *Date*

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

Sheila Caleo Gonzalez is an accomplished educational leader who has contributed to the field of education for over 25 years. She holds a Bachelor of Science Degree in Elementary Education from Florida International University with an endorsement in English as a Second Language (ESOL) and certification in Primary Education. She continued her studies and earned a Master Degree in Educational Leadership from Florida International University.

Ms. Caleo Gonzalez began her educational career in 1997. She has worked as an educator in the Mater, Somerset, and Pinecrest Charter School system managed by Academica since 1998. In 2009, she became the pre-school director at Somerset Academy South Miami. In her current position, she is the founding principal at Mater Grove Academy, which opened its doors in 2011.

Ms. Caleo Gonzalez lives by the motto, "that every student matters and every moment counts." She prides herself on knowing each of her students and creating a climate of collaboration at her school. It is her belief that children learn best when students, parents, teachers, and staff take part in the learning process. She feels that teamwork is the ultimate way a school can be successful in reaching each child's maximum potential. In 2021, Ms. Caleo Gonzalez was elected to serve as a Governing Board Member of Pinecrest Academy, Inc.

Sheila Caleo Gonzalez

Principal

305-305-6251

scaleo@matergroveacademy.com

Miami, Florida

Skills

Curriculum Implementation

Stakeholder Engagement

School Event Coordination

Teacher Development

Group Facilitation and Presentation

Microsoft Office

Problem Solving Skills

Fluent in Spanish

Education

Master of Educational Leadership
Florida International Education
Miami, Florida
2009-2011

Bachelor of Elementary Education
Florida International Education
Miami, Florida
1992-1996

Professional Summary

Ms. Caleo Gonzalez began her educational career in 1997. She has worked as an educator in the Mater, Somerset, and Pinecrest Charter School system managed by Academica since 1998. In her current position, she is the founding principal at Mater Grove Academy, which opened its doors in 2011. In 2021, Ms. Caleo Gonzalez was elected to serve as a Governing Board Member of Pinecrest Academy, Inc.

Professional Experience

Principal, Mater Grove Academy
Miami, Florida, 2011 – Present

- Carry out the school vision and mission and goals established by School Improvement Plan
- Create, develop, and implement curriculum, goals, and objectives for the School.
- Create and work within the budget guidelines set forth each year
- Prepare registration materials, organize classes, create and maintain student schedules.
- Prepare school parent workshops, parent letters, and school manuals,
- Implement school policies, including the Student Code of Conduct.
- Conduct teacher and staff observations on a regular basis
- Maintain a safe learning environment and conduct safety drills
- Interview and hire faculty and staff.
- Ensure that the school is compliant with required staff certification and organize professional development based on needs of the staff.
- Create meaningful partnerships for the school and implement new programs
- Prepare for and comply with FTE, ESOL, and ESE audit requirements.

Pre-School Director & Teacher, Somerset Academy South Miami,
Miami, Florida 2009-2011

- Curriculum planning and implementation
- Hired teachers for Pre-School positions.
- Observed and evaluated teachers
- Parent conferences with classroom teachers
- Taught Pre-K 4

Teacher, Pinecrest Preparatory Elementary Charter School
Miami, Florida 2000-2009

- Taught Kindergarten, First Grade and Second Grade
- Kindergarten Grade Level Chair

Teacher, Mater Academy Charter School
Miami, Florida 1998-2000

- Taught Kindergarten
- Kindergarten Grade Level Chair

Teacher, St. Agatha Catholic School
Miami, Florida 1998-2000

- Taught Pre-K 4

Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc

NAME OF THE GOVERNING BOARD MEMBER: Erin L Demirjian

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

N/A

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

MIAMI-DADE COUNTY PUBLIC SCHOOLS

Personal

Name of Charter School: Pinecrest Academy Inc

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

Name: ERIN (First) L (Middle) DEMIRJIAN (Last)

Home Address: 10 Venetian Way # 802 (Street Number)

Miami Beach (City) FL (State) 33139 (Zip Code)

Home Phone: 305-532-9544 Work Phone: _____

Fax Number: 305-532-9544 Cellular Number: 305-761-0809

Email Address: EDemirjian@AOL.com

Member's Employment: Self (Employer Name) Therapist - Mental Health (Title/Position)

Employer Address: 10 Venetian Way # 802 (Street Number)

Miami Beach FL (City) FL (State) 33139 (Zip Code)

Spouse's Name: N/A (First) _____ (Middle) _____ (Last)

Spouse's Employment: _____ (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

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

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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☑

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. 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 ☐

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, and/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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

7/13/18
Date

Restating that all information in this document is still accurate and current.

Erin Demirjian
Signature

7/13/21
Date

Restating that all information in this document is still accurate and current.

Erin Demirjian
Signature

07 / 03 / 2024
Date

Signature Certificate

Document Ref.: HOI4K-YHMD2-8QJ6B-RMVAM

Document signed by:



Erin Demirjian

Verified E-mail:
edemirjian@me.com

IP: 107.77.215.122 | Date: 15 Jul 2021 15:04:51 UTC

Erin Demirjian

Document completed by all parties on:
15 Jul 2021 15:04:51 UTC

Signed with PandaDoc.com

PandaDoc is a document workflow and certified eSignature solution trusted by 25,000+ companies worldwide.

Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc.

NAME OF THE GOVERNING BOARD MEMBER: Carlos O. Alvarez

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

N/A

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Document Ref: G6AI6-TESTN-BKZ25-9VKK8

MIAMI-DADE COUNTY PUBLIC SCHOOLS

Personal

Name of Charter School: Pinecrest Academy Inc.

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

Name: Carlos (First) O. (Middle) Alvarez (Last)

Home Address: 14361 NW 83rd Ave. (Street Number)

Miami Lakes (City) FL (State) 33016 (Zip Code)

Home Phone: (305) 362-4006 Work Phone: (305) 362-4006 Ext. 13

Fax Number: _____ Cellular Number: (786) 294-2735

Email Address: calvarez@coheaedu.com

Member's Employment: City of Hialeah Education Academy (Employer Name) Principal (Title/Position)

Employer Address: 2590 W. 76th St. (Street Number)

Hialeah (City) FL (State) 33016 (Zip Code)

Spouse's Name: Hazel (First) _____ (Middle) Alvarez (Last)

Spouse's Employment: Cargo International (Employer Name) Accounting Manager (Title/Position)

Employer Address: 2351 NW 121st. Ct. #115 (Street Number)

Miami, FL (City) FL (State) 33182 (Zip Code)

Will your child(ren) attend this charter school? No If no, why not? they attend Mater Gardens and Mater Lakes.

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.

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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, or any of your relatives, 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, including advisory boards, 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	Yes ☑	No ☐

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charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

I serve as a Town of Miami Lakes Councilmember

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. 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 ☑

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, and/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.

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Disclosure Verification and Affirmation of Fulfillment of Board Requirements

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2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

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14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

Document Ref: G6AI6-TESTN-BKZ25-9VKK8

29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.

Signature _____ Date 10/30/20

Restating that all information in this document is still accurate and current.

Signature _____ Date 07 / 03 / 2024

Document Ref: G6AI6-TESTN-BKZ25-9VKK8

Signature Certificate

Reference number: G6AI6-TESTN-BKZ25-9VKK8

Signer	Timestamp	Signature
Carlos Alvarez Email: calvarez@pinecrestacademyschools.org		
Sent:	03 Jul 2024 12:16:11 UTC	
Viewed:	03 Jul 2024 18:10:27 UTC	
Signed:	03 Jul 2024 18:10:40 UTC	
Recipient Verification:		
✔Email verified	03 Jul 2024 18:10:27 UTC	

IP address: 107.122.189.141
Location: Brooklyn, United States

Document completed by all parties on:
03 Jul 2024 18:10:40 UTC

Signed with PandaDoc

PandaDoc is a document workflow and certified eSignature solution trusted by 50,000+ companies worldwide.

Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc

NAME OF THE GOVERNING BOARD MEMBER: Albert Maillo

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Document Ref: ERFGM-BLRF9-V75BW-9KGYZ

Name of Charter School: Pinecrest Academy Inc

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

Name: Albert (First) _____ (Middle) Maillo (Last)

Home Address: 15437 SW 18 ST (Street Number)

Miami (City) FL (State) 33185 (Zip Code)

Home Phone: _____ Work Phone: 305-379-9000

Fax Number: _____ Cellular Number: _____

Email Address: albert.maillo01@gmail.com

Member's Employment: Kluger Kaplan (Employer Name) Legal Assistant (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Spouse's Name: _____ (First) _____ (Middle) _____ (Last)

Spouse's Employment: _____ (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Will your child(ren) attend this charter school? 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.

Document Ref: ERFGM-BLRF9-V75BW-9KGYZ

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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☑

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charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. 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 ☑

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. A.M. 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, and/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.

Document Ref: ERFGM-BLRF9-V75BW-9KGYZ

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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

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14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

Document Ref: ERFGM-BLRF9-V75BW-9KGYZ

29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.

Albert Maillo
Signature

08 / 07 / 2025
Date

Document Ref: ERFGM-BLRF9-V75BW-9KGYZ

CERTIFICATE *of* SIGNATURE

REF. NUMBER
ERFGM-BLRF9-V75BW-9KGYZ

DOCUMENT COMPLETED BY ALL PARTIES ON
07 AUG 2025 21:34:31 UTC

SIGNER	TIMESTAMP	SIGNATURE
ALBERT MAILLO EMAIL ALBERT.MAILLO01@GMAIL.COM	SENT 07 AUG 2025 21:20:38 UTC VIEWED 07 AUG 2025 21:33:47 UTC SIGNED 07 AUG 2025 21:34:31 UTC	 IP ADDRESS 104.28.57.247 LOCATION NEW YORK, UNITED STATES

RECIPIENT VERIFICATION

EMAIL VERIFIED
07 AUG 2025 21:33:47 UTC

Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc

NAME OF THE GOVERNING BOARD MEMBER: Sheila Calco Gonzalez

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Document Ref: HBBWM-M9EHB-NOSWC-LGYJF

MIAMI-DADE COUNTY PUBLIC SCHOOLS **Personal**

Name of Charter School: Pinecrest Academy

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

Name: Sheila (First) _____ (Middle) Caleo Gonzalez (Last)

Home Address: 221 SW 129 Ct. (Street Number)

Miami (City) Florida (State) 33184 (Zip Code)

Home Phone: _____ Work Phone: (305) 442-4992

Fax Number: _____ Cellular Number: (305) 305-6251

Email Address: scaleo@matergroveacademy.com

Member's Employment: Mater Grove Academy (Employer Name) Principal (Title/Position)

Employer Address: 2805 SW 32nd Avenue. (Street Number)

Miami (City) Florida (State) 33133 (Zip Code)

Spouse's Name: _____ (First) _____ (Middle) _____ (Last)

Spouse's Employment: _____ (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (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.

Document Ref: HBBWM-M9EHB-NOSWC-LGYJF

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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☑

Document Ref: HBBWM-M9EHB-NOSWC-LGYJF

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. 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 ☑

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

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

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

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/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.

Document Ref: HBBWM-M9EHB-NOSWC-LGYJF

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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

Document Ref: HBBWM-M9EHB-NOSWC-LGYJF

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

Document Ref: HBBWM-M9EHB-NOSWC-LGYJF

29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

11/14/2021

Date

Restating that all information in this document is still accurate and current.

Sheila Caleo

Signature

07 / 03 / 2024

Date

Document Ref: HBBWM-M9EHB-NOSWC-LGYJF

Signature Certificate

Reference number: HBBWM-M9EHB-NOSWC-LGYJF

Signer	Timestamp	Signature
Sheila Caleo Email: scaleo@matergroveacademy.com		
Sent:	03 Jul 2024 12:00:11 UTC	
Viewed:	03 Jul 2024 19:47:04 UTC	
Signed:	03 Jul 2024 19:47:31 UTC	
Recipient Verification:		IP address: 50.228.74.38
✔Email verified	03 Jul 2024 19:47:04 UTC	Location: Miami, United States

Document completed by all parties on:
03 Jul 2024 19:47:31 UTC

Page 1 of 1

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Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc

NAME OF THE GOVERNING BOARD MEMBER: Shannine Sadesky

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

Mater Academy, Inc.

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Document Ref: LAWR2-XOEPN-WENNI-2BBLW

MIAMI-DADE COUNTY PUBLIC SCHOOLS **Personal**

Name of Charter School: Pinecrest Academy, Inc.

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

Name: Shannine (First) _____ (Middle) Sadesky (Last)

Home Address: 721 SE 17TH ST Apt 326 (Street Number)

Ft. Lauderdale (City) FL (State) 33316 (Zip Code)

Home Phone: _____ Work Phone: _____

Fax Number: _____ Cellular Number: 786-853-8343

Email Address: s.sadesky@yahoo.com

Member's Employment: The ACE Foundation (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Spouse's Name: — (First) _____ (Middle) — (Last)

Spouse's Employment: — (Employer Name) — (Title/Position)

Employer Address: — (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

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

N/A

Will you be able to attend regularly scheduled board meetings? Yes X 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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☒

Document Ref: LAWR2-XOEPN-WENNI-2BBLW

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☒

10. 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 ☒

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

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

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

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/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.

Document Ref: LAWR2-XOEPN-WENNI-2BBLW

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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

Document Ref: LAWR2-XOEPN-WENNI-2BBLW

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

Document Ref: LAWR2-XOEPN-WENNI-2BBLW

29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.

S Sadesky
Signature

7/12/21
Date

Restating that all information in this document is still accurate and current.

Shawnine Sadesky
Signature

07 / 02 / 2024
Date

Document Ref: LAWR2-XOEPN-WENNI-2BBLW

Signature Certificate

Reference number: LAWR2-XOEPN-WENNI-2BBLW

Signer	Timestamp	Signature
Shannine Sadesky Email: ssadesky@materacademy.com		
Sent:	02 Jul 2024 20:53:20 UTC	
Viewed:	02 Jul 2024 21:02:22 UTC	
Signed:	02 Jul 2024 21:02:41 UTC	
Recipient Verification:		IP address: 73.56.17.158
✔Email verified	02 Jul 2024 21:02:22 UTC	Location: Fort Lauderdale, United States

Document completed by all parties on:
02 Jul 2024 21:02:41 UTC

Page 1 of 1

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Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc.

NAME OF THE GOVERNING BOARD MEMBER: Juan Molina

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Personal

Name of Charter School: Pinecrest Academy Inc

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

Name: Juan (First) _____ (Middle) Molina (Last)

Home Address: 31 Hunting Lodge Court (Street Number)

Miiami Springs (City) FL (State) 33166 (Zip Code)

Home Phone: _____ Work Phone: 305-265-4200

Fax Number: _____ Cellular Number: 305-975-8897

Email Address: juan@juanmolina.com

Member's Employment: Atomic Health, LLC / The Molina Group, LLC (Employer Name) Managing Director (Title/Position)

Employer Address: 31 Hunting Lodge Court (Street Number)

Miami Springs (City) FL (State) 33166 (Zip Code)

Spouse's Name: Ilia (First) _____ (Middle) Molina (Last)

Spouse's Employment: Miami Dade County Public Schools (Employer Name) Executive Director, Middle School Redesign (Title/Position)

Employer Address: 1450 NE 2nd Ave (Street Number)

Miami (City) FL (State) 33132 (Zip Code)

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

No Children

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.

Document Ref: YXOLT-EDSHV-YVE4H-B6CSJ

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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☒

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☒ No ☐

10. 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 ☒

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, and/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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.

Juan Molina
Signature

07 / 29 / 2024
Date

Document Ref: YXOLT-EDSHV-YVE4H-B6CSJ

Signature Certificate

Reference number: YXOLT-EDSHV-YVE4H-B6CSJ

Signer	Timestamp	Signature
Juan Molina Email: juan@juanmolina.com Shared via link		
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Pinecrest Academy K-5			2027-28			2028-29		2029-30		2030-31		2031-32	
				75% Enrollment	50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment
ENROLLMENT	**Cost**	**Basis**											
Classrooms			15	11	**8**	20	**10**	24	**12**	28	**14**	28	**14**
K - 5			270	203	135	360	180	448	224	536	268	536	268
Total Enrollment			270	203	135	360	180	448	224	536	268	536	268
REVENUES													
State Sources with expected enrollment			$ 2,425,370.00	$ 1,823,518.93	$ 1,212,685.00	$ 3,298,002.72	$ 1,649,001.36	$ 4,119,189.13	$ 2,059,594.57	$ 4,973,383.13	$ 2,486,691.56	$ 5,072,850.79	$ 2,536,425.40
Federal Sources - NSLP funds 40% of students	$ 4.60	40%	$ 89,424.00	$ 67,233.60	$ 44,712.00	$ 121,020.48	$ 60,510.24	$ 152,862.31	$ 76,431.16	$ 185,632.17	$ 92,816.09	$ 188,416.65	$ 94,208.33
Local Sources - Lunch program paid students	$ 4.00	10%	$ 19,440.00	$ 14,616.00	$ 9,720.00	$ 26,308.80	$ 13,154.40	$ 33,230.94	$ 16,615.47	$ 40,354.82	$ 20,177.41	$ 40,960.14	$ 20,480.07
Capital Outlay	$ 2,050.34	Per Student	$ 553,591.80	$ 416,219.02	$ 276,795.90	$ 738,122.40	$ 369,061.20	$ 918,552.32	$ 459,276.16	$ 1,098,982.24	$ 549,491.12	$ 1,098,982.24	$ 549,491.12
Operating Grants and Contributions			$ 40,500.00	$ 30,450.00	$ 20,250.00	$ 36,000.00		$ 44,800.00		$ 53,600.00		$ 53,600.00	
Other Revenues			$ 67,500.00	$ 50,750.00	$ 33,750.00	$ 36,000.00		$ 44,800.00		$ 53,600.00		$ 53,600.00	
Other Sources - Referendum	$ 1,400.00	Per Student	$ 378,000.00	$ 284,200.00	$ 189,000.00	$ 504,000.00		$ 627,200.00		$ 750,400.00		$ 750,400.00	$ 26,800.00
			$ 3,573,825.80	*$ 2,686,987.55*	*$ 1,786,912.90*	$ 4,759,454.40	$ 2,091,727.20	$ 5,940,634.70	$ 2,611,917.35	$ 7,155,952.36	$ 3,149,176.18	$ 7,258,809.83	$ 3,227,404.91
EXPENDITURES													
Instruction - 5000													
Salaries (includes classroom teachers, contract or hourly, and teach	See Staffing Plan		$ 1,055,250.00	$ 819,850.00	$ 498,875.00	$ 1,428,105.00	$ 597,327.50	$ 1,810,517.42	$ 727,544.90	$ 2,143,954.37	$ 861,534.41	$ 2,176,113.69	$ 935,485.83
Fringe Benefits			$ 274,365.00	$ 213,161.00	$ 129,707.50	$ 371,307.30	$ 155,305.15	$ 470,734.53	$ 189,161.67	$ 557,428.14	$ 223,998.95	$ 565,789.56	$ 243,226.32
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan		$ 180,000.00	$ 120,000.00	$ 90,000.00	$ 304,500.00	$ -	$ 494,508.00	$ -	$ 501,925.62	$ -	$ 509,454.50	
Fringe Benefits			$ 46,800.00	$ 31,200.00	$ 23,400.00	$ 79,170.00	$ -	$ 128,572.08	$ -	$ 130,500.66	$ -	$ 132,458.17	
Salaries (includes Media Specialist, Librarian)	See Staffing Plan		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Fringe Benefits			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Contracted Professional Services (includes Therapists & other contr	$ 900.00	ESE Student	$ 24,300.00	$ 18,270.00	$ 12,150.00	$ 32,886.00	$ 16,443.00	$ 41,538.67	$ 20,769.34	$ 50,443.52	$ 25,221.76	$ 51,200.18	$ 25,600.09
Classroom Supplies & Equipment	$ 35.00	Student	$ 9,450.00	$ 7,105.00	$ 4,725.00	$ 12,789.00	$ 6,394.50	$ 16,153.93	$ 8,076.96	$ 19,616.93	$ 9,808.46	$ 19,911.18	$ 9,955.59
Teacher Supplies	$ 40.00	Student	$ 10,800.00	$ 8,120.00	$ 5,400.00	$ 14,616.00	$ 7,308.00	$ 18,461.63	$ 9,230.82	$ 22,419.34	$ 11,209.67	$ 22,755.63	$ 11,377.82
Textbooks and/or ebooks/Student Activities	$ 250.00	Student	$ 67,500.00	$ 50,750.00	$ 33,750.00	$ 91,350.00	$ 34,256.25	$ 57,692.60	$ 43,269.45	$ 70,060.45	$ 52,545.34	$ 35,555.68	$ 35,555.68
Supplemetal instructional materials (CIRP/SIRP and Technology)	$ 40.00	Student	$ 10,800.00	$ 8,120.00	$ 5,400.00	$ 14,616.00	$ 7,308.00	$ 18,461.63	$ 9,230.82	$ 22,419.34	$ 11,209.67	$ 22,755.63	$ 11,377.82
Digital Education Content Materials (Leased)	$ 165.00	Student	$ 44,550.00	$ 33,495.00	$ 22,275.00	$ 60,291.00	$ 30,145.50	$ 76,154.23	$ 38,077.12	$ 92,479.80	$ 46,239.90	$ 93,866.99	$ 46,933.50
Computer - Equipment for Instruction	$ 2,700.00	Classroom	$ 40,500.00	$ 29,700.00	$ 21,600.00	$ 54,810.00	$ 27,405.00	$ 66,758.58	$ 33,379.29	$ 79,053.29	$ 39,526.64	$ 80,239.08	$ 40,119.54
Curriculum Planning, Research, Development and Evaluation (part o	$ 110.00	Per Student	$ 29,700.00	$ 22,330.00	$ 14,850.00	$ 40,194.00	$ 20,097.00	$ 50,769.49	$ 25,384.74	$ 61,653.20	$ 30,826.60	$ 62,577.99	
Student Activities	$ 10.00	Student	$ 2,700.00	$ 2,030.00	$ 1,350.00	$ 3,654.00	$ 1,827.00	$ 4,615.41	$ 2,307.70	$ 5,604.84	$ 2,802.42	$ 5,688.91	
Sub-Total Instruction			*$ 1,796,715.00*	*$ 1,364,131.00*	*$ 870,982.50*	*$ 2,508,288.30*	*$ 903,816.90*	*$ 3,254,938.19*	*$ 1,106,432.80*	*$ 3,757,559.49*	*$ 1,314,923.83*	*$ 3,778,367.21*	*$ 1,359,632.18*
Instructional Support Services - 6000													
Contracted Professional Services (counseling and psychological)	$ 1,100.00	ESE Student	$ 29,700.00	$ 22,330.00	$ 14,850.00	$ 40,194.00	$ 20,097.00	$ 50,769.49	$ 25,384.74	$ 61,653.20	$ 30,826.60	$ 62,577.99	$ 31,289.00
Workshops/Trainings	$ 500.00	Teacher	$ 9,000.00	$ 7,000.00	$ 4,250.00	$ 12,000.00	$ 5,000.00	$ 15,000.00	$ 6,000.00	$ 17,500.00	$ 7,000.00	$ 17,500.00	
Online Assesment	$ 9.00	Student	$ 2,430.00	$ 1,827.00	$ 1,215.00	$ 3,288.60	$ 1,644.30	$ 4,153.87	$ 2,076.93	$ 5,044.35	$ 2,522.18	$ 5,120.02	
Hardware Maintenance	$ 400.00	Classroom	$ 6,000.00	$ 4,400.00	$ 3,200.00	$ 8,120.00	$ 4,060.00	$ 9,890.16	$ 4,945.08	$ 11,711.60	$ 5,855.80	$ 11,887.27	
Sub-Total Instructional Support Services			*$ 47,130.00*	*$ 35,557.00*	*$ 23,515.00*	*$ 63,602.60*	*$ 30,801.30*	*$ 79,813.52*	*$ 38,406.76*	*$ 95,909.15*	*$ 46,204.57*	*$ 97,085.28*	*$ 111,528.08*
Board - 7100													
Professional Services (Legal)	$ 2,500.00	School	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,537.50	$ 2,537.50	$ 2,575.56	$ 2,575.56	$ 2,614.20	$ 2,614.20	$ 2,653.41	$ 2,653.41
Insurance (General Liability, D&O, Professional Liability)	$ 1,500.00	Classroom	$ 22,500.00	$ 16,500.00	$ 12,000.00	$ 30,450.00	$ 15,225.00	$ 37,088.10	$ 18,544.05	$ 43,918.49	$ 21,959.25	$ 44,577.27	$ 22,288.63
Network Fee	$ 100.00	Student	$ 27,000.00	$ 20,300.00	$ 13,500.00	$ 36,000.00	$ 101.50	$ 44,800.00	$ 103.02	$ 53,600.00	$ 104.57	$ 53,600.00	$ 106.14
Sub-Total Board			*$ 52,000.00*	*$ 39,300.00*	*$ 28,000.00*	*$ 68,987.50*	*$ 17,864.00*	*$ 84,463.66*	*$ 21,222.64*	*$ 100,132.69*	*$ 24,678.01*	*$ 100,830.68*	*$ 25,048.18*
School Administration - 7300													
Salaries (includes Principal, Secretary & other Office Personnel)			$ 224,101.60	$ 139,101.60	$ 139,101.60	$ 227,463.12	$ -	$ 296,399.03	$ -	$ 323,849.94	$ -	$ 328,707.69	$ 304,188.49
Fringe Benefits			$ 58,266.42	$ 36,166.42	$ 36,166.42	$ 59,140.41	$ -	$ 77,063.75	$ -	$ 84,200.98	$ -	$ 85,464.00	$ 79,089.01
ESP Fees (Portion of the fee charged by ESP)	$ 225.00	Student	$ 60,750.00	$ 45,675.00	$ 30,375.00	$ 81,000.00	$371,025,306.00	$ 100,800.00	$463,408,777.62	$ 120,600.00	$559,505,601.93	$ 120,600.00	
Equipment Rental / Lease	$ 300.00	Per Month	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,654.00	$ 3,654.00	$ 3,708.81	$ 3,708.81	$ 3,764.44	$ 3,764.44	$ 3,820.91	$ 3,820.91
Travel	$ 1,200.00	Administrator	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,045.00	$ 3,045.00	$ 3,090.68	$ 3,090.68	$ 3,137.04	$ 3,137.04	$ 3,184.09	$ 3,184.09
Advertising and Promotion	$ 25.00	Student	$ 6,750.00	$ 5,075.00	$ 3,375.00	$ 9,135.00	$ 4,567.50	$ 11,538.52	$ 5,769.26	$ 14,012.09	$ 7,006.05	$ 14,222.27	$ 7,111.14
License Fees	$ 200.00		$ 200.00	$ 200.00	$ 200.00	$ 203.00	$ 203.00	$ 206.05	$ 206.05	$ 209.14	$ 209.14	$ 212.27	$ 212.27
Dues and Subcriptions	$ 4.00	Student	$ 1,080.00	$ 812.00	$ 540.00	$ 1,461.60	$ 730.80	$ 1,846.16	$ 923.08	$ 2,241.93	$ 1,120.97	$ 2,275.56	$ 4.25
Postage	$ 50.00	Classroom	$ 750.00	$ 550.00	$ 400.00	$ 1,015.00	$ 507.50	$ 1,236.27	$ 618.14	$ 1,463.95	$ 731.97	$ 1,485.91	$ 742.95
Printing	$ 225.00	Classroom	$ 3,375.00	$ 2,475.00	$ 1,800.00	$ 4,567.50	$ 2,283.75	$ 5,563.22	$ 2,781.61	$ 6,587.77	$ 3,293.89	$ 6,686.59	$ 3,343.30
Office Supplies	$ 25.00	Student	$ 6,750.00	$ 5,075.00	$ 3,375.00	$ 9,000.00	$ 304.50	$ 11,200.00	$ 309.07	$ 13,400.00	$ 313.70	$ 13,400.00	$ 318.41
Office Equipment	$ 1,500.00		$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,522.50	$ 1,522.50	$ 1,545.34	$ 1,545.34	$ 1,568.52	$ 1,568.52	$ 1,592.05	$ 1,592.05
Computer Equipment	$ 1,000.00	Administrator	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,537.50	$ 2,537.50	$ 2,575.56	$ 2,575.56	$ 2,614.20	$ 2,614.20	$ 2,653.41	$ 2,653.41
Sub-Total School Administration			*$ 372,623.02*	*$ 245,730.02*	*$ 225,933.02*	*$ 403,744.64*	*$ 19,356.05*	*$ 516,773.38*	*$ 21,527.58*	*$ 577,650.00*	*$ 23,759.90*	*$ 584,304.75*	*$ 406,260.27*
Facilities Acquisition & Construction - 7400													
													$ 493,156.09
Building Lease (see budget summary for calculation)			$ 459,000.00	$ 345,100.00	$ 108,000.00	$ 624,240.00	$ 50,500.00	$ 792,368.64	$ 76,507.50	$ 966,972.73	$ 103,030.10	$ 986,312.18	$ -
Purchase of Buildings & Fixed Equipment			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Land			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Facilities Acquisition & Construction			*$ 459,000.00*	*$ 345,100.00*	*$ 108,000.00*	*$ 624,240.00*	*$ 50,500.00*	*$ 792,368.64*	*$ 76,507.50*	*$ 966,972.73*	*$ 103,030.10*	*$ 986,312.18*	*$ 493,156.09*
Fiscal Services - 7500													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)			$ 25,000.00	$ 25,000.00	$ 25,000.00	$ 25,375.00	$ -	$ 25,755.63	$ -	$ 26,141.96	$ -	$ 26,534.09	$ 53,068.18
Fringe Benefits			$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,597.50	$ -	$ 6,696.46	$ -	$ 6,796.91	$ -	$ 6,898.86	$ 13,797.73
Fee to County School Board - up to 250 students			$ 112,285.65	$ 91,175.95	$ 60,634.25	$ 114,513.98	$ 82,450.07	$ 114,932.73	$ 102,979.73	$ 115,983.75	$ 115,983.75	$ 118,303.42	$ 118,303.42
Planning, Research, Development and Evaluation (Part of ESP's Fe	$ 115.00		$ 31,050.00	$ 23,345.00	$ 15,525.00	$ 42,021.00	$ 21,010.50	$ 53,077.19	$ 26,538.60	$ 64,455.62	$ 32,227.81	$ 65,422.45	$ 32,711.22
Professional Services - Annual Audit	$ 14,000.00		$ 14,000.00	$ 14,000.00	$ 14,000.00	$ 14,210.00	$ 14,210.00	$ 14,423.15	$ 14,423.15	$ 14,639.50	$ 14,639.50	$ 14,859.09	$ 14,859.09
Sub-Total Fiscal Services			*$ 188,835.65*	*$ 160,020.95*	*$ 121,659.25*	*$ 202,717.48*	*$ 117,670.57*	*$ 214,885.16*	*$ 143,941.47*	*$ 228,017.73*	*$ 162,851.05*	*$ 232,017.91*	*$ 232,739.64*

Pinecrest Academy K-5			2027-28			2028-29		2029-30		2030-31		2031-32	
				75% Enrollment	50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment
Food Services - 7600													
Salaries (Food Service Workers)			$ 42,744.00	$ 28,496.00	$ 14,248.00	$ 28,923.44	$ -	$ 44,035.94	$ -	$ 59,595.30	$ -	$ 60,489.23	$ 30,244.62
Fringe Benefits			$ 11,113.44	$ 7,408.96	$ 3,704.48	$ 7,520.09	$ -	$ 11,449.34	$ -	$ 15,494.78	$ -	$ 15,727.20	$ 7,863.60
Food, Materials & Supplies - Vendor provided meals 50% Participati	$ 3.80	Per Meal per day	$ 92,340.00	$ 69,426.00	$ 46,170.00	$ 124,966.80	$ 62,483.40	$ 157,846.95	$ 78,923.48	$ 191,685.39	$ 95,842.70	$ 194,560.68	$ 97,280.34
Equipment Rental / Lease (provided by food vendor)													
Inspection fees	$ 75.00	Twice per year	$ 150.00	$ 150.00	$ 150.00	$ 152.25		$ 154.53		$ 156.85		$ 159.20	
Sub-Total Food Services			*$ 146,347.44*	*$ 105,480.96*	*$ 64,272.48*	*$ 161,562.58*	*$ 62,483.40*	*$ 213,486.77*	*$ 78,923.48*	*$ 266,932.33*	*$ 95,842.70*	*$ 270,936.31*	*$ 135,388.55*
Central Services - 7700													
Central services costs			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Sub-Total Facilities Acquisition & Construction			*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	
Pupil Transportation Services - 7800													
Field Trip Expenses for competitions & Events			$ -	$ -	$ -	$ -		$ -		$ -		$ -	
Sub-Total Pupil Transportation Services			*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Operation of Plant - 7900													
Salaries (Custodian, crossing guards, security)	See Staffing		$ 41,601.60	$ 41,601.60	$ 41,601.60	$ 42,225.62	$ -	$ 85,718.02	$ -	$ 152,256.63	$ -	$ 154,540.48	$ 66,231.63
Fringe benefits			$ 10,816.42	$ 10,816.42	$ 10,816.42	$ 10,978.66	$ -	$ 22,286.68	$ -	$ 39,586.72	$ -	$ 40,180.52	$ 17,220.22
Purchased Service (Custodial, fire and alarm, etc)	$ 2,400.00	Per Classroom	$ 36,000.00	$ 26,400.00	$ 19,200.00	$ 48,720.00	$ 24,360.00	$ 59,340.96	$ 29,670.48	$ 70,269.59	$ 35,134.79	$ 71,323.63	$ 35,661.82
Lawn Maintenance	$ 800.00	Per Classroom	$ 12,000.00	$ 8,800.00	$ 6,400.00	$ 16,240.00	$ 8,120.00	$ 19,780.32	$ 9,890.16	$ 23,423.20	$ 11,711.60	$ 23,774.54	$ 11,887.27
Pest Control	$ 40.00	Per Classroom	$ 600.00	$ 440.00	$ 320.00	$ 812.00	$ 406.00	$ 989.02	$ 494.51	$ 1,171.16	$ 585.58	$ 1,188.73	$ 594.36
Security Services - SRO	$ 8,333.33	Per Month	$ 100,000.00	$ 100,000.00	$ 100,000.00	$ 101,500.00	$ 101,500.00	$ 103,022.50	$ 103,022.50	$ 104,567.84	$ 104,567.84	$ 106,136.36	$ 106,136.36
Property Insurance	$ 3,500.00	Per Classroom	$ 52,500.00	$ 38,500.00	$ 28,000.00	$ 71,050.00	$ 35,525.00	$ 86,538.90	$ 43,269.45	$ 102,476.48	$ 51,238.24	$ 104,013.63	$ 52,006.81
Telephone Services	$ 300.00	Per Month	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,654.00	$ 3,654.00	$ 3,708.81	$ 3,708.81	$ 3,764.44	$ 3,764.44	$ 3,820.91	$ 3,820.91
Water & Sewer	$ 425.00	Per Classroom	$ 6,375.00	$ 4,675.00	$ 3,400.00	$ 8,627.50	$ 4,313.75	$ 10,508.30	$ 5,254.15	$ 12,443.57	$ 6,221.79	$ 12,630.23	$ 6,315.11
Electricity	$ 2,400.00	Per Classroom	$ 36,000.00	$ 26,400.00	$ 19,200.00	$ 48,720.00	$ 24,360.00	$ 59,340.96	$ 29,670.48	$ 70,269.59	$ 35,134.79	$ 71,323.63	$ 35,661.82
Sub-Total Operation of Plant			*$ 299,493.02*	*$ 261,233.02*	*$ 232,538.02*	*$ 352,527.79*	*$ 202,238.75*	*$ 451,234.46*	*$ 224,980.54*	*$ 580,229.21*	*$ 248,359.07*	*$ 588,932.65*	*$ 335,536.31*
Maintenance of Plant - 8100													
Repairs & Maintenance	$ 2.50	Sq. Ft.	$ 43,875.00	$ 32,987.50	$ 21,937.50	$ 58,500.00	$ 5,850.00	$ 72,800.00	$ 7,280.00	$ 87,100.00	$ 8,710.00	$ 87,100.00	$ 6,968.00
Supplies													
Sub-Total Maintenance of Plant			*$ 43,875.00*	*$ 32,987.50*	*$ 21,937.50*	*$ 58,500.00*	*$ 5,850.00*	*$ 72,800.00*	*$ 7,280.00*	*$ 87,100.00*	*$ 8,710.00*	*$ 87,100.00*	*$ 6,968.00*
Administrative Technology Services - 8200													
Systems Operation	$ 750.00	Per Classroom	$ 11,250.00	$ 8,250.00	$ 6,000.00	$ 15,225.00	$ 7,612.50	$ 18,544.05	$ 9,272.03	$ 21,959.25	$ 10,979.62	$ 22,288.63	$ 11,144.32
Systems Planning & Analysis													
Sub-Total Administrative Technology Services			*$ 11,250.00*	*$ 8,250.00*	*$ 6,000.00*	*$ 15,225.00*	*$ 7,612.50*	*$ 18,544.05*	*$ 9,272.03*	*$ 21,959.25*	*$ 10,979.62*	*$ 22,288.63*	*$ 11,144.32*
Debt Service - 9200													
Redemption of Principal						$ -							
Recoverable Grant Expense						$ *140,000.00*							
Interest *(Interest Only at 6%)*			*$ 8,400.00*	*$ 8,400.00*	*$ 8,400.00*	*$ 8,400.00*							
Sub-Total Debt Service			*$ 8,400.00*	*$ 8,400.00*	*$ 8,400.00*	*$ 148,400.00*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Contingency													
Operating expense contigency - 3% of FEFP - Considered restricted	3%		$ 107,214.77	$ 80,609.63	$ 53,607.39	$ 142,783.63	$ -	$ 178,219.04	$ -	$ 214,678.57	$ -	$ 217,764.29	$ 804.00
Sub-Total Contingency			*$ 107,214.77*	*$ 80,609.63*	*$ 53,607.39*	*$ 142,783.63*	*$ -*	*$ 178,219.04*	*$ -*	*$ 214,678.57*	*$ -*	*$ 217,764.29*	*$ 804.00*
Total Expenditures			*$ 3,532,883.89*	*$ 2,686,800.06*	*$ 1,764,845.15*	*$ 4,750,579.52*	*$ 1,418,193.47*	*$ 5,877,526.87*	*$ 1,728,494.79*	*$ 6,897,141.14*	*$ 2,039,338.86*	*$ 6,965,939.91*	*$ 3,118,205.63*
Excess of Revenues over Expenditures			$ 40,941.91	$ 187.48	$ 22,067.75	$ 8,874.88	$ 673,533.73	$ 63,107.83	$ 883,422.56	$ 258,811.22	$ 1,109,837.32	$ 292,869.92	$ 109,199.29

MODEL FLORIDA CHARTER SCHOOL APPLICATION
HIGH-PERFORMING CHARTER SCHOOL SYSTEM REPLICATION



Pinecrest Academy Middle School

Exhibit A

Dear Charter School Applicant,

Miami-Dade County Public Schools (MDCPS) will be utilizing electronic mail (email) as the primary mode of communication during the charter application process. This communication will include, but is not limited to, the following:

- Requests for additional information from our office;
- Invitations to the Application Review Committee (ARC) meeting;
- Notifications regarding the presentation of board items to The School Board of Miami-Dade County;
- Distribution of evaluation tools;
- Updates on the status of your application review;
- If applicable, notices regarding the recommendation for denial of an application.

Please ensure that your email address is monitored regularly throughout the application process, as all official communications, including time-sensitive notifications, will be sent via email.

To ensure that we have accurate E-mail information, all applicants must provide the following information:

Name of the individual that will serve as primary contact: Carlos Alvarez cc: Francisco Mestre

Title / affiliation with the school : Board Chair; Authorized Representative

Address: 6340 Sunset Drive

City, State Zip Code: , Miami, FL 33143

Telephone Number: (305) 669 - 2906

E-mail: calvarez@pinecrestacademyschools.org/fmestre@academica.org

This information must be signed and delivered to our office with the application being submitted. Please feel free to provide this form with your application or it can be scanned and sent electronically to Ms. Dahlia Gonzalez at dmgonzalez@dadeschools.net .

Signature: FMestre

Print Name: Francisco Mestre Date: 3/30/2026

Relationship to Applicant: Authorized Representative

Exhibit B

Charter School Compliance and Support

Charter School Receipt/Waiver Application Submittal

This receipt serves to confirm that a charter school application has been submitted by:

Pinecrest Academy, Inc.

(Name of submitting organization/individual)

on behalf of: Pinecrest Preparatory Academy Middle School

(Name of Charter School)

to Charter School Compliance and Support, as stipulated by Section 1002.33 F.S., Charter Schools. The application, if approved, is for a charter school that would be able to first open for the 2026-27 school year.

INDIVIDUAL SUBMITTING APPLICATION:

Carlos Alavarez
Name

__Board Chair_____
Title/Affiliation

(305) 669 2906
Telephone number(s)

calvarez@pinecrestacademyschools.org
E-mail

In accordance with Section 1002.33, F.S., a district school board is required to approve or deny a charter school application no later than 90 calendar days after receipt of the application. However, due to the advance scheduling of School Board meetings and to allow for a thorough review process, applications submitted to the School Board for consideration will be presented for a final decision within the 90-day period or as soon as possible thereafter. This may result in an extension of the review period beyond 90 days, depending on meeting schedules and time availability.

I/We acknowledge receipt of and agree with the aforementioned stipulations.

CSCS Staff Member's Name	Signature	Date
Authorized Signature of Applicant	Signature	Date

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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Pinecrest Preparatory Academy Middle School

NAME OF HIGH-PERFORMING CHARTER SCHOOL SYSTEM SUBMITTING APPLICATION: Pinecrest Academy, Inc.

NAME OF NON-PROFIT GOVERNING BOARD UNDER WHICH CHARTER WILL BE OPERATED: Pinecrest Academy, Inc.

NAME AND MASTER SCHOOL IDENTIFICATION NUMBER (MSID) OF THE HIGH-PERFORMING CHARTER SCHOOL BEING REPLICATED:
Pinecrest Preparatory Academy Charter Middle School 13-7053

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: Carlos Alvarez / cc Frankie Mestre

TITLE/RELATIONSHIP TO NON-PROFIT: Board Chair / Authorized Representative

MAILING ADDRESS: c/o 6340 Sunset Drive, Miami, FL 33143

PRIMARY TELEPHONE: (407)754-6311 ALTERNATE TELEPHONE: (305) 669-2906

E-MAIL ADDRESS: calvarez@pinecrestacademyschools.org/fmestre@academica.org

Names, roles, and current employment of all persons on applicant group, i.e., anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

Full Name	Current Job Title & Employer	Role with Proposed School
Carlos Alvarez	Pinecrest Academy, Inc Governing Board Chair	Pinecrest Academy, Inc Governing Board Member
Shannie Sadesky	Pinecrest Academy, Inc Governing Board	Pinecrest Academy, Inc Governing Board Member
Jennifer Kairalla	Principal, Pinecrest Academy Charter Middle School	Replicating School Principal, Support
Colette Papa, Esq.	General Counsel, Academica	ESP Support: Legal
Richard Moreno	Vice President, Building Hope	Financial Consultant
Willy Tagle	Safety and Security, Academica	ESP Support
Adriana Lima	Curriculum Support, Academica	ESP Support
Vanessa Mancebo	Legal Representative, Academica	ESP Support
Lilian L. Salazar	Nat'l Dir. of Spec. Ed., Academica	ESP Support
Kelly Mallon	Gov. Board Liaison, Academica	ESP Support: Governance
Ana Martinez	CFO, Academica	ESP Support: Fiscal
Amy Nunez	HR Director, Academica	ESP Support: Human Resources
Vanessa Rodriguez	Pinecrest Cove Academy, Principal	Curriculum Support

Projected Date of School Opening (Month/Year): August 2026
__X__Will contract or partner with an Education Service Provider (ESP). *(See definition of an ESP in the Addendum, which applicant must complete if using an ESP.)*

__X__Will contract or partner with an Education Service Provider (ESP). *(See definition of an ESP in the Addendum, which applicant must complete if using an ESP.)*

Name of ESP: Academica

Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.

6th Grade	88	88	88	88	88
7th Grade	0	88	88	88	88
8th Grade	0	0	88	88	88
	88	**176**	**264**	**264**	**264**

Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Carlos Alvarez	*Current*	*Governing Board Chair*	__x_ Information Sheet __x__Resume
Juan Molina	*Current*	*Secretary*	__x_ Information Sheet __x__Resume
Shannine Sadesky	*Current*	*Director*	__x_ Information Sheet __x__Resume
Erin Demirjian	*Current*	*Director*	__x_ Information Sheet __x__Resume
Sheila Caleo Gonzalez	*Current*	*Director*	__x_ Information Sheet __x__Resume
Albert Maillo	*Current*	*Director*	x_ Information Sheet __x__Resume

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

Governing Board Chair
Title

Carlos Alvarez
Printed Name

3/18/26
Date

EXECUTIVE SUMMARY

The charter school application before you is being submitted by the Pinecrest Academy, Inc. Governing Board of Directors. Currently, Pinecrest Academy, Inc. oversees 23 Pinecrest schools in Florida. Pinecrest Academy, Inc. maintains the prestigious accolade of being classified as a High Performing School system in accordance with Florida Statute 1002.332.

The application for Pinecrest Academy Middle Schoolwill be a replication of Pinecrest Preparatory Academy Charter Middle School and will have a focus on standards-based and research-based instruction. The school will offer grades 6 through 8 and will serve 264 students at full capacity.

Mission: Pinecrest Academy Middle School will use differentiated instruction to support individual student growth in a rigorous and challenging learning environment where students are motivated to succeed.

Vision: The core philosophy and vision of Pinecrest Academy Middle School is to provide every student with a high-quality education that focuses on academic mastery in an environment where everyone grows and shares responsibility for academic success.

By design, Pinecrest's program is aligned to the Florida BEST Standards and by commitment of the School to the founder's mission and vision, the School will deliver the same high quality middle school program and curriculum of the HP system it seeks to replicate. Pinecrest's "best practices", explained throughout this application and professed by all Pinecrest leaders, are established components of the Pinecrest Academy, Inc. Secondary School program that has yielded fantastic results. Accordingly, the school will combine the best practices developed by the Pinecrest network and those principles driving essential school reform nation-wide. Pinecrest Academy will provide all students with a core curriculum of English/language arts (ELA), Mathematics, Social Science, Science, and a rich array of specials/electives, health, physical education, and world languages and career technical educational with industry certification options and STEM programming, including Project Lead the Way, among other things.

The governing board members of Pinecrest Academy, Inc. believe that the future of education lies in partnerships between communities, parents, and educators and their commitment to prepare lifelong learners. Therefore, Pinecrest Academy, Inc. upholds an educational culture where academic excellence is respected and pursued and caring for others is intrinsic.

Pinecrest Academy, Inc. (the applicant) is a Florida not-for-profit educational institution with a proven track record of successful development and operation of charter schools in Florida. In 2016, Pinecrest Academy, Inc. was designated by Cognia as a fully accredited charter school system.

The applicant has developed a multi-tier system (management, instruction, assessment, and professional development) that has achieved increased performance across many schools, especially Pinecrest middle and high schools, as evidenced by their historical academic student performance, and specifically the success of the HP system to be replicated. Pinecrest Academy stakeholders have become an accomplished and established team, with a track record of academic and financial success that guarantees the human and financial resources to increase, sustain, and ensure the quality and performance of its existing schools. Moreover, Pinecrest has implemented unique and innovative strategies aimed at

improving student performance and achievement and Pinecrest Schools have improved middle and high school graduation rates and increased college readiness; and cultivated not only college-bound culture as early as their elementary schools, proving their model and their chosen strategies are successful. The governing board of the proposed school is comprised of the same individuals responsible for the operation of the existing Pinecrest schools and they have the financial and human resources available to replicate the high-quality model in Miami-Dade County.

Section 1: Replication Overview

A. Identify the High-Performing Charter System that is submitting the application and include as Attachment A the Commissioner of Education letter pursuant to s. 1002.332, F.S., designating the system as High-Performing.

Pinecrest Academy, Inc. – See Attachment A for Commissioner of Education HP System Letter

B. Identify the High-Performing Charter School that the applicant intends to replicate and include as Attachment B the Commissioner of Education letter pursuant to s. 1002.331, F.S., designating the school as High-Performing.

The application for Pinecrest Academy Middle Schoolis a High Performing System Replication Pursuant to Section 1002.332. As required, this school intends to replicate Pinecrest Preparatory Academy Charter Middle School - MSID 13-6022. (*Please see Attachment B –High Performing School verification letter).* The school will offer grades 6-8 and will serve 198 students at full capacity.

C. Describe how the proposed school will be substantially similar to the high-performing school that is being replicated.

In alignment with the network's mission and vision and in keeping with the mission and vision of the replicated program, the mission and vision of Pinecrest Academy Middle School is as follows:

Mission: Pinecrest Academy Middle School will use differentiated instruction to support individual student growth in a rigorous and challenging learning environment where students are motivated to succeed.

Vision: The core philosophy and vision of Pinecrest Academy Middle School is to provide every student with a high-quality education that focuses on academic mastery in an environment where everyone grows and shares responsibility for academic success.

The board of the proposed School is comprised of the same individuals responsible for the existing Pinecrest Charter Middle Schools program to be replicated, thus, they have ownership of the program and the experience to ensure the existing school model is replicated with fidelity.

D. If the applicant's projected student population is substantially different than the student population in the high-performing school that is being replicated, describe any modifications to the educational program that are necessary to ensure student success.

Based on the current districtwide traditional public school demographics average that serve the students where the School will be located (Miami Dade County), it is anticipated that the school's demographics will mirror that population. Miami Dade County demographics for the 24-25 year reflect the following: 5.9% White, 76% Hispanic, 16.5% African American, 0.5% Multiracial, 1.0% Asian along with 48% of students identifying as economically disadvantaged; 26% of students being identified as English Language Learners (ELL) and 13% of students being identified as having a disability (SWD).

The school being replicated, Pinecrest Preparatory Academy Charter Middle School, currently serves 98% minority student population; 58% of students identifying as economically disadvantaged; 11% of students being identified as English Language Learners (ELL) and 7% of students being identified as having a disability (SWD).

Pinecrest Academy, Inc. has implemented best practices aimed at positively affecting student performance and achievement. These practices have proven to be successful with all student populations, including minority and economically disadvantaged students as well as students entering Pinecrest schools below grade level.

District Number	District Name	School Number	School Name	Grade 2025	Grade 2024	Informational Baseline	Grade 2023	Grade 2022	Grade 2021	Grade 2019	Percent of Economically Disadvantaged Students
05	BREVARD	6558	PINECREST ACADEMY SPACE COAST	A	A	A	A	A			21.9
13	MIAMI-DADE	0342	PINECREST ACADEMY (SOUTH CAMPUS)	A	A	A	A		A		60.2
13	MIAMI-DADE	0600	PINECREST PREPARATORY ACADEMY	A	A	A	A		A		64.1
13	MIAMI-DADE	2031	PINECREST GLADES ACADEMY	A	A	A	A		A		51.6
13	MIAMI-DADE	5004	PINECREST NORTH PREPARATORY (FONTAINEBLEAU CAMPUS)	A	A	A	A	A			21
13	MIAMI-DADE	5048	PINECREST ACADEMY (NORTH CAMPUS)	A	A	A	A	A	A		67
13	MIAMI-DADE	5049	PINECREST COVE ACADEMY	A	A	A	A		A		58.3
13	MIAMI-DADE	6022	PINECREST ACADEMY CHARTER MIDDLE SCHOOL	A	A	A	A		A		61.2
13	MIAMI-DADE	7027	INECREST GLADES PREPARATORY ACADEMY MIDDLE HIGH SCHOO	A	A	A	A		A		52.5
13	MIAMI-DADE	7053	PINECREST PREPARATORY ACADEMY CHARTER HIGH SCHOOL	A	A	A	A		A		61
13	MIAMI-DADE	7079	PINECREST NORTH PREPARATORY HIGH SCHOOL	A	A						16.8
35	LAKE	9027	PINECREST ACADEMY FOUR CORNERS	A	A	B	B				64.9
35	LAKE	9039	PINECREST ACADEMY TAVARES	A	A	A	A	A			51
35	LAKE	9041	PINECREST LAKES ACADEMY	A	A	A	A	A	A		25.9
35	LAKE	9061	PINECREST LAKES MIDDLE/HIGH ACADEMY	A	A	A	A	B			24.1
48	ORANGE	0155	PINECREST PREPARATORY CHARTER	A	A	A	A	A	A		71.6
48	ORANGE	0203	PINECREST CREEK CHARTER	B	A	B	A		A		94.1
48	ORANGE	0238	PINECREST ACADEMY AVALON	A	A	A	A	A	A		35.8
48	ORANGE	0283	PINECREST COLLEGIATE ACADEMY	A	A	A	A	A			35.7
51	PASCO	4332	PINECREST ACADEMY WESLEY CHAPEL	A	A	B	A	B			31.5
51	PASCO	4339	PINECREST ACADEMY WESLEY CHAPEL HIGH SCHOOL	A	C						41.8

Pinecrest Academy Inc. was designated a high preforming charter school system by the FLDOE based in the success of their program implementation and strong financial success.

That said, the school, like all Pinecrest schools, commits to make any modifications necessary, such as adding additional staff for ESE/ELL and/or providing curriculum support and allocating resources (for interventions services) as needed, to support the needs of the incoming student population and ensure continuous improvement. The School will ensure that all students, including those with special needs, are effectively served in accordance with the policies and procedures of the Sponsor and State.

E. Explain how the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

The Pinecrest Academy, Inc. Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the school including but not limited to academic direction, curriculum, and budgetary functions.

The governing board of directors 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.

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 Principal of the high performing school that is being replicated, as well as other Pinecrest Middle school principals, will serve as a resource and guide to the school's principal. The on-site administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School.

Within Pinecrest exists a culture of collaboration. The new school administrative team and the replication system's team of leaders will work together to ensure a successful program.

Section 2: Mission, Guiding Principles and Purpose

A. Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.

Mission: Pinecrest Academy Middle School will use differentiated instruction to support individual student growth in a rigorous and challenging learning environment where students are motivated to succeed.

Vision: The core philosophy and vision of Pinecrest Academy Middle School is to provide every student with a high-quality education that focuses on academic mastery in an environment where everyone grows and shares responsibility for academic success.

Through its academic rigor, the school will promote a sense of identity, community, personal integrity, and values that prepare students to become effective leaders.
As such, Pinecrest Schools are required to:

Foster an expectation of student excellence
Instill a college bound mindset
Implement a rigorous standards-based instructional program building college readiness at every level starting at the elementary grades
Partner with parents to support the family through their child's academic career at the school and beyond
Collaborate with various stakeholders and supports to ensure quality outcomes for all students and in turn the school and consequently the entire Pinecrest family.

B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.
In accordance with the law, charter schools shall be guided by the following principles:

- ***Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.*** **PAGE(S) 12-33, 35-40**
- ***Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.*** **PAGE(S) 44-47, 56-61**
- ***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.*** **PAGE(S) 19-20 & Reading Plan**

C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.
In accordance with the law, charter schools shall fulfill the following purposes:

- ***Improve student learning and academic achievement.*** **PAGE(S) 41-43**
- ***Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.*** **PAGE(S) 12-35**
- ***Encourage the use of innovative learning methods.*** **PAGE(S) 33**
- ***Require the measurement of learning outcomes.*** **PAGE(S) 41-43**

Section 3: Educational Program, Curriculum, and Instructional Design

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

The School will deliver the Pinecrest educational program model, successfully implemented at other Pinecrest Academy Schools, wherein students benefit from a program that addresses Rigor, Relevance, and Relationships, in a college preparatory environment in pursuit of Academic Excellence. Pinecrest schools meet high standards of student achievement through the delivery of a rigorous and relevant advanced curriculum, with emphasis on student mastery of the Florida BEST Standards.

The School will offer a rigorous middle school program, aligned to the Florida BEST Standards and tested via high-quality assessments (FAST), that will minimize the academic gap between secondary school and postsecondary education. The School, a "live" community of learners, will assure instructional efficacy by tailoring curriculum, assessment and professional development efforts to capitalize on students' strengths and abilities and target and remediate areas in need of improvement.

To drive instruction, teachers will use data from all available assessments to develop and target their student's needs. Units of instruction, within and across all grade levels/courses, will provide a vertically and horizontally articulated curriculum framework that scaffold on the skills and knowledge required for success in all courses and concomitantly provides teachers with continuous feedback on student progress. As a result, students will be better prepared for success throughout middle and high school (and subsequently college) preparation coursework. These and other Pinecrest "best practices" (described through this application) are established pillars of the Pinecrest Academy, Inc. trademark, and derived from over two decades of experience with innovative board members, parents, and educators working together for a common purpose.

Additionally, the Pinecrest model is unique in that at its core, it affords all students the opportunity to engage in advanced academic coursework. Students who are struggling and/or below-level will be identified; remediation courses, as well as prescriptive classroom-based strategies, will target their gaps; and students who appear to be at or above grade level will also be given opportunities to accelerate. Continuous data analysis by teachers and other support staff, from all available sources, will drive targeted instruction. The School will combine the best practices developed by model schools and those principles driving essential school reform nationwide and which are being implemented at other Pinecrest middle schools. The School will combine the best practices developed by model schools and those Principals driving essential school reform nationwide.

Rigor, Relevance and Relationships (3Rs) - The Rigor, Relevance and Relationships Framework serves as the fundamental core of pedagogy and drives teaching and learning, preparing students for success in meeting the demands of college and careers that have yet to be defined. The school approaches the "3 Rs" by implementing the following best "R" practices:

Rigor:
- Offer advanced and dual enrollment courses, as approved/applicable;
- Offer STEM content course elective options;
- Embedded college instruction through College Board Pre-AP programs
- Utilize Reading and Writing in the content area strategies;
- Implement high expectations for all students;
- Encourage participation and competition in Career & Technical Education (CTE);
- Encourage student participation in National Student Organization(s) (e.g. Quill and Scroll International Honor Society, National Honor Societies, FBLA, FEA, etc.);
- Participate in academic competitions at the district, state, national, and international levels;
- Implement instructional pacing of essential standards based on nine-week intervals, per content area and subject; and
- Implement data-driven and differentiated instructional methodologies, including data chats amongst leadership, teachers, and students.

Relevance:
- Implement pacing of essential standards based on nine-week intervals, in each content area;
- Provide group and individualized academic counseling and student data chats;
- Offer Career Technical Education (CTE) courses that lead to successful school to career pathways;
- Offer electives that may lead to industrial certification;
- Offer opportunities for students to exercise curricular **autonomy** (whenever possible):
- Offer an educationally-nurturing environment:
    - Offer opportunities for all students to advance, despite entry level (e.g. Before and After school targeted-tutoring; Saturday tutoring enrichment for FAST, EOC, and Advanced Placement);
    - Build student-teacher relationships;
    - Vertical and horizontal curriculum alignment;
    - Administrative availability and visibility;
        - Walkthroughs; and Open-door policy.

Relationships:
- Deliver Project-Based Learning initiatives emphasizing individual and collaborative projects as the foundation for learning;
- Create a "second home" culture – offering students a sense of belonging;

- Foster student interest driven extra-curricular activities such as: dance, chess club, robotics, drama, photography, art, Students Against Destructive Decisions (SADD), etc.
- Offer student-driven Service clubs (e.g. SGA, Honor Societies, etc.) to encourage community engagement;
- Offer student-driven Service clubs (e.g. SGA, Key Club, SECME, FBLA, Honor societies, etc.) to encourage community engagement;
- Encourage parental and community partnerships; and
- Build student-teacher and student-admin relationships via faculty and administrative availability and visibility through consistent walkthroughs and through an open-door policy.

Through academic rigor, activities that make curriculum relevant to students' lives and through relationship building among all stakeholders, Pinecrest will establish a supportive learning community that extends beyond the classroom. Teachers will serve as role models, principals as mentors, and parents and community members will be active volunteers invested in the common mission of promoting student success and molding future leaders. This will allow the School to provide a unique learning environment for students that: 1) fosters a sense of belonging and an appreciation of student's unique talents and skills; 2) reinforces concepts in the classroom through enrichment activities and real-world learning experiences; and 3) instill character development though community service programs and volunteerism. Through the replication of this "learning community" model, the School will promote a sense of identity, community, personal integrity and values that prepare students to become effective leaders.

B. Describe the basic learning environment (classroom-based, independent study, blended learning, etc.).

The educational program will be classroom–based and structured according to the required daily minutes of instruction and with consideration to expectations in accordance with the Sponsor's *Student Progression Plan*. grade level and course content. In an effort to maintain small class sizes, the School will maintain student-to-teacher ratios in accordance with Florida class size legislation as applied to charter schools. Through academic rigor, activities that make curriculum relevant to students' lives and through relationship building among all stakeholders, Pinecrest will establish a supportive learning community that extends beyond the classroom.

- *Standard Classroom Setting* - The standard classroom setting is structured to reflect and address Rigor, Relevance, and Relationships within every lesson. The focus on the 3R's is to create a quality learning environment in support of the school's mission to serve all students and accommodate the diverse needs of the students learning styles. Classroom teachers will begin the school year with a thorough review of their students' academic data. Within the first weeks of class, the classroom teacher will administer diagnostic assessments in Reading and Math. The results of the diagnostic test will allow the School to gather the most current data in order to determine areas of students' strengths and weakness, allow counselors to make accurate classroom placement decisions, structure teacher lessons using differentiated instructional strategies, and determine the appropriate level and sequence of interventions/support services.

The School will use a continuous improvement methodology wherein student assessment results guide differentiated and targeted instruction, leading to consistent and increased student performance and achievement outcomes. Teachers and other support staff will use data from all available assessments to develop and target instruction in order to meet the needs of all students so that each child can realize his or her highest potential. Units of instruction, within and across all grade levels/courses, will provide a

vertically articulated curriculum framework that scaffolds the skills and knowledge required for success while providing teachers with continuous feedback on student progress.

- *Advanced Learning* - Within the school's mission, we emphasize the goal of providing our students a college and career ready curriculum. As such, the school will offer its students the College Board' s curricula of Pre-Advanced Placement (Pre-AP). On a yearly basis, the school will review its curriculum offering(s) and propose a selected group of courses that both promote academic excellence but also provide students with the tools necessary to transition to a high school setting with ease. Students attending these courses will benefit from the savings in time to degree, offset tuition cost, and present a Middle school transcript that reflects a rigorous Middle school educational experience.

Career Themed Education (CTE) - The school in support of its mission to develop students with a focus on college and career will offer its students a series of elective(s) courses. Several CTE electives will also be made available to students whose schedule can accommodate the CTE electives. These courses will be selected based on industry trends and demands, technological skill development, certifiable employability skills, student interest and the support of extracurricular organizations such as FBLA, robotics, etc. that promote competition and transferability of those skills. The School will offer CTE Academies in response to student's interests.

C. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida B.E.S.T. standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.

The School's curriculum will focus on clear and measurable expectations for student learning. The School's curriculum will address the core subject areas of Reading/Language Arts, Mathematics, Social Studies, Science, and an array of electives both required and optional in order to meet State and District student progression requirements and also maximizing student potential while providing students a well-rounded high school preparatory education. The school will implement state-adopted instructional materials as each Pinecrest Academy school does.

T**he School's educational program will use standards-based, state-adopted texts and research-based instructional materials that are aligned to the adopted Florida Standards.** The School will implement the Pinecrest model with fidelity to all practices and standards described in this petition to ensure that all students who attend the School will have the opportunity to attain and demonstrate mastery of state approved standards - B.E.S.T standards. This will ensure the School prepares its students for success at the next level, without the need for remediation. Teachers will utilize differentiated instruction, research-based and state adopted texts, enhanced by supplementary materials and programs, to ensure student success, as measured by the goals presented herein, Section 4 – *Student Performance, Assessment and Evaluation*. Differentiated instruction across the curriculum and targeted intervention programs will serve as vehicles to increase learning opportunities for all students, including English Language Learners (ELL) and Students with Disabilities (SWD).

Accordingly, all students will have access to every opportunity our teachers and administration can provide to accelerate their academic progress. The School will use an individualized approach for the proper placement of the students in courses, considering test scores, academic history, student interests and commitment, and both State and District requirements to inform placement decisions. The School

will use the Sponsor's *Student Progression Plan* as a vehicle to guide the progression and implementation of the curriculum. Teachers will be encouraged to use the FLDOE's vetted resources and interactive tools available on CPALMS.ORG to effectively implement teaching strategies and address learning standards for mastery.

Methods & systems for providing differentiated instruction to meet the needs of all students
In order to assist struggling students, the School will also implement a Response to Intervention (RtI)/Multi-Tier System of Supports (MTSS) Framework to effectively meet the academic and behavioral needs of all students. Students entering the School below grade level will be engaged in and benefit from the curriculum by receiving immediate and appropriate interventions and support through the RtI/MTSS process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student success as part of the RtI/MTSS process. Students not meeting specific levels of performance in content areas for each grade level (or not meeting specific levels of performance on statewide assessments) will receive additional diagnostic assessments to determine the nature of the students' difficulty and areas of academic need. Students needing remediation or intensive instructional/behavioral support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

Teachers will be trained to continuously monitor student progress and make data-driven decisions for effective delivery of instruction. The School's RtI/MTSS team will determine the interventions matched to student needs using learning rate over time and level of performance. Through this process the team will plan, evaluate, and revise all tiers of instruction.

- *Tier I* is inclusive of all students. All students in Tier 1 will receive high quality, scientifically based instruction, differentiated to meet their needs and will be screened at minimum in a bi-weekly basis to identify struggling learners who need additional support. Core academic interventions include the use of the core curriculum and whole-class instruction and interventions, following research-based instructional strategies and best practices. Core behavioral interventions would include school-wide discipline policies and procedures, as well as positive behavior supports. Academic assessments at Tier 1 include interim and benchmark assessments, like Topic Tests for Math, classroom and textbook assessments as well as summative/end of year assessments. Behavioral assessments at the Tier 1 include observational data, parent conference records and disciplinary data.
- *Tier 2* is inclusive of students not making progress in the core curriculum. The School will provide these students with increasingly intensive instruction matched to their needs including, but not limited to: small group instruction, one-to-one re-teaching, pull-out intervention, individualized, intensive interventions that address each student's needs; and additional tutoring opportunities with qualified interventionist using research based interventions. Assessments at this level include behavioral observations, intervention data and gap analysis, in accordance with District guidelines, and progress monitoring through data tracking logs. The School will provide academic support through Intensive Reading and Intensive Mathematics courses to all eligible students. Students will receive Intensive courses in Reading (and Mathematics) with appropriate curriculum and interventions per the Sponsor's Reading Plan.
- *Tier 3* interventions are introduced when students need a more frequent, intense and individualized instructional setting, which may include but would not be limited to: Pull-out tutoring conducted daily, or one-on-one instructions; behavior intervention plan or individualized counseling (if applicable); intensive individualized academic plans following assessments such as Functional Behavioral Analyses (FBA).

In implementing Pinecrest's "push and pull" philosophy, the School will encourage all students to maximize their academic potential by taking the most rigorous program they can handle. Students who wish to pursue an advanced academic program will have options to pursue at the Honors, Advanced, Gifted and high school credit courses levels (as applicable). The frequency of administration of progress

monitoring assessments by Tier level is further explained in the Sponsor's Student Progression Plan.
Pinecrest Academy Middle School

Support for English Language Learners (ELL)

The proposed Pinecrest Middle School educational program will fully support English Language Learners (ELLs) through implementation of a comprehensive **English for Speakers of Other Languages (ESOL) program** aligned to **Florida Statute 1003.56, Florida Administrative Code 6A-6.0900–6A-6.0909, and the META Consent Decree**. These requirements ensure that ELL students are properly identified, assessed, and provided with equitable access to all instructional programs. The school will adopt the Sponsor's ELL Plan. The school will use the Sponsor's ELL Plan to develop programs and services for students classified as ELL including the following coursework M/J Language Arts through ESOL, M/J Developmental Language Arts through ESOL 1-4.

All students will be screened using the Home Language Survey and, when applicable, assessed for English language proficiency. ELL students will receive **comprehensible instruction through ESOL strategies embedded across all content areas**, including sheltered instruction, differentiation, and language scaffolds to support reading, writing, listening, and speaking. Instruction will integrate the Florida B.E.S.T. Standards with English language development standards to ensure both academic achievement and language acquisition.

Consistent with Pinecrest's model, ELL students will have **full access to rigorous, college-preparatory coursework, electives, and enrichment programs**, with appropriate accommodations. The school will also ensure **parent communication in the home language**, and active participation in ELL Committee meetings to support student progress.

Support for ELL and ESE Populations

The school will implement a **Multi-Tiered System of Supports (MTSS)** to address the academic, linguistic, and social-emotional needs of both ELL and Exceptional Student Education (ESE) populations. This integrated framework will provide tiered interventions, data-driven instruction, and continuous progress monitoring.

ELL and ESE students will benefit from:

- Differentiated instruction aligned to individual needs
- Targeted small-group interventions and progress monitoring
- Collaboration between general education teachers, ESOL specialists, and ESE personnel
- Appropriate testing accommodations and instructional supports

The program ensures that language proficiency or disability does not limit access to grade-level content or enrichment opportunities, consistent with Florida requirements for **equal access to appropriate programming** .

Provision of Services to ESE Students

The school will provide a continuum of ESE services in accordance with **IDEA and Florida statutes**, ensuring a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Services will be individualized based on each student's Individual Educational Plan (IEP) and may include:

- **Support Facilitation:** ESE specialists will provide in-class support alongside general education teachers to ensure access to grade-level curriculum.
- **Consultation:** Ongoing collaboration between ESE staff and teachers to implement accommodations, modifications, and behavioral supports.
- **Collaboration:** Regular data meetings and co-planning to align instruction, interventions, and progress monitoring.
- Related services (e.g., speech-language, occupational therapy) will be provided as required by the IEP. The school will also implement **positive behavioral supports and social-emotional interventions** to ensure student success.

The following is an **overview of the core curriculum that will be offered in each content area**. However, other core courses may be offered as electives, in response to student needs and interests--always for the benefit of students. **The courses listed herein are subject to change pending District student progression decisions, legislative and state mandates.** Courses listed herein may also not be offered if there is insufficient student interest in a particular course or if student needs and interest merit the consideration of other elective offerings. The primary instructional strategies listed under each subject area below have proven to be highly successful with economically disadvantaged and primarily minority student populations at existing Pinecrest Academy schools. Teachers will be trained to use these primary instructional strategies, as well as Pinecrest's best practices to effectively serve the target population.

Standards **-** Teachers will provide instruction for mastery of the of ELA B.E.S.T. Standards to promote academic excellence in Reading, Speaking & Listening, Language and Writing. The grade specific state adopted standards will guide instruction at each grade level and help ensure that students gain adequate exposure to an increasing complex range of texts and tasks as they progress through the middle school grades. The Language Arts program will reflect critical and creative thinking and a harmonious balance of its several components, including reading, writing, speaking, listening, viewing and oral interpretation of literature. Teachers will address state adopted standards instruction and will prepare students for mastery of those standards. Language Arts instruction will also cover the application of the writing process, effective use of speaking and listening and language skills, higher-order critical thinking and literacy skills, enabling future success in middle school and subsequently high school and beyond.

Instructional Strategies - The School's Language Arts program will include strategies for students reading at grade level or higher, as well as for students who are reading below grade level. It is expected that students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas. The program emphasizes critical and creative thinking skills through instruction aligned to state adopted Florida Standards, as applicable. Lessons will be based on broad topics covering the reading process, literary analysis, the writing process, communication, information and media literacy. Some of the instructional strategies the School will employ include:

- *Differentiated Instruction (DI):* For optimal instruction, students will be grouped in various ways and in flexible settings to accommodate varying reading levels and learning styles. Teachers will utilize the methods of whole-group instruction, small-group instruction, individual instruction, and independent reading to address the various needs of the students. Teachers will set specific reading goals with

students during data chats and will monitor the reading goals as a part of their independent reading and accountability strategies embedded into their weekly instruction.

- *Cross curricular literacy Strategies:* Literacy strategies designed to help students of all abilities learn content information across the curriculum and throughout the grade levels, like word walls, graphic organizers, marginal note taking, reader response logs, two column notes, to name a few. Teachers will these and other support literacy strategies in their lessons.
- *Universal Design of Learning*: The School will use the Universal Design of Learning as a guide to instructional design and delivery in all curriculum development. Universal Design of Learning is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, to ensure all students (e.g., Students With Disabilities, ELLs) can participate fully in core instruction.
- *Writing Strategies*: Writing will be incorporated across the curriculum and specifically during ELA instruction. Writing strategies may include reader response logs, two-column notes, perspective journal entries, completing framed paragraphs, or RAFT (essay writing that includes a role, audience, format and a topic, plus a strong verb). Students writing after reading may include quick-writes, mapping, brainstorming, essay questions and/or journal entries, writing a summary, developing a learning log entry, writing peer responses, or creating a summary poem.
- *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.
- *Professional Learning Community* - As a resource for English/Language Arts teachers, the School will select teachers to join the network of ELA/Reading Coaches as well as the Math, Science and Social Studies Professional Learning Communities, respectively, wherein the respective groups of teachers work together to prepare pacing guides, discuss network and school data, identify student level of understanding, set goals for students, and share best practices. The model is also implemented at the administrative level for Principals, APs, LTs, etc. and this PLC is called the *Pinecrest Principals Coalition*. *Technology integration* - The School also plans to implement and use technology across all disciplines, especially in English/Language Arts, through real world application activities. For example, students will use technology resources to supplement instruction, digital texts, hyperlinks, videos and audio websites such as YouTube and other mediums for students to publish and make their class presentations. Students will also have opportunities to develop group forums, communicate with teachers and other students, providing for in-depth, real world application, and multi-level sensory application of acquired skills, knowledge, and material. Technology will also be integrated within the lesson as one of the methods used to diagnose student's curricular gaps (e.g. i-Ready, Achieve 3000 Math iXL).
- *Systematic & Explicit Instruction:* Systematic instruction refers to the explicit sequence of instruction and the emphasis upon providing guided practice. Systematic instruction is a more descriptive term than direct instruction and is less ambiguous. The School will use formative and summative assessment data to realign the instructional framework and provide systematic and explicit instruction for text-based vocabulary acquisition and close reading models using complex text that is grade appropriate. Explicit instruction is teacher-led, interactive instruction where the words and actions of the teacher are unambiguous and direct. The teacher begins with a clear explanation of the targeted skill, followed by modeling of the skill. Ample practice opportunities, including guided practice with corrective feedback, supported application and student independent practice using aligned student materials help

the student to apply what they have been taught. The purpose of explicit instruction is to convey the content and skills clearly so that students can be led to mastery of the information.

- *Individualized Course Placement* - The curriculum is designed to serve students of all levels. All students will have access to every opportunity our teachers and administration can provide to accelerate their academic progress. Students who wish to pursue an advanced academic program will be provided with Honors, Advanced, Gifted (if and as may be applicable) and high school credit course options, as applicable and eligible. The School will utilize an individualized approach for the proper placement of the students in their courses, considering test scores, academic history and both state and district requirements to inform placement decisions. All students at the School will be encouraged to maximize their academic potential by taking the most rigorous program they can handle.

Coursework to assist in meeting the needs of all students (whether below, at/or above grade level):
The emphasis of the Pinecrest framework is to maximize student potential, starting and meeting the students at whatever level they are (in need of remediation, proficient, etc.) and consistently moving towards supporting them to attain a level of mastery and ensuring personal growth, therein encouraging students to pursue the most rigorous and challenging academic program they can handle, while students who are struggling and/or underachieving are gently guided and/or assisted towards achieving proficiency and mastery through remediation via a targeted intensive tutoring program and taught using supportive learning strategies. As a result, students will be better prepared to have success during middle and subsequently in high school/college preparation coursework.

E/LA Instructional Materials for some of the E/LA courses the School plans to offer. The school plans to use state-adopted instructional materials, similar to those used at other Pinecrest schools, including digital software and multimedia in the instruction of English/Language Arts and Reading to differentiate between the regular and advanced curriculum (Intensive Reading Materials will be those implemented by the Sponsor). The school commits to use these or other digital state-adopted materials as approved by the district/state for use by the charter school, as follows:

Grades/ Course	Materials	Supplementary/ Technology	Rationale
Gr. 6-8 M/J Language Arts	- - myPerspectives Florida English Language Arts	-iReady -Wordly Wise Vocabulary -Select Novels for Independent Reading	The curriculum listed is aligned to current FS and is included in the Sponsor's Evidence-Based Reading Plan.
Gr. 6-8 M/J Intensive Reading	-HMH FL Intensive Reading--Curriculum & Associates iReady	-iReady - Read 180 -Wordly Wise	-Materials aligned to current Florida Standards and the Sponsor's Evidence-Based Reading Plan. - Also, materials are used by Pinecrest schools .
Gr. 6-8 M/J Lanaguage Arts through ESOL	myPerspectives Florida English Language Arts	-iReady -Wordly Wise	Materials are aligned to current Florida Standards and the Sponsor's Evidence-Based Reading Plan.

			-Also, most materials are used by Pinecrest schools .
Gr. 6-8 M/J Developmental Lanaguage Arts through ESOL	Impact, 2017, 1st edition	-iReady -Wordly Wise	Materials are aligned to current Florida Standards and the Sponsor's Evidence-Based Reading Plan. -Also, most materials are used by Pinecrest schools.

**Please Note – The materials listed herein are those utilized by the School to be replicated and which the school also hopes/plans to use. However, as adoptions expire, and new standards are implemented, the School will adopt core instructional materials that meet the requirements of s. 1001.215(7), F.S., and thereby continue to utilize instructional materials that incorporate explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text comprehension and incorporate decodable or phonetic text instructional strategies as jointly identified by the Just Read, Florida! Office and the Florida Center for Reading Research.*

Writing —The writing standards focus mainly on text types, responding to reading, and research. To build a foundation for college and career readiness and success. Students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. The expectation is that students learn to appreciate that a key purpose of writing is to communicate clearly to an external audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. It is also important that students develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, teachers will be expected to provide students significant opportunities and time and to writing, producing numerous pieces over short and extended time frames throughout the year.

Teachers will deliver lessons that focus on the following areas:
Purpose, Focus, and Organization: These lessons will enable the student to write sustained and consistently focused within the purpose, audience, and task; and the student has a clearly stated controlling idea and effective organizational structure creating coherence and completeness.
Evidence and Elaboration: The main focus in this area is to provide additional resources to enable students to elaborate within their responses providing thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details.
Conventions of Standard English: Additional lessons will focus on grammar usage and conventions both written and via the use of technological tools. This will enable students to respond demonstrating an adequate command of basic conventions.

Other primary instructional strategies include: **Kinesthetic Aids**- Prewriting and organizational skills are taught through the use of a graphic organizers; **RACE** -(restate, answer, cite and explain) responses will be expected from students to instill the need for evidence-based answers; **RAFT** - essay writing that includes a role, audience, format and a topic, plus a strong verb; **SPADE** *(Survey, Predict, Annotate + Analyze,*

Additional Reads, Dissect Questions, Evidence) reading strategy for teachers to use to improve reading comprehension. This strategy directly ties to the reporting categories of assessments to be administered. For example, during the 1st read of the Annotation & Analysis step, students are asked to determine the general meaning of the text.

Mathematics

Standards - The School will implement the BEST Math Florida Standards as the base for instruction. The standards describe the mathematical skills and concepts all students need for success in college and careers. The *Mathematical Content Standards* describe what students should be able to do (the "what?"). *Standards for Mathematical Practice* describe the ways in which Mathematical Content Standards should be approached (*the "how?"*). The Standards for Mathematical Practice are the same at each grade level; however, students will engage with and master new and more advanced mathematical ideas as they progress through each grade (Mathematical Content Standards). Accordingly, the Mathematical Practice Standards will be taught in conjunction with the Content Standards at each grade level. Teachers will pace instruction using curriculum pacing guides by subject or grade level, that aligns the State adopted textbook to the standards to provide the timeline for instruction and ensure the course material is taught sequentially, consistently and in a challenging format.

Instructional Strategies - Through a rich Mathematics curriculum and research-based instructional strategies, the School aims to develop students' mastery of mathematical concepts as well as their ability to engage mathematics to reason, communicate, and problem-solve making them able to remain competitive in an ever changing, fast-paced and technology-rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel at or above grade level expectations.

Further, the School will commit to focus on STEM initiatives, with the ultimate goal of growing the proficiency level of students in the areas of science and mathematics, preparing them for a competitive global marketplace, that will require students to excel in science, math, technology and engineering to become a contributor therein. Some of the strategies the School will use include:

Some of the strategies the School will use include:

- *Literacy Integration* - The School will infuse literature and technology into Mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g. word walls, journals for hypothesizing and/or subsequent reflection of mathematical conclusions, graphing software, interactive white boards, to name a few.)
- *Differentiated Instruction* – Classroom teachers design lessons that recognize the diverse learning style of students and afford opportunities for student choice and creativity (e.g. some strategies include prior knowledge assessment, graphic organizers, collaborative mathematical discourse, higher order thinking, continuous assessment of learning, etc.). Math intervention courses will be designed to assist students in strengthening their individual areas of identified need/deficiency as well as Advanced courses will be offered for students who have mastered grade level/content standards, as applicable, and are in need of instruction at a higher level of mathematics. Pinecrest schools commit to differentiated instruction as a means to ensure every child is growing and making continuous improvement and maximizing on their own mathematical potential.
- *Cooperative Groups of Mixed Ability* – Classroom teachers place students in cooperative groups of mixed abilities to complete a daily activity. Students who are struggling can benefit and learn from students with a greater mastery of the skill or better grasp of the subject matter.

- *Coordinated Intervention/Support from School Staff* – Utilize the School's staff to plan intervention strategies for individual students. One example that typifies this intervention, the School's counselor will check on struggling students on a weekly basis and communicate with the parent and teacher. Communication between teachers and parents of struggling learners, provides a safety net for the struggling student and/or advanced students get additional support for enrichment.
- *Student-generated word problems - S*tudents create word problems for a specific math skill. Through the construction of a problem, students learn what to look for when solving word problems, they are assigned. It also makes mathematics relevant to their own lives.
- *Think-Pair-Share:* This strategy gets students to think critically and use each other as resources before going to the teacher. Students will think independently about the answer to a question with which they were prompted. After, students share their response with a partner, they have an opportunity to discuss whether their answers agreed or if one or both need to go back to the drawing board. Next, they share responses with the entire class.
- *Think-alouds:* using explicit explanations of the steps of problem solving through teacher modeling metacognitive thought. Often students see a problem and hear the answer but don't know what happened in between. When a teacher works through what is going on in his/her brain (and models) as a problem is solved, students can begin to fill in and apply the gaps.

Technology Integration: The School plans to use state-approved instructional materials, including digital and multimedia software in the instruction of Math to encourage and enable students to explore, visualize, solve, and better describe the concepts they are learning. Graphing software, calculators, computers, and interactive white-boards are some of critical technology tools that will be used as part of the School's effective mathematics program. Additionally, the School may utilize specific software to support the teaching and learning of mathematics.

Methods for Differentiated Instruction -

- *Placement & Courses* – The Mathematics program has been designed to serve students of all ability levels. All students will have access to every opportunity our teachers and administration can provide to accelerate their academic progress. Students who wish to pursue an advanced academic program will be provided with Gifted (if applicable), Honors, Advanced, Intensive, and/or high school credit courses. The School will utilize an individualized approach for the proper placement of the students in their courses, considering test scores, teacher recommendation, academic history and both State and District requirements to inform placement decisions. Teachers will pace instruction using curriculum pacing guides for alignment of the State adopted textbook to the standards, as well as to maintain the timeline for instruction and ensure the course material is taught sequentially, consistently and in a challenging format. Math courses will provide instruction and promote academic excellence in basic mathematical skills, such as geometry, algebra, problem solving, and mathematical reasoning, etc.

<u>Meeting the Needs of All Students (Whether Below, At/or Above Grade Level):</u>

- *Students in need of Intervention/Remediation* - Students will likely have one of their electives replaced with an Intensive Mathematics class. The intensive class will support the regular class. Teachers of the regular classes will provide data to the intensive teacher to cover topics that students didn't master. iReady support will consist of 45 minute weekly intervention support to be accomplished via home learning. In addition to time during school hours for intervention, students will participate in afterschool and Saturday tutorial sessions, as may be necessary/applicable, whenever possible. *Advanced/Gifted* - The School will also address the needs of advanced learners at all grade levels, via rigorous and relevant coursework offered to students, who by virtue of outstanding abilities, are capable of high performance and require a variety of educational programs beyond those normally provided by the regular school program in order to realize their contributions to self and society. Some of these options may include enrolling in honors and/or Gifted program courses (for eligible students); and selecting high school courses at the middle school level for the purposes of pursuing a more rigorous program of study. Students in Grades 6-8 taking any course

designated as a grade 9-12 course will receive high school credit and meet middle grades subject area requirements upon receiving a passing course grade and meeting requirements related to statewide, standardized EOC assessment, as applicable.

Instructional Materials for some of the Mathematics courses the School will offer - The School will use research-based materials that is rigorous and standards-driven. Some of the curriculum, programs, texts, and curriculum supplements the School intends to use to deliver Mathematics instruction to aide student achievement/mastery of state approved standards, include:

Course	Main Text	Technology/Supplements	Rationale
M/J Math Grades 6-8 Regular Advanced	enVision Florida B.E.S.T. Mathematics HMH Florida's B.E.S.T. Into Math Accelerated	iXL Math iReady Math	State-adopted & other instructional materials have resulted in a track record of outstanding success across Pinecrest Academy schools Selected texts, supplements and materials are aligned to Florida Standards.
Algebra 1	Florida's B.E.S.T. Standards for MATH Algebra 1 with CalcChatand CalcView, Larson, R., et al, Big Ideas Learning, 2023, 1st edition	-Coach Digital -IXL -USA Test Prep-Instructional coach Workbooks	
Geometry	Florida's B.E.S.T. Standards for MATH Geometry with CalcChat and CalcView, Larson, R., et al, Big Ideas Learning, 2023, 1st edi	- USA Test Prep -Instructional coach Workbooks	
Foundational Skills in Mathematics	SuccessMaker Math, Savvas	-iReady Math -iXL Math	

Science

Standards - The School will deliver a science curriculum that will prepare students to achieve mastery of the Florida Standards in Science, or other FLDOE standards proffered in the future, by providing cutting edge science instruction and utilizing instructional strategies and varied resources to deliver science curriculum. All science courses and science curriculum content will be inquiry-based and hands-on in nature. All science classrooms will utilize strategies such as wide reading from complex texts, emphasize text-specific complex questions, and provide extensive research and writing opportunities.

Instructional Strategies – Teachers will provide opportunities for emphasis on text-specific complex questions and give emphasis on students' supporting answers based upon evidence from text and provide extensive opportunities for research to increase content literacy by providing reading and writing opportunities throughout each of the science courses. The School will use curriculum pacing guides, aligned to the Florida Standards and State adopted textbooks to deliver course content (as per the FLDOE course content guidelines) to pace instruction for each academic area, thus ensuring the course material is taught sequentially, consistently and in a challenging format. The following strategies, proven successful at the other Pinecrest high performing schools, will be utilized in science classrooms by the School:

- *Inquiry based learning* - This student-centered strategy in Science 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, especially through the scientific method.

- *Cross Curricular Alignment and Planning* - Allocate time for science and mathematics (and ELA) teachers to work together to plan the integration of science and mathematics (and literacy) to support the curriculum of their specific courses. Mathematics and science teachers at the School will include meaningful mathematics and science projects that emphasize the content strands and incorporate into classroom and home learning assignments, reinforcing and integrating various subject matters, thus capitalizing on time, increasing exposure and presenting material in a different manner.

- *STEM Focus* - Teachers (science and non-science teachers) will use STEM-like resources to aide in planning lessons and increase access in an effort to "capture natural curiosity and stimulate interest, thereby building better understanding and quality performance." Several Pinecrest schools are currently implementing PLTW (Project Lead The Way) curriculum and currently employ teachers who have been trained and are incorporating PLTW instructional strategies in their classrooms. The School may consider such an endeavor, bearing the continued success of implementation of the program at other Pinecrest schools-with the potential end goal of STEM integration to ultimately increase interest in STEM careers.

- *DBQ Type Questioning* - the School will introduce the data-based questions format to help students develop their ability to write using scientific terms, references, and using multiple scientific sources of information. Data-based questions technique will address Science Learning Standards, themes and concepts. The students will engage and focus on critical thinking skills and be taught to ask students, to make comparisons, draw analogies, apply knowledge to the given data, and teach students to apply scientific analysis. Questions posed will engage students to take positions on issues or problems and teach them to support their conclusions, as well as to look at issues from multiple perspectives. Questions will be criterion-based, therein teaching students to use the rubric to approach their work since it will be used for scoring.

- *Literacy Integration in Science* - Teaching scientific literacy skills and processes will not occur separate from the teaching of content. Instead teachers will embed the literacy skills in the content by developing lessons mindfully and using strategies that incorporate the following essential Science components/strategies**:**
  - *Preparing Students for Learning and Prior-Knowledge Assessment:* "frontloading" to elicit prior knowledge related to real-life experiences and applications. Strategies: Using graphic organizer, Concept Mapping, KWL, showing a video clip, conducting a demonstration, using literature to introduce a lesson or Science topic.
  - *Developing Active Learners:* Providing opportunities for students to construct their own understanding. These situations would require students to organize, classify, interpret, and draw

conclusions about real-life mathematical and scientific problems. Strategies: Posing open-ended questions, real-life scenarios to solve, or situations requiring higher order thinking skills.

- *Differentiated Instruction:* Strategies: Using scientific laboratory equipment in learning centers that build in difficulty, hands-on activities in groups to encourage collegiality, and technology-based activities to support familiarity with technology to introduce perhaps an unfamiliar or difficult new concept and address a different learning modality; assignation of open-ended projects, "teaching up…start with what we consider to be high-end curriculum and expectations -- and then differentiate to provide scaffolding, to lift the kids up" to name a few.
- *Integrated Teaching:* Strategies: Posing authentic problems to solve; bridging activities that involve students in critical thinking, process skills, and product development; CRISS strategies for math and science.
- *Critical Thinking and Higher-Order Questioning:* Teachers will encourage students to pose their own questions, evaluate the information presented, and make informed decisions about the information. Examples would include, "How would you solve a similar situation?" or "What criteria would you use to ...?" Strategies: Elaborating, analyzing, hypothesizing, and evaluating.
- *Continuous Assessment of the Learning:* Strategies: Using performance tasks, essays, portfolios, video presentations, and demonstrations.

o *Methods for Differentiation* –The School will offer science courses as a solid foundation for students to be able to pursue the advanced science/high school level courses with success whenever they are ready to do so and their schedule lends itself. All of the School's science courses are designed to promote a sense of inquiry through laboratory experiences and to develop critical thinking skills.

o *Placement and courses* – The science program has been designed to serve students of all ability levels and all students will have access to a variety of opportunities that will support and/or accelerate their academic progress. Students who wish to pursue an advanced academic program will be provided with Honors/Advanced, Gifted (as applicable), and high school credit courses. The School will utilize an individualized approach for the proper placement of the students in their courses, considering test scores, academic history and both State and Sponsor requirements to inform placement decisions.
Instructional Materials - The School will use research-based, State-adopted materials for science instruction that are rigorous and standards-driven. Classroom instruction in all courses will include scientific investigations using the inquiry approach and scientific method via science lab experiences. Students will explore science concepts through hands-on experiences, formulate and test hypotheses, solve problems as well as learners will give priority to evidence when responding to questions. The resources and instructional materials listed below, are currently being used at other Pinecrest Academy Schools and yielding success:

Science Instructional Materials

Course	Main Text	Technology/ Supplements	Rationale for selected Materials
M/J Comprehensive Science Grades 6-8 Regular and Advanced	Florida Savvas Science Explorations, Comprehensive Courses 1-3, 2025 1st Edition	Gizmos Penda	State adopted texts, rich in STEM connections and aligned with FL Standards. Gizmos provides a variety of interactive tools to help support, extend, & enrich classroom instruction.
		-Coach Digital	State adopted texts, rich in STEM connections and

Physical Science Honors	McGraw Hill Florida Physical Science		aligned with Florida Standards Selected texts, materials & supplements support standards mastery, and course content.
Honors Biology	Florida Miller & Levine Experience Biology	-Coach Digital -Gizmos*	

Additional Science instructional materials will be gathered for lesson plans using the following resources: Florida Association of Science Teachers; National Institute for Science Education; National Science Teachers Association, STEM TIPS, and Discovery Learning: STEM, Everglades Literacy Program.

Social Studies

The School will deliver a Social Studies curriculum that will prepare students to achieve mastery of Social Studies Florida Standards as well as support content area literacy standards for Language Arts Florida BEST Standards. Social Studies education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in democratic and 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 instill an understanding of the world beyond their borders. Among the many goals of the Social Studies program, include mastery of Social Studies Standards with support for Florida BEST Standards, as well as tencouraging students' civic responsibility; promote high expectations for all students; promote understanding of social, political, and economic institutions; encourage student involvement in community service; and focus on the identification of the potential solutions to local, national, and world problems.

Instructional Strategies - The Comprehensive Social Studies program will emphasize content, concepts, and skills from the social sciences, the humanities, and, wherever appropriate, mathematics, and the natural sciences. The school will also support literacy via the Social Studies content as children will experience wide reading from complex texts, address text-specific complex questions, emphasizing students support their answers based upon evidence from text and students will be given opportunities for extensive research and writing opportunities throughout each of the social studies courses. Teachers will also engage learners in "broad questions" with the aim of teaching a large concept, deconstructing the sum of its parts and later rejoining the individual concepts to create a deep understanding. The School commits to utilize instructional pacing guides, as a means to ensure course material is taught sequentially, consistently and in a challenging format and covering the necessary concepts using materials aligned to the Florida Standards in Social Studies. The following strategies, will be implemented by the School as part of their Social Studies program:

- *Inquiry-based learning* – through primary sources of information - allowing students to: *Connect* to prior knowledge, interpreting and questioning an information source; *Wonder:* by developing focused questions to guide their inquiry investigations; *Investigate:* by using a combination of primary and secondary sources to pursue their questions in depth; *Construct:* by organizing and drawing conclusions from the information to confront conflicting ideas and form and defend their evidence-based opinions; *Express:* by developing a product to demonstrate their new understandings and share with others, they solidify their own learning; and *Reflect:* by encouraging students to think about what they have learned about the topic or idea and about inquiry itself.

Infusing Literacy skills: Teachers will incorporate reading comprehension strategies, including vocabulary development, and reading comprehension strategies, in the delivery of Social Studies curriculum. These will include the following: monitoring comprehension, connecting, questioning, visualizing, inferring, determining importance, and summarizing with emphasis on vocabulary.

- *History Labs:* require in-depth learning and thinking on the part of the student guided by an essential question, analysis of primary or secondary source documents, and ending in a rigorous writing assignment or other rigorous learning task. History/Social Studies labs ensure that engaging lessons are designed to increase student skill level in interpreting documents.
- *Stimuli Based Instruction* – using primary or secondary sources of information, emphasizing content/skills explicitly stated in standards/benchmarks, to increase student content knowledge, analytical skills, and engagement (e.g., political cartoons, graphs, quotes, etc.)

- *Use of Item Specifications* - for 7th grade Civics (and mid-year Assessment Test Map and Skills Guide).

- *Use of visuals* - such as graphs, maps, information and digital materials (google earth) in Social Studies instruction. The School will also use Newspapers as a literacy enrichment supplement and to incorporate data analysis daily by means of graphs and charts and will integrate Reading and Writing strategies within the Social Studies Content using Literacy Standards for Social Science.

- *Claim Evidence Reasoning (C-E-R)* - requiring students to state a *claim* (may be in response to a question); provide *evidence* **t**o support the claim and state a *reason* why the evidence answers the question.

- *Horizontal curriculum planning* - Cross Curricular Alignment between Social Studies and Language Arts will benefit student writing and comprehension skills, reference and research skills, identifying primary sources and secondary sources, and proper citations of sources will further solidify the effectiveness of core instruction. Students will be given instruction in Informational Text and Research Process skills and will also be given various opportunities to apply these skills.

Assessments will be aligned to Benchmarks in order to maximize opportunities for students to master content**.** The content in these courses will also allow for students to master such skills, including but not limited to: Analyzing primary and secondary sources of information; Interpreting trends in government that span across multiple time periods; Evaluating Civics from political, economic, and social perspectives; Understanding, evaluating, and interpreting graphic information (e.g., from charts); Drawing conclusions from multiple pieces of complex information; Researching and writing about important historical tie periods; Understanding and being able to explain the meaning of political cartoons.

- *DBQ Type Questioning/Short Response* - the School will introduce the Document Based Questions (DBQ) methodology (similar to (DBQ) in Advanced Placement (AP) Social Studies) to help students develop their ability to write using historical terms and sources in multiple forms. The Data-based questions technique will address Social Studies Learning Standards, themes and concepts and will engage and focus on critical thinking skills. The DBQ assignment will require many of the same skills used in developing a research paper (such as - interpreting primary and secondary sources, evaluating sources, considering multiple points of view, using historic evidence, developing and supporting a thesis). These questions will ask students to take positions on issues or problems and support their conclusions, as well as require students to look at issues from multiple perspectives, to apply skills they will use as adults. Questions will be criterion-based, therein teaching students to use the rubric to approach their work since it will be used for scoring.

Methods for Differentiation:
Placement - The School is committed to treat learners as individuals; therefore, one of the responsibilities the School commits to take most seriously is the proper class placement of each student in coursework. Each child will be evaluated for course placement individually, taking into account test scores, past performance,

personality, development, and state requirements.

Differentiated Instruction - The School will use state-approved texts to differentiate between the regular and honors curriculum in the area of Social Studies. The School plans to mirror the Social Studies curriculum offerings and instructional materials being utilized and implemented at Pinecrest middle schools which have proven effective, as follows:

Social Studies Instructional Materials

Grades	CORE	Supplementary/ Technology	Rationale
M/J U.S. History, Advanced, Gifted.	*McGraw-Hill Discovering Our Past: A History of the United States-Early Years – Florida Edition*	-USA Test Prep-Civics -Annenberg Classroom National Constitution Center -Podcasts -Videos -Charts/graphs -Oral arguments of SC cases -Library of Congress -Primary Sources	Standards-based District adopted materials aligned to Florida BEST Standards. Selected texts, materials & supplements support standards and required course content mastery
M/J Civics Regular and Advanced, Gifted	*-Gateway to American Government: Bridge to Success on Florida's EOC Test* *-McGraw-Hill Civics, Economics, and Geography Florida Edition (used as supplement)*		
M/J World History, Advanced, Gifted	*McGraw-Hill Discovering Our Past: A History of the World-Early Ages-FL Ed.*		

D. Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment C.

The applicant acknowledges that Reading is a critical foundational piece for success in every subject, at every grade level and in every content area and therefore the School will provide extensive and explicit instruction in comprehension and analysis strategies with complex and rigorous texts, be they literary or informative. At the School, teachers will use a variety of research-based proven instructional strategies to reach all level of learners with the goal that all students become successful, independent, and comprehensive readers. To that end, the School will adopt the Sponsor's Comprehensive Research-Based Reading Plan to provide teachers with a systematic framework for literacy instruction. The goal of all instruction is to improve student achievement through mastery of the Florida BEST Standards , as applicable. Attachment C – Reading Curriculum

E. Describe how the educational program, curriculum and instructional design is substantially similar to the high-performing charter school that is being replicated.

All Pinecrest Academy schools share: a common philosophy/expectation of student excellence; an expectation of parental commitment; and a collaborative decentralized management infrastructure, which was established at the inception of the Pinecrest model over two decades ago and has historically yielded success for the Pinecrest schools. These factors support the organization's capacity to replicate the Pinecrest model and specifically, the School commits to replicate Pinecrest Preparatory Academy Charter Middle School's design, including the aforementioned details and in addition to substantially replicate their curriculum focus, instructional materials selection, teaching strategies and philosophy, which feature: a high school preparatory environment (instilling a college mindset) – wherein commitment to rigor, relevance and relationships serve as the pedagogical compass. The School will also use an advancement mindset, wherein rigorous coursework will prepare and allow students to have a seamless transition successfully into the next level of their schooling.

The administrators, coaches and teachers at the School will engage in many of the same professional developments as that of the staff of the school being replicated, including the Opening of Schools professional development, which is mandatory for all Pinecrest staff members, including staff of the future School, for which this petition is being submitted. New staff members will be matched with staff of the replicated school for peer tutoring and mentoring. Throughout the year, teachers of the new school will work together with other Pinecrest school teachers during Pinecrest-wide professional developments. In addition, the School will work directly with the administration of other Pinecrest schools, to align and mirror horizontal and vertical teaming, such as: Pinecrest Reading Coach PLC Dialogues, Pinecrest Math and Science PLC Dialogues, and in-school vertical teams of Reading/LA/and a Math and Science PLCs. The School will also participate in similar educational training and shared PDs amongst the Pinecrest network. The School will also replicate the Parental Involvement Component with the creation of their School Advisory Council, as well as offer the same Open House and quarterly parent-teacher conference structure that is offered at other Pinecrest schools.
As previously stated, the School will maintain Pinecrest's underlying purpose, which is Academic Excellence with a push towards high school preparation (and subsequently Post-Secondary and Career Readiness). The emphasis of the Pinecrest framework is a "push and pull" method of preparing students to maximize upon their potential, wherein students are pushed to pursue the most rigorous and challenging academic program they can handle, while students who are struggling and/or underachieving are pulled (and given support) whether it be support through remediation via an intensive and targeted tutoring program wherein they are taught using supportive learning strategies. As a result, students will be better prepared for success at the next level and ultimately in college and/or career.

To that end, in order to ensure the educational program proposed by the applicant will replicate the Pinecrest program, the governing board will oversee implementation of the following best practices of the replicated school, including but not limited to:

- ensuring fidelity of instructional programming, and utilizing appropriate grade/subject level pacing guides utilized by other Pinecrest Academy Schools, especially the school to be replicated;
- meeting periodically by grade level and/or subject to plan and share best practices and creating lesson plans to be submitted to department heads for review;
- utilizing the common board configuration - outlining the objectives, agenda, essential questions, and home learning assignments for each class;

- ensuring teachers are on task and effective, utilizing various processes such as: formal observations conducted at least once a year, classroom, walkthroughs conducted daily, and ongoing review of student performance data and results as a means to inform instruction;
- using qualitative and quantitative data to inform and guide instructional planning and practices that are aligned with the adopted Florida Standards;
- using numerous data results from state summative assessments – and collecting, disaggregating and compiling data binders to use for data chats inclusive of all stakeholders;
- ensuring the School engages in the same student data-driven continuous improvement methodology that is utilized at all Pinecrest Schools as a part of their continuous improvement plan (and detailed as part of their accreditation plan and commitments);
- engaging in professional development for implementation of curriculum for instruction of regular and advanced English/Language Arts courses, etc.;
- implementing the same cornerstone elements: high expectations (through a push and pull philosophy) like targeted tutoring and parental involvement;
- recruiting faculty and staff that are committed to deliver a rigorous curriculum, and maintain a differentiated instructional approach to ensure student success;
- providing access to supervised study time and tutoring after school (and possibly on Saturdays as well) to accelerate student progress; and
- availing access and offering support for students who wish to pursue advanced academic program.

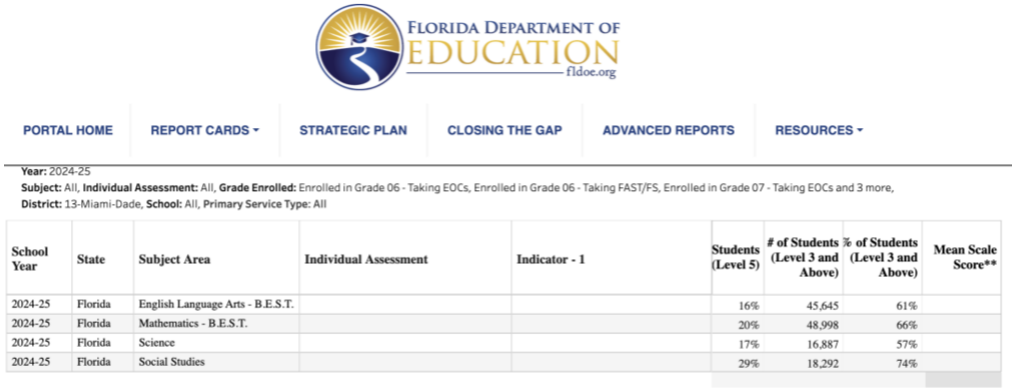
In essence, the principal and the teachers of the School will be held accountable to the same expectations and level of professionalism as those of other Pinecrest schools, including the School to be replicated. The School principal will work with the administration and staff at the replicated school and other Pinecrest middle schools in an effort to align and mirror all areas of the Pinecrest program.

Section 4: Student Performance, Assessment and Evaluation

Performance Goals

A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the specific results to be attained through instruction.

The expected incoming baseline for Year 1 is determined using the Sponsor's average performance in the 2024-2025 assessment year. The rationale is that the School's incoming students are presumed to be representative of the demographics of Miami Dade County.

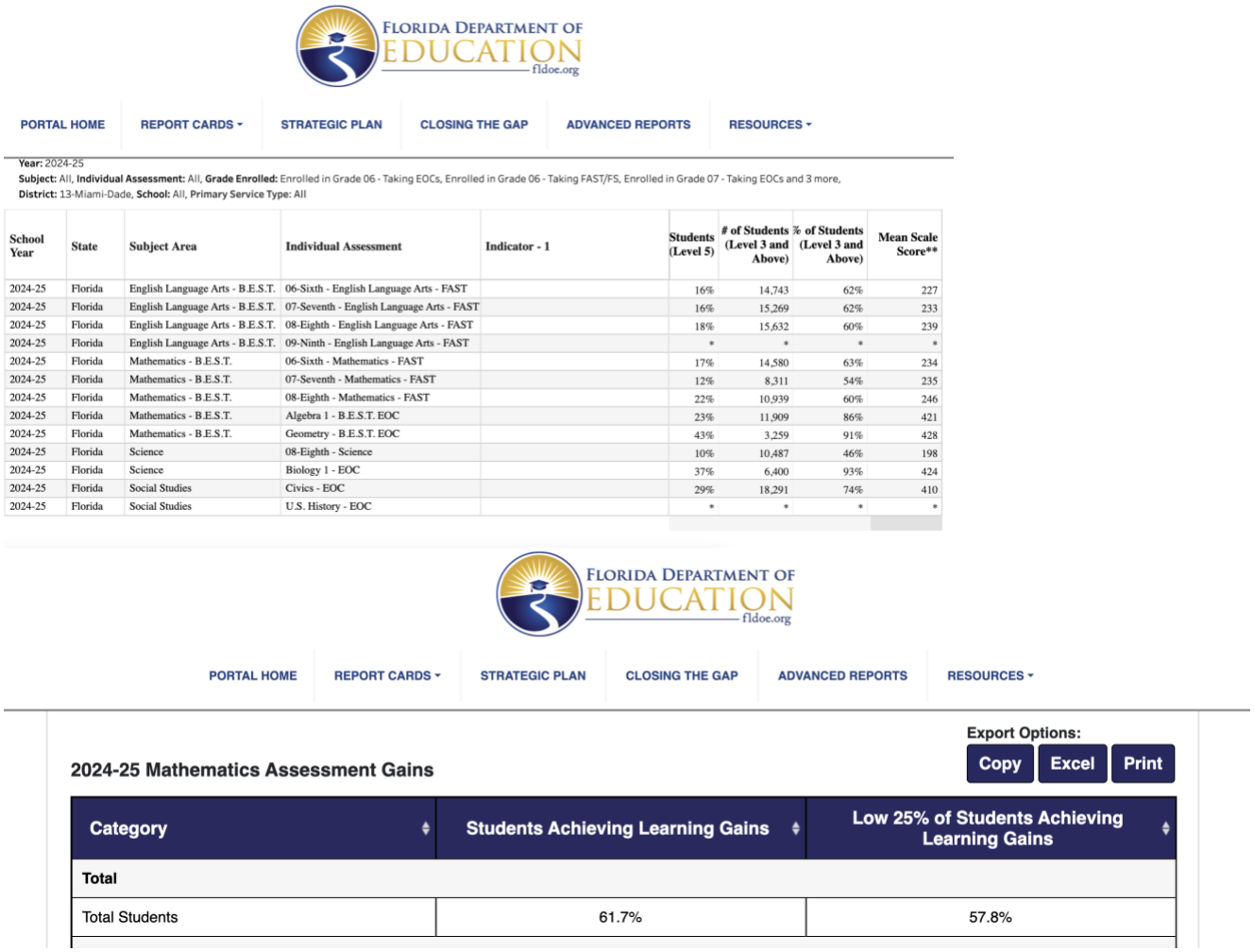


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Year: 2024-25
Subject: All, **Individual Assessment:** All, **Grade Enrolled:** Enrolled in Grade 06 - Taking EOCs, Enrolled in Grade 06 - Taking FAST/FS, Enrolled in Grade 07 - Taking EOCs and 3 more,
District: 13-Miami-Dade, **School:** All, **Primary Service Type:** All

School Year	State	Subject Area	Individual Assessment	Indicator - 1	Students (Level 5)	# of Students (Level 3 and Above)	% of Students (Level 3 and Above)	Mean Scale Score**
2024-25	Florida	English Language Arts - B.E.S.T.			16%	45,645	61%	
2024-25	Florida	Mathematics - B.E.S.T.			20%	48,998	66%	
2024-25	Florida	Science			17%	16,887	57%	
2024-25	Florida	Social Studies			29%	18,292	74%	



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Year: 2024-25
Subject: All, **Individual Assessment:** All, **Grade Enrolled:** Enrolled in Grade 06 - Taking EOCs, Enrolled in Grade 06 - Taking FAST/FS, Enrolled in Grade 07 - Taking EOCs and 3 more,
District: 13-Miami-Dade, **School:** All, **Primary Service Type:** All

School Year	State	Subject Area	Individual Assessment	Indicator - 1	Students (Level 5)	# of Students (Level 3 and Above)	% of Students (Level 3 and Above)	Mean Scale Score**
2024-25	Florida	English Language Arts - B.E.S.T.	06-Sixth - English Language Arts - FAST		16%	14,743	62%	227
2024-25	Florida	English Language Arts - B.E.S.T.	07-Seventh - English Language Arts - FAST		16%	15,269	62%	233
2024-25	Florida	English Language Arts - B.E.S.T.	08-Eighth - English Language Arts - FAST		18%	15,632	60%	239
2024-25	Florida	English Language Arts - B.E.S.T.	09-Ninth - English Language Arts - FAST		*	*	*	*
2024-25	Florida	Mathematics - B.E.S.T.	06-Sixth - Mathematics - FAST		17%	14,580	63%	234
2024-25	Florida	Mathematics - B.E.S.T.	07-Seventh - Mathematics - FAST		12%	8,311	54%	235
2024-25	Florida	Mathematics - B.E.S.T.	08-Eighth - Mathematics - FAST		22%	10,939	60%	246
2024-25	Florida	Mathematics - B.E.S.T.	Algebra 1 - B.E.S.T. EOC		23%	11,909	86%	421
2024-25	Florida	Mathematics - B.E.S.T.	Geometry - B.E.S.T. EOC		43%	3,259	91%	428
2024-25	Florida	Science	08-Eighth - Science		10%	10,487	46%	198
2024-25	Florida	Science	Biology 1 - EOC		37%	6,400	93%	424
2024-25	Florida	Social Studies	Civics - EOC		29%	18,291	74%	410
2024-25	Florida	Social Studies	U.S. History - EOC		*	*	*	*

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2024-25 Mathematics Assessment Gains

Category	Students Achieving Learning Gains	Low 25% of Students Achieving Learning Gains
Total		
Total Students	61.7%	57.8%

https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=13

Because the incoming baseline projected here may not actually be the exact student population in year 1 of the School, the projections below establish the basis for academic growth and improvement that students are expected to show each year, but will be realigned once the School collects baseline data after the first year of operation.

The School's educational goals for improving student achievement each year will aim to increase student proficiency from year to year; aspire to remain competitive with district/state achievement targets; and seek to increase student performance and learning gains from year to year. Performance goals will be developed with the rationale of reaching, at least, the average proficiency levels of Pinecrest Academy middle schools as compared to the district average after a few years of Pinecrest program implementation. By replicating and implementing the same best practices and curriculum design while serving similar student populations, the School expects to have a similar rate of academic growth and improvement as the existing Pinecrest Academy schools beyond the first year of inception.

Instruction and assessments in Reading, Writing, and Mathematics will be aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.). The Florida Assessment of Student Thinking (FAST), will be administered as a progress monitoring assessment, which students will participate in three times per year.

Goals for Academic Growth

ELA Baseline: 61% based on Miami Dade County 2024-25 ELA FAST Assessment
Goal: At least 63% of students in 6th – 8th grade, will perform on grade level in ELA, as evidenced by their scores on the FAST PM3 ELA assessment.
Rationale: The School commits to achieving a similar proficiency level or learning gains and attain a school average in excess of the District and/or statewide average (whichever is higher). The replicated model is an established school implementing the program for many years, and we anticipate the School will grow to replicate their success as a result of program implementation.

Mathematics Baseline: 66% based on Miami Dade County 2024-25 FAST Math Assessment.
Goal: At least 68% of students in 6th – 8th grade, will meet high standards in Mathematics, as evidenced by performing at grade level or higher on the PM3 FAST assessment in Mathematics.
Rationale: The School commits to achieving a similar proficiency level and attain a school average in excess of the District and/or statewide average (whichever is higher. This goal will remain competitive with District and State as well as be competitive with Pinecrest-wide average after implementing the program for 3 years.

Civics EOC Baseline: 74% based on Miami Dade County 2024-25 Civics EOC Assessment result.
Goal: At least 76% of students enrolled in Civics will achieve a passing score on their respective Civics EOC Assessment.
Rationale: The School commits to achieving a similar proficiency level and attain a school average in excess of the District and/or statewide average (whichever is higher. This goal will remain competitive with District and State as well as be competitive with Pinecrest-wide average after implementing the program for 3 years.

Science Standards Baseline: 57% based on Miami Dade County 2024-25 Statewide Science Assessment Proficiency Rate
Goal: At least 59% of eight grade students enrolled in Comprehensive Science will meet high standards in Science, as evidenced by scoring proficient or higher on the FSA in Science within the first year of operation.
Rationale: The School commits to achieving a similar proficiency level and attain a school average in excess of the District and/or statewide average (whichever is higher. This goal will remain competitive with District and State as well as be competitive with Pinecrest-wide average after implementing the program for 3 years.

Learning Gains Goal for students scoring in the lower quartile:
Goal: At least 58% of students in grades 6-8, will make learning gains in Math by:

- Improving one or more achievement levels from one year to the next; or
- Level 1 and 2 students increasing their score from one subcategory to a higher subcategory; or
- Level 3-4 students maintaining a Level 3 or 4 and improving their score by at least 1 point from one year to the next; or
- Level 5 students, maintaining a level 5 from one year to the next.

Rationale - The School's educational goals for improving student achievement each year:
aim to increase student proficiency from year to year; aspire to remain competitive with district/state achievement targets; and seek to increase student performance and learning gains from year to year.

For middle school students enrolled in high school courses:

Algebra I EOC Baseline: 86% based on Miami Dade County 2025 Algebra 1 EOC Assessment.
Goal: At least 86% of middle school students enrolled in Algebra I will achieve a passing score on the Algebra I BEST EOC. The school goal is set to mirror or exceed the district average.
Rationale The School commits to achieving a similar proficiency level and attain a school average in excess of the District and/or statewide average (whichever is higher) and competitive with the school model's average it seeks to replicate.

Geometry EOC Baseline: 91% based on Miami Dade County 2025 Spring BEST Geometry EOC Assessment.
Goal: At least 91% of middle school students enrolled in Geometry will achieve level 3 or above on the Geometry EOC. The school goal is set to mirror or exceed the district average.
Rationale: The School commits to achieving a similar proficiency level and attain a school average in excess of the District and/or statewide average (whichever is higher) and competitive with the school model's average it seeks to replicate.

Biology 1 EOC Baseline: 93% based on Miami Dade 2025 Biology EOC Results.
Goal: At least 93% of students enrolled in Biology 1, will achieve a passing score on the Biology 1 EOC. The school goal is set to mirror or exceed the district average.
Rationale: The School commits to achieving a similar proficiency level and attain a school average in excess of the District and/or statewide average (whichever is higher) and competitive with the school model's average it seeks to replicate.

***If actual incoming baseline is substantially different than the expected baseline*:** As previously intimated, annual learning goals should be written to ensure the students who are being served are growing and in a mode of continuous improvement. The School will establish educational goals for improving student achievement each year. These educational goals will reflect the School's commitment to continuous improvement and will aim to increase student proficiency from year to year as well as remain competitive with district/state achievement targets. If the actual incoming baseline is substantially different than the expected baseline, the School's academic goals and objectives will be revised depending on the need for setting higher targets than expected.
In addition to the specific goals for Academic growth enumerated above, we will also establish baselines in student process dimensions during the first month of the Academic year and will expect to see steady growth from these initial baselines over the course of the year. Process baselines will be established for each course in which a student is enrolled, and will include the following:

- Engagement - in addition to taking attendance, teachers will record at the end of each class the degree to which students were engaged in the class
- Learning Skills - for all assessed work, in addition to being assessed on the degree to which student work product exhibits the intended learning, students will be assessed on the degree to which they exhibit mastery on the different categories of learning skills: Investigate, Analyze, Reason, Communicate, and Reflect.
- Work Process Skills - in addition to the learning skills students will also be assessed on the degree to which they have mastered the work process skills, namely: focus, plan, manage resources, work efficiently, and document.

By tracking performance across these dimensions we will able to monitor students carefully to ensure that they are growing in their performance and to provide focused intervention in specific areas as needed.

B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

Parent Satisfaction Goal:

- At least 80% of parents/guardians of students enrolled at the School will indicate a high level of satisfaction with their child's schooling experience, evidenced by positive feedback on Stakeholder Satisfaction Survey administered in the second semester of each school year.

Revising academic goals for improving student learning – The School will establish educational goals for improving student achievement each year through Annual Measurable Objectives (AMO). The AMOs and goals will reflect the School's commitment to continuous improvement and in accordance with their Cognia (formerly AdvancED) Accreditation, and will aim to increase student proficiency from year to year as well as remain competitive with district/state achievement targets. If the actual incoming baseline is substantially different than the expected baseline, the School's academic goals and objectives will be revised depending on the need for setting higher targets than expected. In addition to increasing performance on external benchmarks the School will track performance on internal measures to ensure that students are remaining on the predicted learning growth trajectory or are demonstrating improved rates of growth.

Desired Overall Results and Evaluating Success - The School's overarching goal for academic growth and improvement is to increase student proficiency from year to year and demonstrate mastery of the Florida BEST Standards.. To achieve this, the School will set realistic AMO targets for Year 2 based on actual student performance results of the School's population in Year 1 (as detailed above). Classroom-based, district-adopted, statewide assessments, and national assessments will measure student progress toward mastery of the standards, mastery of course content as outlined by the FLDOE across all grade levels served. Using each previous year's results on all applicable assessments, the School will compare student progress from year to year to determine growth and areas in need of instructional focus. Student academic progress will be compared from quarter to quarter and from year to year as a means to determine whether students are continuously improving and making learning gains (i.e. baseline established during Year 1 will be used to determine student academic improvement in Year 2). The School will use this data to evaluate the effectiveness of the curriculum by determining the extent to which the School is meeting the Annual Measurable Objectives (AMO) each year. Data will be used to determine annual student growth and to inform stakeholders to the extent which the School's educational goals and performance standards are being met each year.

Assessment and Evaluation

C. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments). Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.

The School will participate in the statewide assessment program created under section 1008.22, F.S. and comply with all applicable requirements under 1003.43, F.S. The School will also participate in all federal, state, and district assessment programs as directed by the Sponsor following all required policies and procedures with regard to administration of tests and standardized practices. The School will administer and use state standardized assessment scores and district-adopted assessments in each course offered (as required) to measure mastery of Florida BEST Standards across all grade levels and monitor student performance.

Furthermore, the School will implement the Sponsor's testing calendar and measurements, and frequency of assessments therein as amended from time to time in accordance with district and/or statewide assessments.

Baseline assessments – The School will use diagnostic screening assessments in ELA and Math to establish baseline at the beginning of the school year. Diagnostic assessments may include, but **are not limited to**: teacher assessments, placement tests, diagnostic software, Math XL, IXL, etc. In addition, any available data from previous school year and teacher made pre-tests will help to form individual baseline. The baseline will allow teachers to plan for intervention and differentiation to remediate or enrich students' instruction and inform class placement.
Interim/progress monitoring assessments currently available, and which School will utilize include:

- F.A.S.T. Progress Monitoring Assessment (PM1 and PM2)
- Mid-Year Assessments (MYA)- Administered in the second semester of the school year as follows: Algebra I, Geometry and Civics and Science for students enrolled in respective EOC component courses. Results will be used to target instruction for mastery of BEST Standards, respectively and to monitor ongoing student progress.
- Benchmark Topic Tests
- Publisher progress monitoring assessment
- MYA results reports - Generated at the student, classroom and school level, will be utilized for differentiation of instruction, progress reporting, and as a PM measure for SIP goals/objectives.

The school will also use progress monitoring assessment data to communicate with parents on whether their child is reading at grade level. Additional evaluation methods to monitor student progress throughout the school year include: Teacher-generated quizzes and Assessments Rubric; Textbook adopted assessments, Quarterly Examinations, projects/investigations; Portfolios and presentations; and UDL Design Framework (adaptations for ELL and SWD students).

Pinecrest utilizes a comprehensive, state-aligned assessment system to identify, monitor, and support English Language Learners (ELLs) at the middle school level. Upon enrollment, students whose Home Language Survey indicates exposure to a language other than English are assessed using the WIDA Screener, the state-approved tool for determining English language proficiency and eligibility for ESOL services. Students identified as ELLs participate annually in the WIDA ACCESS assessment, which measures progress in listening, speaking, reading, and writing and serves as the primary basis for determining continued services or exit from the ESOL program. For students with significant cognitive disabilities, the WIDA Alternate ACCESS is administered as appropriate. In addition, ELL students participate in all required state academic assessments, including the Florida Assessment of Student Thinking (FAST) for English Language Arts and Mathematics and the Grade 8 Statewide Science Assessment, with appropriate accommodations. Together, these assessments ensure compliance with state and federal requirements while providing a comprehensive picture of each student's language development and academic progress.

Assessment Schedule - The School will adopt the Sponsor's Assessment schedule, which directly aligns with FLDOE requirements and the School's standards-based program.
Rationale for assessments - The School is accountable to all stakeholders (students, parents, community, et. al.) in its responsibility to provide a good education for all students. Thus, the School will participate in the statewide assessment program created under section 1008.22, F.S. and utilize state standardized assessment data and results to inform instruction. The school will also use district-based publisher generated assessments to monitor progress towards mastery of the Florida BEST Standards in each course. The School will implement other standardized assessments including nationally recognized standardized assessments and in-school (teacher-made) formative and summative assessments to measure mastery of standards and course content.

All assessments align with the School's curriculum, performance goals, and state standards in that they specifically assess mastery attainment of the standards, skills, and content within specified timeframes. The results will also allow the School to assess, how the School is progressing towards meeting AMO targets, enabling the School to inform students and their parents as to whether or not the student is: gaining at least a year's worth of academic growth for each year spent in the School, meeting requirements to be on track for graduation, and demonstrating college-ready skills.

D. Describe how student assessment and performance information will be shared with students and with parents. Describe how the school will 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.

Data used to evaluate and inform instruction – Student assessment and performance data will be used to not only evaluate school effectiveness but more importantly to inform instruction and continuous improvement efforts. The school's comprehensive assessment program will be used to inform students, parents, and teachers where a student is succeeding and what are areas that need strengthening. Assessment will serve as a feedback system to guide: 1) administrators in instructional focus areas and inform them which teachers need additional PD and support; 2) teachers in lesson planning and individualizing instruction efforts, 3) students in understanding their own progress towards achieving mastery of each respective standard and 4) parents in being informed about their child's progress and achievement towards goals.

Pinecrest Academy Inc. has access to a data specialist to assist the School in collecting, disaggregating and processing school wide and individual teacher/student performance and achievement data, on an on-going and consistent basis. State standardized assessments will be used to determine mastery of content standards and make decisions regarding school-wide improvement from year to year. The data specialist will also share data with schools and with the governing board to identify trend data and assist the governing board to identify necessary and targeted support that might be needed across Pinecrest schools;

Who will be responsible for managing data - The responsibility to manage, evaluate and interpret student data will be addressed collaboratively, as follows:

- Data Specialists, from Pinecrest Inc. assists the School in collecting, disaggregating and processing school wide and individual teacher/student performance and achievement data on an on-going and consistent basis (after every quarterly assessment and also throughout the school year). The data specialists share data with schools and with the governing board to identify trend data and assist the governing board to identify necessary and targeted support.
- *Administrative staff and lead teachers* also collect and disaggregate student data on an on-going and consistent basis (bi-weekly, after every quarterly assessment, and ongoing throughout the school year). Data tracking reports are generated by student, standard, teacher, and school-wide results will be available to teachers to inform and target instruction and make adjustments, as necessary; and teachers are trained on how to properly analyze data and implement a data chat.
- *The school leadership team* will meet weekly to: Evaluate data and correlate and inform instructional decisions; Review progress-monitoring data at the grade level and classroom level to identify students and their academic progress; Identify professional development to enhance students' achievement levels; Collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; Facilitate the process of building consensus and or determine need to enhance infrastructure, and make decisions about implementation.
- *Department Chairs* will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results.
- *Teachers* will communicate with their students (and their parents as applicable) to inform them of their strengths and opportunities for improvement so they are aware where to concentrate their effort to learn and grow.

The aforementioned process has proven to be highly effective in Pinecrest Academy Schools, as it gives students, parents and teachers a clear understanding of how students are performing and facilitates open communication and an understanding, by all parties, as to how to best support students.

Section 5: Student Recruitment and Enrollment

A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.

In accordance with federal and state anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2)(a), the School will not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation or disability against a student in the admission process. Moreover, Pinecrest Academy will make great efforts to reach families reflective of the demographic of the Miami Dade county community as a whole.
A comprehensive advertising and promotional plan will include the use of digital and print media to disseminate information about the School and open enrollment periods.
Examples of social and digital marketing/ads include: Google ads, Facebook/Instagram Ads. Site signage will be placed with relevant information including grade levels and website URL. Promotional flyers and/or postcards will be distributed via direct mail, penny-saver publications, and/or directly to community groups through partners in the community, to ensure that harder-to-reach families are aware of the School and their eligibility to apply for enrollment.
The School will distribute press releases and/or public service announcements to various media outlets to promote the open enrollment period, open house and other essential details about the School and its programs. This information will also be posted in local public facilities such as community centers, local churches, parks/recreation centers, libraries and other locations of public access as permitted by local regulations.
Also, 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 also capitalize upon the success and presence of the Pinecrest brand in the Florida community and tap the "word of mouth" and social media frenzy that has already embraced the Pinecrest brand.

The goal is to reach parents by using various means and formats of information delivery. Also, 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 make a concerted effort to make this educational option known and available to the harder-to-reach families, including families living in poverty, academically low-achieving students; students with disabilities and ELL students. The school will do their due diligence to enroll students that reflect the population of the comparable schools.

Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about Pinecrest and its programs. Local elected officials and community leaders will be invited to visit the School. They will also be given an update on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming

community meetings. Costs for advertising and promotion of the School are listed in the School's startup and operating budget.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

As mentioned above, the School will be nonsectarian in its programs, admission policies, employment practices and operations. Accordingly, students will be enrolled without regard to ethnicity, national origin, gender, or achievement level. The marketing and recruitment plan is designed to reach the entire community and thereby designed to reach all racial/ethnic groups within it. The school will do their due diligence to hire and recruit staff that are reflective of the school's ethnic population. Informational and Promotional meetings will be held in a variety of community forums (ex: parks, church groups, and community centers, etc.), to ensure that a diverse set of families are reached and given the opportunity to learn about the educational opportunity at the School.

The governing board and administrators will also work with established partners and with local social service agencies and community organizations to disseminate information. By publicizing the availability of the School in various formats and venues as described above, and throughout Florida, as well as by employing a non-discriminatory admissions policy, the School expects to have a racial/ethnic balance equivalent to that of public schools currently serving the community.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment D.

Admission Policy - 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, or disability against a student in its school admission process. 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 F.S.§1002.33(10), who submits an application (prior to the posted deadline) 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/lottery 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.

Enrollment Preferences - In accordance with Section 1002.33(10)(d) F.S., the School will give enrollment preference to the following student populations:

- 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.
- Students who are children of an active-duty member of any branch of the U.S. Armed Forces.
- Students who attended or are assigned to failing schools pursuant to s. 1002.38(2)

Enrollment Limitations - In accordance with Section 1002.33(10)(e) F.S., the School may limit the enrollment process to target the following student populations:

- Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c) of F.S.1002.33. Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district;

- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.

**1002.31 Controlled Open Enrollment* – In accordance with 1002.31(2)(a), the charter school shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child as part of the charter school's controlled open enrollment process, if the School has not reached capacity. In accordance with 1002.31(2)(b) and (c), the charter school's governing board will determine the School's capacity based upon its charter school contract and post current capacity determinations on the School's website. As part of its controlled open enrollment process, the School will annually post on its website the application process required to participate in controlled open enrollment, consistent with s. 1002.31 and s.1002.33. Students residing in the district will not be displaced by a student from another district seeking enrollment under the controlled open enrollment process as per 1002.31(2)(a (e). As part of its controlled open enrollment process, the School may provide preferential treatment (within its controlled open enrollment participation process) to the enrollment preferences and limitations pursuant to s. 1002.33(10) as described above.

Enrollment Timeline (*Approximate Dates)*

October 1, 2026 - Student Registration Begins
December 1, 2026- Students who have registered will be officially enrolled. If the number of applicants exceeds capacity, a lottery will be conducted.
December 1, 2026- Second Registration Period Begins as needed

D. Provide the school's projected population of students with disabilities and English Language Learners 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 the Miami Dade County, the School's demographic composition should mirror that of the local community. Therefore it is anticipated that the School's total enrollment should include approximately 11% of Students with Disabilities (SWD) and 15% English Language Learners (ELL). The School has based its projections on the average current enrollment in the District. The data was derived from Florida Department of Education Bureau of Exceptional Education and Student Services 2025 LEA Profile: *https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=13*

E. Describe how the school will ensure that students with disabilities and English Language Learners 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 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. This process doesn't take into account a student's background, ethnicity, race, socio economic status or disability, and therefore allows for every student who applies to have an equal opportunity to enroll in the school.

Section 6: Management and Staffing

A. **Describe the management structure of the school.**

The management structure for the school's day-to-day operations will be as follows:
The Governing Board will hire and oversee the school principal. The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines for the school's operation. The Principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc. The principal will report to the board on the school's operations and finances and is expected to communicate with the board as often as needed by the School and/or board members in order for school's operational needs to be met.
The administration will implement policies and procedures for the daily operations of the school. The principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies and procedures are being implemented in accordance with the school's mission. Faculty and staff will be responsible for carrying out these procedures in their day-to-day duties, activities, and interactions with students, teachers, and parents of the school.

The Board expects it will contract with Academica, an Educational Services and Support Provider, to provide off-site support to the school.

The Governing Board has the ultimate responsibility of ensuring that the school's finances are managed properly. The Board will annually adopt and maintain an operating budget and maintain oversight of all school-based finances. The Governing Board will ensure that the charter school has retained the services of a certified public accountant for the annual financial audit. The ESP, as contracted by the Board, will assist the School with additional preparation and reporting of the school's finances. The board has also established financial policies and internal controls for the school's operational and internal accounts.

B. **Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application.**

Refer to Staffing plan provided in Attachment H (Operating Budget/Staffing Plan)

C. **Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives**

or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?

The School will be a not-for-profit, private employer, and will not participate in the Florida Retirement System. Full time, salaried employees will be entitled to Health Insurance and other benefits as detailed below. 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.

Compensation structure

The proposed school will use its Governing Board's adopted performance-based salary schedule for instructional personnel and school administrators, in accordance with s. 1012.22(1)(c) relating to *Compensation and Salary Schedules*. The Board's plan includes a base salary schedule for classroom teachers, other instructional personnel, and school administrators in which annual adjustments are based on performance as follows:

- An employee who is "**highly effective,"** as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the board.
- An employee who is **"effective,"** as determined by his or her evaluation, would receive a salary increase that will be 50% of the annual salary increase provided to a highly effective employee.
- An employee who is in **"need of improvement (or developing)"** or is **"unsatisfactory,"** as determined by his or her evaluation would not be eligible for a salary increase.

Please note: percentages are subject to change and will be determined according to the approved budget once all evaluation data and the number of eligible staff determined.

Such adjustments will be in addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s.121.021(22). Advanced Degrees will not be used for base salary calculations, but may be used for supplements. Supplements will be annual additions to the base pay, but will not be part of the continuing base salary.

All entering new hire teachers are placed at a base salary unless creditable years of experience are applicable. Once base salary is determined calculating creditable years of experience (if any), then any applicable credential supplement is added to the new base salary for total compensation. Teacher salaries reflected in the budget are based on an average salary for teachers with 4-5 years of experience. Please see attached *Budget*.

Employee Benefits

Employee health benefit options are structured as follows:

Carrier	UNITED HEALTHCARE							
Plan Name	UHC CP BTUT/136 1000/80%		UHC BTWQ/128 2,500/80%		UHC CP BTVK/998 4,000/80%		UHC HDHP BTVD/136 2800 Embedded	
Plan Type	Choice Plus		Choice Plus		Choice Plus		High Deductible Health Plan	
In vs. Out of Network	In	Out	In	Out	In	Out	In	Out
Primary Care Copay	$25	40% after ded	$30	50% after ded	$30	40% after ded	$30 after Ded	50% after ded
Specialist Copay	$50	40% after ded	$30/$60	50% after ded	$60	40% after ded	$60 after ded	50% after ded
Virtual Visits (Telehealth)	$0	Not covered	$10	Not covered	$10	Not covered	$10 after ded	Not covered
Referrals Required	No	No	No	No	No	No	No	No
Hospital Inpatient Deductible/Copay	20% after ded	40% after ded	$500 + 20% after ded	50% after ded	20% after ded	40% after ded	$500 after ded	50% after ded
Hospital Outpatient Deductible/Copay	20% after ded	40% after ded	$250 + 20% after ded	50% after ded	20% after ded	40% after ded	$300 after ded	50% after ded
Calendar Year Deductible - Individual	$1,000	$2,000	$2,500	$5,000	$4,000	$6,000	$2,800	$5,000
Calendar Year Deductible - Family	$3,000	$6,000	$5,000	$10,000	$8,000	$12,000	$5,600	$10,000
Coinsurance	80%	60%	80%	50%	80%	60%	100%	50%
Calendar Year Out of Pocket Max Individual (inc. ded)	$3,500	$6,000	$6,000	$10,000	$7,900	$12,000	$6,000	$10,000
Calendar Year Out of Pocket Max Family (inc. ded)	$7,000	$12,000	$12,000	$20,000	$15,800	$24,000	$12,000	$20,000
Diagnostics (X Ray & Lab)	No addt'l charge	40% after ded	No addt'l charge	50% after ded	No addt'l charge	40% after ded	No addt'l charge after ded	50% after ded
Imaging (CT/PET/MRI)	20% after ded	40% after ded	20% after ded	50% after ded	$200 copay	40% after ded	$300 after ded	50% after ded
Prescriptions Tiers	$10 / $35 / $60		$15/$45/$65		$20/ $50 / $80		$10 / $35 / $60 after ded	
Emergency Room Copay	$200		$250		$350		$350 after ded	
Urgent Care Copay	$75	40% after ded	$75	50% after ded	$75	40% after ded	$75 after ded	50% after ded
HSA Contribution	N/A		N/A		N/A		$300	N/A

The compensation and benefits structure mentioned above offers teachers and staff with an attractive program which the school believes contributes to their high teacher/staff retention rate. For example, teachers may participate in a 401K in which they are immediately 100% vested in any employer contributions and those related earnings, there is no vesting period. Contribution is optional. The employee may roll over his/her 401K plan or roll it over into an IRA should they change or leave jobs. Said benefits offer the employee lower co-pays, lower family plan rates, low out of pocket maximum and desirable coinsurance rates.

D. **Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.**

The school will adhere to all antidiscrimination provisions of section 1000.05, F.S. The school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the School may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

All instructional and non-instructional personnel who are hired or contracted to fill positions and members of the governing board of the school must undergo background screening as required by Section 1012.32, F.S. The school will be a safe, Drug-Free and Tobacco-Free Environment. All employees will be required to undergo background checks and drug-screenings.

Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in FAC Rule 6A – 10.080.

Section 7: Facilities

If the site is not yet acquired:

A. Explain the school's facility needs, including desired location, size, and layout of space.

The Board plans to 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. The School would need 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.

Size and Layout of Space: 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 proposed facility will include program elements such as traditional classrooms, art, science and computer labs, multi-media instructional areas, lunch / multi-purpose room, food prep areas, and indoor and outdoor activity spaces. In accordance with 1002.33(18)(a)(b) F.S., The school facility will comply with the Florida Building Code pursuant to chapter 553, with the exception of State Requirements for Educational Facilities, the exception of SREF. The school's facility will comply with the Florida Fire Prevention Code, pursuant to Section 633.208, F.S.

B. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g., letter, MOU) as Attachment E.

The Governing Board expects to enter into a triple-net, long-term lease for the facilities. 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 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. The Board and the ESP have undertaken several such leases, and have budgeted for anticipated lease and other facilities costs in the budget as follows:

Lease of Facilities: The amount assumes an average cost of $1500 per student station in the budget, with a 3% increase for CPI. 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. The figures are based on statistical expense data compiled from the applicant's other successful charter schools currently operating in Florida. The fees included are comparable to the average annual amounts paid by other charter schools with similar enrollment numbers. Lease payments will commence upon the taking of possession of the facilities by the School.

Estimate of Costs - These Budget projections have been derived from actual historical data from other comparable charter school facilities leased by the board, and 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. The Board has obtained confirmation that the budgeted amounts comport with the current forecast of lease conditions.

Utilities and maintenance cost estimates are shown in the proposed budget and amounts are comparable to the average annual costs paid by other charter schools with similar enrollment numbers. Water and sewer bills are set at $80.00/Classroom and electricity bills are set at $2,400.00/Classroom.
Operations of Facility/Plant includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities.

C. Explain the strategy and schedule that will be employed to secure an adequate facility.

The Governing Board will direct its ESP to bring to the Board a recommendation for a quality educational facility to be leased by the School.

Projected Schedule

May-August	Facility Identification
August-October	Facilities Negotiations upon charter approval by Sponsoring District
October-December	Execute Lease/Conduct Maintenance and Repairs
December-July 2027	Final Preparations of Facilities
July 2027	Conduct Final Facilities and Safety Inspections

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 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.

Safety, Permitting, and Inspections - The facility will meet all requirements for educational facilities in accordance with 1002.33(18)(a)(b) - the Florida Building Code pursuant to chapter 553, with the exception of SREF and state minimum fire protection codes pursuant to Section 633.028, F.S., as adopted by the County. The facility will meet all such requirements for education facilities, including but not limited to, restrooms, fire safety, campus security, air quality control, weather proofing, etc.

The School will participate in the Sponsor's annual site compliance visits for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety requirements. Other inspection agencies may include inspections of kitchens and related spaces as well as Department of Labor and Employment to for OSHA compliance. The School will show proof of the annual inspections prior to the first day of operations.

D. Describe the back-up facilities plan.

In the event that the facility for any reason not available, the Board will direct the ESP to locate alternative facilities options suitable for school use immediately for the Board's review. Any such alternate facility shall

be zoned for educational use and contain the adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency.

Section 8: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c), F.S.

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(20)(c), F.S. The School's plan for providing reasonable and equitable transportation opportunities for all students is as follows:

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 or who otherwise are entitled to transportation by law. In these situations, the School may provide transportation by contracting with an independent private transportation provider approved by the Sponsor.

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.

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.

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.

Section 9: Food Service

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

An organized, healthy meal service that meets local health, state and federal regulations and adheres to 7 CFR Parts 210 and 220 will be offered at the school site. Healthy, well-rounded, nutritious meals will be provided in accordance with The Healthy, Hunger-Free Kids Act of 2010 and the USDA Dietary Guidelines of meal component and portion size requirements. The School will participate in the free/reduced priced meal program and will provide free and reduced priced meals for eligible children. Eligible children are children from households with gross incomes within the free and reduced limits on the Federal Income Guidelines. All Healthy meals will be distributed to students using a point of sale accountability procedure.

The school will participate in the National School Lunch Program (NSLP). The school will either prepare its own food, in which case the school will have a food service preparation area with all of the necessary equipment for preparing and holding the food, or the school will contract with a FDACS registered vendor or District to provide the food and equipment necessary for holding the food at required temperatures.

The school will implement a Verification plan and during the verification period, the confirmations of eligibility for free and reduced priced meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR). Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits.

The School will process all necessary lunch applications; adhere to program operation and record keeping requirements; and use of the Florida Automated Nutrition System (FANS). The School will implement the following procedure for processing Free/Reduced Lunch Applications: 1) Disseminate lunch applications to all students upon enrollment; 2) Collect lunch applications and determine applications, according to Florida Income Eligibility Guidelines, published in the Federal Register by Food & Nutrition Service, USDA; 3) Enter determinations for each child into the district mainframe or report the information to the district as required; 4) Provide students with notice of eligibility; 5) Serve/Charge student lunches in accordance with determined eligibility; 6) Submit claims for reimbursement within 30 days of the following month for each approved month of the school year once approved by the NSLP.

Contracting Services - The School may contract with an independent provider to prepare and provide meals, or the school may prepare and serve the meals to students. If an independent provider is required, the school will solicit bids from registered vendors for food service. The private vendor selected by the school will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and Business Regulations. The private vendor will be required to maintain and supply the school with equipment to hold the meals and daily records of all lunches served and current copies of inspection and insurance certificates.

Lunch Area - The school facility will include a lunchroom or, at minimum, a seating area that meets state nutritional and sanitation standards. The School agrees to have two satisfactory health inspections

conducted on a yearly basis, by the State Department of Health, County Department, as required, to maintain Permit for Food Service.

Section 10: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ. A full plan that also includes procedures for unanticipated emergency situations will be required prior to school opening.

The School will cooperate with the Sponsor and law enforcement to provide the safest school possible for the staff and students. The school will incorporate all applicable and appropriate District-approved emergency efforts to maintain a safe school environment. The administrative team will conduct ongoing trainings for all staff on safety protocols and emergency action plans for emergency situations. Procedures and plans will be provided to teachers and the staff through the faculty handbook. Parents and community members will receive information regarding emergency procedures via newsletters, the parent handbook and routinely scheduled school meetings.

The Governing Board and the School will ensure that all provisions of the Jessica Lunsford Act and the Marjory Stoneman Douglas High School Public Safety Act are adhered to at the school in ensuring the safety of all faculty, staff and students on the property. With input and assistance from the network's National Director of Safety & Security and the Governing Board, the school will establish a School Based Safety Team.

In order to establish if a facility is secure and to identify areas of strength and weakness, the school administration and personnel will complete the Readiness Emergency Management Facility Security Checklist. The checklist will ensure that administration is always on top of the status of the security of the building. Security designees will be accountable for the safety and security of all students and staff. As a whole, the safety and well-being of the students will be the number one priority of all staff members. Results of the checklist will establish where the school needs to tighten security and establish procedures to do so quickly. The forms will be completed on an ongoing basis to ensure the safety of the facility is never compromised.

The checklist includes, but is not limited to:
Outer Perimeter Security Check: Perimeter Property Inspection – Fencing/Gates, Bus drop-off/Pick-up zone, Vehicles/Emergency Vehicles – Parking
Building Exterior Security Check: Signage, Landscaping, Exterior Lighting, Video Surveillance Cameras, Exterior Building Components
Building Interior Security Check: Interior Building Components: Single Point Entry, Security Monitor Station, Camera Control Room/Control Room Monitor, Visitor Management System, Access Control/Photo ID for Visitors
Identification: Student/Staff Identification Procedures and policies
Evacuation Plans: Evacuation Procedures: Drills, Plan for Disabled Students, Accounting Procedures for students & Staff
Building Access/Notification: Keys & Access Cards/Announcements

The School will maintain a log of all fixed and roaming security post locations including the exact location on the campus, name of the security monitor and times (start to finish) the individual will be present. The building will be monitored at all times while students are on campus. A log of who is responsible for management of school safety site logistics including but not limited to: cameras, media, parent staging off-site, reunification off-site, bus staging, etc. will be kept and updated on an ongoing basis.

The Board will secure all required permitting and insurance coverage for the facility (as described herein) to operate safe and orderly school. All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Students and staff will be trained in planning for these events through routine drills and practice. A detailed security plan outlining all procedures will be established prior to school opening. The detailed plan will not be made available to the public in order to protect the safety of the students, teachers and staff.

Alyssa's Law/Alyssa's Alert – In accordance with Section (s.) 1006.07(4), Florida Statutes (F.S.), the school will implement a mobile panic alert system capable of connecting diverse emergency services technologies to ensure real-time coordination between multiple first responder agencies. Such system, "Alyssa's Alert," will integrate with local public safety answering point infrastructure to transmit 911 calls and mobile activations.

School staff will have the capability to summon the police quietly and quickly through an application on their cellphone or computer, silently alerting law enforcement of emergencies or life-threatening situations on all public and charter school campuses. The application can also be used to alert of medical emergencies and fights occurring at the school. GPS will track the location of the person making the call, and transmit a signal to law enforcement. The caller, who might be in a panic or unable to make noise, won't have to speak.

The steps the School will take to assure there is a Safe-School Officer (SSO) present while School is in session include:

1. The applicant's National Director for Safety and Security (NDSS) will establish agreements with the police municipalities and security armed guard companies on behalf of the School to ensure the requirement of the SSO is contractually established.
2. The SSO will complete the "Safe School Officer Sign-In Log" form once he/she arrives at the School site located in the main office for the purpose of documenting the SSO is on campus. The form has the following information: Date, First and Last Name, Arrival and Departure time, and a Signature.
3. The Administration is responsible for making direct contact with the SSO in the morning and throughout the entire instructional day.
4. If the SSO is not present 15 minutes prior to the school day, the Administration must immediately complete the 'Missing School Safety Officer Alert From" on applicant's online alert platform so that the NDSS is alerted. Once alerted, the NDSS contacts the appropriate entities on rectifying the issue, whenever there is a missing SSO at the site.

The Active Assailant Response Plan serves the purpose of providing guidance to staff on the circumstances under which they may initiate an on-campus active assailant response. The explanation on how the School will adopt the plan includes:

a) The NDSS will present to the Schools' Board the two options available for the Active Assailant Response Plan: The Active Assailant Response Plan created by the NDSS, or the plan created by the School District.
b) The Board will review both plans and adopt one of the options.
c) The Administrator will present the adopted plan to the entire faculty and staff and obtain a signature from each employee that they have participated in the training for this statutory requirement.
d) Documentation of the training will be provided to the District as per their expectations and the Administrator will also maintain a file for supporting documentation.
e) The Administrator will contact the NDSS at any time during the process for training support and specific faculty/staff needs.

Faculty and staff will participate in C.R.A.S.E. - Civilian Response to Active Shooter Events – Training during the professional development week prior to opening of schools. The school intends to form a relationship with local law enforcement to ensure the safety of all on campus. As such, the school will arrange to have a member of local law enforcement present during active assailant trainings. In addition, the school commits to participate in any district mandated active assailant training if different from C.R.A.S.E.

Law enforcement officers responsible for responding to the school in the event of an active assailant emergency, as determined necessary by the sheriff, and in coordination with the district's school safety specialist, will be physically present on campus and directly involved in the execution of active assailant emergency drills. The school will notify law enforcement officers at least 24 hours before conducting an active assailant emergency drill at which such law enforcement officers will be expected to attend, in accordance to section 1006.07(4)(a), F.S.

Pursuant to section 1006.07(6)(e), F.S., the Board will adopt, in coordination with local law enforcement agencies and local governments, a family reunification plan to reunite students and employees with their families in the event that a school is closed or unexpectedly evacuated due to a natural or manmade disaster. This reunification plan will be reviewed annually and updated, as applicable.

In accordance with the Marjory Stoneman Douglas Act, the school will establish a School Based Threat Management Team (SBTMT). In accordance with section 1006.07, Florida Statutes, teams consist of the CORE 4, persons with expertise in:

i. School Administration
ii. Law enforcement
iii. Counseling
iv. Instruction

Each team member will be trained in Florida Harm Prevention and Threat Management. Certificates for training completion will be kept on file at the Charter School. The team will meet monthly to review any school and/or student safety concerns. All participants at the SBTMT meeting shall sign the document acknowledging their presence at the meeting.

In 2023, the legislature amended Section 1001.212(12), F.S. to task the Department of Education's Office of Safe Schools with developing a statewide behavioral threat management operational process, a Florida-specific behavioral threat assessment instrument, and a threat management portal. The threat management process, is designed to identify, assess, manage, and monitor threats to schools, school staff, and students. The goal of all school safety efforts is to *prevent* violence or harm to members of the school community. Threat management uses a methodology that identifies students exhibiting threatening or other concerning behavior, gathers information to assess the risk of harm to themselves or others, and identifies appropriate interventions to prevent violence and promote successful outcomes. The process applies a non-punitive assessment to distinguish between innocuous and serious situations. The aim of the threat management process is to intervene at the earliest stage to provide assistance to students and to alter or disrupt concerning behavior for the benefit of the student and school.

All threat assessment team members are trained on Florida Harm Prevention and Threat Management. Threat assessment teams will be fully staffed and all team member have completed Florida Harm Prevention and Threat Management before the start of the school year. Those appointed to threat assessment teams after the start of the school year will complete Florida Harm Prevention and Threat Management training within thirty (30) days of appointment.

The School Based Threat Management Team (SBTMT) will meet monthly and/or as often as necessary to fulfill its duties of assessing and intervening with person whose behavior has indicated a level of concern (LOW, MEDIUM, HIGH). The Charter School will maintain documentation of their meetings, including meeting dates and times, team members in attendance, cases discussed, and actions taken.

Administrators at the school will address the staff and student body regarding the reporting of threats. As a school community, everyone will have the responsibility to report and share any concerns regarding the safety and well-being of all on campus.

Additionally, the School intends to participate in the district's plan to train school staff on youth mental health awareness and assistance. In addition, the applicant's National Director for Special Education and Student Support is a certified Youth Mental Health First Aid (YMHFA) trainer and may provide the training for the School upon request. All trainers have been officially trained through the FLDOE YMHAT Administration Program located in the Bureau of Exceptional Education and Student Services and can be located on the National Council for Behavioral Health's website: https://www.mentalhealthfirstaid.org.

Pursuant to F.S. 1006.07(9), the school will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data. The school Principal or TAT designee shall be responsible for receiving complaints related to school safety. Immediately upon hearing of such threat, concern, or complaints, the individual will be responsible for initiating the reporting of such to law enforcement and any other appropriate officials/individuals.

Reports will be made for serious incidents of crime, violence, and disruptive behaviors as identified by the state. The school will consult with local law enforcement where applicable. All reports in the SESIR system will be submitted to the State in a timely manner of the incident occurring.

The school will report any incident using the Sponsor's Charter School SESIR Event and Discipline Data Report Form and shall adopt any other Incident Reporting System being utilized by the District (Sponsor). The School will abide by the protocols and utilize the process and procedures set forth and mandated by the Sponsor, and as may be amended by the Sponsor, in the future.

Section 11: Budget

A. Provide as Attachment H an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment G for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.

See Attachment H

B. Provide a start-up budget as Attachment I that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of full-time equivalent (FTE) payments in which the school will expend funds on activities necessary for the successful start up of the school.

See Attachment I

C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g., MOU, letters) as Attachment J.

See Attachment J

D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

See Attachment H

E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.

See Attachment H

F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

See Attachment H – Year 1 Budget Monthly

G. Provide monthly cash flow projections for the school's start-up period (i.e., from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

See Attachment H – Start Up

Section 12: Financial Management and Oversight

A. **Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.**

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

The School has established sound financial policies and accounting procedures to safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on at least a quarterly basis during regularly scheduled Board Meetings.

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

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

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

General Accounting - utilization of accepted state codification of accounts pursuant to the *Financial and Program Cost Accounting and Reporting for Florida Schools* in all transactions pertaining to its operations.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

For receivables, all cash payments will be logged, coded by source and deposited in a timely manner.

Deposits are reconciled to cash receipt logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement 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 packages are reviewed and approved by the Principal and the ESP. For internal accounts, all disbursements require two signatures. For operating and lunch accounts, disbursements require two signatures for any check in the amount of $10,000 or above. Checks in the amount of $25,000 or above require that one of the signatures be that of the Board Chair, with the exception of certain previously board-approved expenses such as facility leases, inter-entity shared expense reimbursements, and other contracted services. Authorized signatures on checks are limited to the Chair of the Governing Board, the School Principal/designee, ESP representative, and others, as approved by the Governing Board.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

Wire Transfers - copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.

Internal Revenue Collection - funds collected at the school (i.e., lunch monies, fundraisers, field trips) will be initially collected by designated school staff. These funds along with supporting documents are submitted to the Financial Manager/Treasurer 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 sent to the vendor and ESP, and copy retained 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.

Authorized Check Signers - authorized signers on school accounts are limited to certain specified individuals as approved by the Board of Directors.

Segregation of Duties relating to financial controls – The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the Principal, who then reports to the Governing Board. The ESP, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter school's sponsor
7. overseeing the school's principal and all financial matters delegated to the principal, and
8. reviewing and approving the monthly financial statements submitted to the school board. The governing board may review/approve all monthly financial statements for the months between two successive board meetings. The governing board will record the review/approval of these statements (month/year indicated) in its minutes.

All expenditures, with the exception of exempt items as listed in the board's Financial Policies and Procedures manual, require a purchase order, which is approved by the School Principal. Expenditures are incurred based on the board-approved annual budget. Expenditures outside of the board-approved budget that exceed $10,000 must be presented to the board for approval and inclusion in the budget.

Invoices are received by the ESP, linked to the approved purchase order, and routed to the School Principal for approval. Upon approval, payment may be processed by the Accounts Payable Representative. Disbursements for approved invoices (checks/ACHs/wire transfers) are approved by the ESP's Chief Financial Officer. Second signatures from authorized signers on the bank accounts are obtained based on the established dollar thresholds.

Bank statements are reconciled by the Financial Specialist. The person processing payments shall not be the same person to reconcile the bank statements. The person processing payments and reconciling bank statements shall not be an authorized signer on the bank accounts.

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.

B. **Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.**

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 with assistance from ESP, 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.

C. **Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.**

The Board of Directors selects an external independent audit firm through a formal RFP process. The selected firm performs an independent examination of financial statements and internal controls on an annual basis for the period ending June 30th.

D. **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.

Additionally, these policies, identified in the Board's Policies and Procedures Manual, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a monthly basis to ensure compliance with all statutory and regulatory authorities.
Among others, these procedures require the school to:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.
- Open an operating bank account, lunch bank account (if applicable), and a school fundraising account with an FDIC insured institution
- Record transactions managed by these accounts in a QuickBooks, MRI, or Nexus accounting software program
- Reconcile monthly reports and bank statements and maintain these records in hard copy form and/or electronically.
- Record and log all cash and checks received and deposit daily.
- Require dual signatures for all checks over $10,000.00 disbursed from the operating account, and dual signatures for all checks regardless of amount, disbursed from internal accounts, as established by the Board
- Prepare disbursement packages at school site for internal and special accounts as authorized by the Principal.

- Maintain supporting documentation electronically within MRI and/or Nexus software for all disbursements made from the operating account, as authorized by the Principal
- Make disbursements only to authorized/approved vendors. *A Form W9 must be obtained for any and all vendors before payment may be released.*
- Conduct physical property inventories at the beginning and end of every school year to safeguard fixed assets.
- Categorize, label, and record all fixed assets in an Inventory Log, and/or in a fixed asset management software such as Real Asset Manager, which is updated throughout the school year as items are purchased and disposed. School administration must ensure it is following both district and funding source inventory requirements (Example, CSP, Title I, etc.)
- Follow the procedures for proper disposal of inventory as detailed in the board's financial policies and procedures manual.
- Retain documents for a specified amount of time

E. **Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.**

Monthly and quarterly (unaudited) financial statements are prepared and submitted to the Sponsor, as well as to the school's Board of Directors, for review and approval and its compliance. Budgets are also prepared and presented to the Board of Directors for review and approval at regularly scheduled board meetings. Upon adoption, the budget is posted to the school's website. In addition, annual budgets are submitted to the Sponsor. Annual Audited Financial Statements are presented to the Board of Directors upon completion, and submitted to the Sponsor and Auditor General per reporting requirements.

F. **Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.**

The ESP provides services to the school per the Educational Service and Support agreement, including but not limited to facility design, staffing recommendations, human resources coordination, regulatory compliance, legal and corporate upkeep, maintenance of books and records, bookkeeping, budgeting, and financial reporting. The PEO is selected through a competitive process, where cost and scope of services of the various providers in this field are compared.
In addition, the Board of Directors publishes an RFP in a local newspaper soliciting proposals from qualified firms of certified public accountants to annually audit their financial statements. After receipt and review of proposals, the Board ranks the top three firms, and subsequently selects the highest ranked firm with which to enter into an Engagement. Costs for audit and tax services are provided within the formal proposals, and within the Engagement Letter.

Chart of Attachments

Please tab or separate attachments as noted below

A. High-Performing System Letter
B. High-Performing School Letter
C. Reading curriculum
D. Student enrollment application
E. Evidence of facility funding sources, if applicable
F. Draft rental agreement or lease for facility, if applicable
G. Florida Charter School Revenue Estimating Worksheet
H. Proposed Operating Budget
I. Proposed Startup Budget
J. Evidence of external funding (e.g. foundations, donors, grants), if applicable.
K. Applicant history worksheet (*Form IEPC-M1A,* found at: http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference)
L. Draft of the proposed ESP management agreement, if applicable

`STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Pinecrest 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.
- Will not charge tuition or registration fees, except those fees normally charged by other public schools.

The governing board, at its discretion, allows Charles Gibson, Esq to sign as the legal correspondent for the school.



Signature

3/18/26

Date

Carlos Alvarez, Governing Board Chair

Printed Name

Addendum: EDUCATION SERVICE PROVIDERS

An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to the Addendum, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP.

ESP Background

A. **Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference and attach as Attachment K.**

See Attachment K – Form IEPC-M1A / Applicant History Worksheet.

B. **List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.**

See Attachment K – Form IEPC-M1A / Applicant History Worksheet.

Legal Relationships

A. **Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.**

The Governing Board is self-governing and independent from the ESP, and no member of the Governing Board is employed by the ESP or related to any owner or manager of the ESP.
The ESP is hired by the Governing Board of the school to perform specific duties, at the discretion of the Board. The ESP does not manage the day-to-day operations of a school, but rather provides "back office" support and independent accountability for the Board. The ESP provides teams with expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance. The ESP charges a flat annual fee per student enrolled at the school.
An "arm's length " performance-based relationship exists between the governing board and the ESP. The Boards annually evaluate the ESP and determines continuation and renewal of services based on the ESP's performance.
The ESP is hired by the Board to provide services which support the operations of the school. The principal, as the leader, is the individual responsible for the day-to-day operations of the school.
Both the ESP and the principal report to the Governing Board, which has the ultimate authority to hire and fire them. The ESP, at the direction of the Governing Board, provides support and guidance to principals. Principals are hired by and report directly to their Governing Boards. The ESP does not sign off on annual performance evaluations for principals or staff.

B. **Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated[1] with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe**

1 The term "affiliated" means and includes one or more corporations or entities under the same or substantially the same control of a group of business entities which are connected or associated so that one entity controls or has the power to control each of the other business entities. The term "affiliated" includes, but is not limited to, the officers, directors, executives, shareholders active in management, employees, and agents of the affiliated corporation. The ownership by one business entity of a controlling interest in another business entity or a pooling of equipment or income among business entities shall be prima facie evidence that one business is affiliated with the other.

how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

The school may lease its facilities from an entity which may be deemed "affiliated" with the school's ESP. The provisions of the lease, including without limitation, the creation and continuity of the leasehold estate, rent reserved and quiet enjoyment, will be independent of the existence or status of the contract with the ESP, and vice versa, including the absence of any cross-default terms in either such document. The board does not enter into tie-in contracts, such as a facility lease which would require the board to have an education services contract with a particular entity, or an education services contract which would require the board to obtain supplies or FF&E from a particular entity. The board retains independent counsel and other advisors on an as-needed basis to analyze and provide advice with respect to its long-term physical plant needs and long-term service needs. In addition, the board has adopted a "Conflict of Interest" policy which is attached as Attachment K.

C. If the school's governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:

- **Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.**
- **Provide evidence that the agreement was or will be reviewed by the governing board's independent legal counsel or attorney and subject to a fair market analysis.**
- **Describe how such agreements will be repaid. Repayments should be reflected in the budget.**

Not applicable: the school's board does not intend to enter into a financing agreement with its ESP or any entity affiliated with its ESP.

Organizational Structure

A. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

Academica charges a flat fee of $475 per student FTE, per year during the term of the agreement. The service fee may be payable in equal monthly installments. The ESP does not receive any other compensation from the school.

B. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.

See Attachment L – Sample ESP Service Agreement

Term of Agreement –Attachment L. Section 22
Renewal/Termination of agreement –Attachment L. Sections 23-24 of
Conditions/Procedures for renewal/termination – Attachment L. Sections 23-24
Grounds for termination – Attachment L. Section 24D
Indemnification – Attachment L Section 30.

C. **Provide as Attachment L a draft of the proposed management agreement with the ESP.**

See Attachment L – Sample ESP Service Agreement

ATTACHMENT A

High-Performing Systems Letter

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

State Board of Education

Tom Grady, *Chair*
Ben Gibson, *Vice Chair*
Members
Monesia Brown
Marva Johnson
Ryan Petty
Andy Tuck
Joe York

Richard Corcoran
Commissioner of Education

October 18, 2021

Carlos Alvarez
Chairman
Pinecrest Academy, Inc.
6340 Sunset Drive
Miami, Florida 33143

Dear Mr. Alvarez:

This letter serves as notification that the Department of Education has verified that Pinecrest Academy, Inc., currently meets the criteria for high-performing charter school system status pursuant to section 1002.332, Florida Statutes.

If you have any questions, please contact the Office of Independent Education and Parental Choice at 850-245-0502, or via email at charterschools@fldoe.org.

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

Sincerely,

Richard Corcoran

RC/ae

ATTACHMENT B

High-Performing School Letter

FLORIDA DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

KATHLEEN SHANAHAN, Chair
ROBERTO MARTÍNEZ, *Vice Chair*

Members
GARY CHARTRAND
DR. AKSHAY DESAI
BARBARA S. FEINGOLD
JOHN R. PADGET

John L. Winn
Commissioner of Education

Just Read, Florida!

July 29, 2011

Ms. Judith Marty, Board Chair
c/o Michael Diaz de la Portilla
Pinecrest Academy Charter Middle School (13-6022)
6340 Sunset Drive
Miami, Florida 33413

Dear Ms. Marty:

This letter serves as notification that the Department of Education has verified that Pinecrest Academy Charter Middle School (13-6022) currently meets the criteria for high-performing charter school status pursuant to s. 1002.331, F.S.

If you have any questions, please contact the Office of Independent Education and Parental Choice at (850) 245-0502, or via e-mail at charterschools@fldoe.org.

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

Sincerely,

John L. Winn

Cc: Mr. Alberto M. Carvalho, Superintendent
Ms. Tiffanie Pauline, Executive Director of Charter Schools

ATTACHMENT C

READING CURRICULUM

Pinecrest Academy Middle Schools' Reading Plan

The School will follow the Sponsor's Evidence-Based Reading Plan for the instruction of Reading using the Sponsor's placement procedures for Intensive Reading and following the same frequency of delivery, data collection and timelines for progress monitoring, and as may be amended in the future. The School will apply scientifically researched and evidenced-based reading instructional strategies that improve reading performance for all students, including explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text comprehension and multisensory intervention strategies.

The Reading Plan will provide teachers a systematic framework for literacy instruction and will align all departments to focus on the teaching of reading and writing throughout all areas of the curriculum. Teachers will address all English Language Arts /Reading B.E.S.T. Standards, including literacy instruction, and will prepare students for mastery of those standards. The School intends for all students to be proficient in all aspects of reading to ensure they are successful in whatever career they choose to pursue. Reading instruction will be the focus in the promotion of student achievement through mastery of the Florida B.E.S.T. Standards and applicable Florida Literacy Standards across the curriculum.
Pinecrest Schools commit to implement the Sponsor's state-adopted Comprehensive Evidence-Based Reading Plan for the instruction of reading, and especially for students who have demonstrated proficiency levels that require Tier 2 and/or Tier 3 interventions and support and for which the instruction will be differentiated and aimed at remediating, intentionally and specifically, the learners' exact deficiencies.
Instructional Strategies—In order to build skills and accelerate academic growth in phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension, some of the strategies/programs that will be used, include but are not limited to:

- *Standards driven instruction*- Teachers will provide instruction for mastery of the of ELA B.E.S.T. Standards to promote academic excellence in Reading, Speaking & Listening, Language and Writing. The grade specific State adopted standards will guide instruction at each grade level and help ensure that students gain adequate exposure to an increasing complex range of texts and tasks as they progress through middle school (6-8) grades. The Language Arts program will reflect critical and creative thinking and a harmonious balance of its several components including reading, writing, speaking, listening, viewing and oral interpretation of literature. Teachers will address state adopted standards instruction and will prepare students for mastery of those standards. Language Arts instruction will also cover the application of the writing process, effective use of speaking and listening and language skills, higher order critical thinking and literacy skills, enabling future success, respectively through middle school and subsequently through the post-secondary school level.
- *Universal Design of Learning*- Used as a guide for instructional design and delivery in all efforts for curriculum development. Universal Design of Learning is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (including Students

With Disabilities (SWD) and English Language Learners (ELL) can participate fully in core instruction.

- *Cross curricular literacy Strategies* - Literacy strategies designed to help students of all abilities learn content information across the curriculum and throughout the grade levels, like word walls, graphic organizers, marginal note taking, reader response logs, two column notes, to name a few. Pinecrest teachers will use these and other support literacy strategies in their E/LA lessons.
- *Literacy Rich Environment*- Reading classrooms will maintain a classroom library that includes 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 to support their individual interests, abilities, and interaction with fictional and non-fiction text. Frequent successful reading experiences using appropriate grade level texts will provide the opportunity to improve students' reading proficiency with regard to fluency, vocabulary and comprehension. The classroom will provide access to additional age-appropriate texts that students can explore in English and/or in their native language as a means to encourage literacy.
- *Professional Learning Community* - As a resource for professional development and sharing of best practices, English/Language Arts teachers at Pinecrest Academy will join the Pinecrest Reading Coaches' Professional Learning Community (PLC). This community of learners is represented by reading coaches and reading teachers (and E/LA teachers, are invited to participate as well) working together in designing curricular alignments both vertically and horizontally, identifying student levels of understanding based on data, setting appropriate goals for students, disaggregating performance data and analyzing/discussing student performance trends across the Pinecrest schools as a means to identify and share best practices and identify opportunities for improvement.
- *Systematic & Explicit Instruction*- Systematic instruction refers to the explicit sequence of instruction and the emphasis upon providing guided practice. Systematic instruction is a more descriptive term than direct instruction and is less ambiguous. The School will use formative and summative assessment data to align the instructional framework and provide systematic and explicit instruction for text-based vocabulary acquisition and close reading models using complex text that is grade level appropriate. Explicit instruction is teacher-led, interactive instruction where the words and actions of the teacher are unambiguous and direct. The teacher begins with a clear explanation of the targeted skill, followed by modeling of the skill. Ample practice opportunities, including guided practice with corrective feedback, supported application and student independent practice using aligned student materials, help students apply what they have been taught. The purpose of explicit instruction is to convey the content and skills clearly so that students can be led to mastery of the information.
- *Methods for Differentiated Instruction (DI)*- For optimal instruction, students will be grouped in various ways and in flexible settings to accommodate varying levels and learning styles. Teachers will implement various teaching methodologies, such as whole-group, small-group and individual instruction to address the various needs of the students. Teachers will set specific reading goals with students during data chats and will monitor attainment of reading goals as a part of their independent reading and accountability strategies embedded into their weekly instruction. The School will implement DI strategies and utilize interventions and supplemental materials for students reading at grade level or higher, as well as, for students who are reading below grade level. Students will master reading, writing, and verbal skills

through continuous infusion of and integration of reading and literacy skills across all subjects.

Reading centers will be set up in classrooms 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 words. For example, during:

- guided reading center, students work with the teacher to read and practice the weekly reading strategies and skills using text at their level.
- writing center, students are practicing their writing skills related to the week's writing focus. Students are moving through the writing process at their own pace.
- test prep center, students are participating in practice of reading skills and strategies relevant to their grade level grade reading. Students work independently and alongside a teacher when it is time to review the content
- technology center, students onto computer assisted instructional (CAI) programs where they are challenged according to their reading rate and comprehension level.

.
Teachers will model effective reading strategies and guide students through pre-reading, during reading, and post-reading techniques that will strengthen metacognition and help students self-monitor their own comprehension.

Reading Curriculum Structure—The Multi-Tiered System of Supports/Response to Intervention framework will be used as a school-wide, multi-level instructional system for screening, progress monitoring, data-based decision making for instruction and movement within the multi-level system. Key elements of a multi-tiered system in Reading involve:

- Providing effective core instruction for all students;
- Administering high quality assessments to monitor progress and identify students and systems in need of intervention;
- Instructional use of a wide variety of complex texts to challenge student vocabulary and comprehension learning; and
- Designing and implementing interventions that are matched to student needs.

The Reading Plan ensures that individual needs of students are being met with instructionally appropriate materials. The instructional framework provides students with the opportunity to examine subjects from multiple perspectives and through different mediums with a focus on informational and opinion/argumentation tasks. The School will continually assess the instructional materials and tools and identify any gaps or needs for additional complex texts used in teaching complex comprehension tasks.

The School RtI/MTSS Team will implement a tiered approach to instructional delivery. The RtI/MTSS at the school will provide high quality instruction and interventions matched to student needs using learning rate over time and level of performance to inform instructional decisions. This multi-tiered approach to providing services and interventions to students at increasing levels of

intensity is based on progress monitoring and data analysis. Supplemental reading resources will differentiate instruction for all students across the continuum of Tiers 1, 2 and 3.

Initial Instruction
Tier 1—The School will use the Comprehensive Evidence-Based Reading Program, practices and supports designed to instruct students on grade level and provide initial and differentiated reading instruction based on needs of students. Instruction will build student capacity to think as they read and deepen content understanding through text-based content area instruction. The reading block will include whole group instruction using the Reading Plan and small group differentiated instruction in order to meet individual student needs. Key components of reading courses are as follows:
Immediate, Intensive Interventions--Students who fail to achieve the required Level 3 (Satisfactory) score for Reading or have otherwise been identified as deficient and who have intervention needs in the areas of decoding and/or fluency will continue to receive strong core instruction and receive additional supplemental instructional and behavioral interventions. All immediate interventions will infuse the Florida Standards in Literacy across the curriculum (specifically in subjects such as Science, Social Science, and Technical Subjects) with a focus on text complexity aligned to Florida BEST Standards expectations and matching expected assessment samples.

Tier 2—Students whose literacy development is determined to be 'at risk' or who are not adequately progressing in the core curriculum, will continue to receive strong core instruction and additional supplemental interventions at Tier 2. At Tier 2, on-going progress monitoring involves reviewing group data, or data of the individual student's performance (formative & outcome data) at both Tiers 1 & 2. State Standardized Assessment data (Formative/Diagnostic Assessments, ELL and IEP plans) will be considered when selecting the appropriate interventions.

The intervention program is designed to meet the specific diagnosed needs of each individual student. Teachers select research–based strategies and materials proven to be effective for most students at this Tier 2. If the data demonstrates that Tier 2 interventions are not working for a student or if a student requires more intensive support, individualized instruction is provided as documented in a student's intervention plan at Tier 3 to overcome significant barriers and accelerate learning.

On-going progress monitoring data will be used to modify the intervention schedules and strategies, as well as, to monitor fidelity of implementation. On-going progress monitoring is done more frequently at Tier 2 than Tier 1. Data gathered through Tier 2 on-going progress monitoring allows the problem solving team to determine if any changes need to be made to the intervention plan or identify individual students who continue to struggle despite Tier 1 & 2 supports.

Tier 3—Tier 3 intensive supports are intended for students who demonstrate more severe deficits and are not demonstrating a positive response to generally effective Tier 2 interventions. These students will require curriculum and instruction that is more explicit and intense. These interventions will be designed to meet individual student needs by identifying and targeting the specific skill deficits of the student. The goal is to accelerate a student's rate of learning by: (1) increasing the intensity of the intervention; (2) increasing the frequency and duration of individualized interventions; (3) decreasing group size; or (4) increasing academic engagement.

Progress Monitoring Frequency - Tier 1 – Data is collected at least 3-4 times during the school year and is used for screening and benchmarking for all students. Tier 2 – Data is collected as frequently as every two weeks to determine if the extra instruction and interventions are making a difference or if changes are needed. Additionally, growth monitoring data is collected every 21 days to track student progress within the trajectory to narrow the achievement gap. Tier 3 – Data is collected for the same reason as Tier 2, but it is collected more frequently so that decisions and possible changes to the student's instructional plan can be made quickly.
Additionally, growth monitoring data is collected every 21 days to track student progress within the trajectory to narrow the achievement gap.
Early Warning System - The school plans to implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school as may be required by the Sponsor.

- The School's RtI/MTSS team will oversee and monitor the early warning system including collecting and analyzing data on the number of students identified by the system as exhibiting two (2) or more early warning indicators, and the number of students by grade level who exhibit each early warning indicator(s).
- Preparing a description of all intervention strategies employed to improve the academic performance of students identified by the early warning system.

Determining, in consultation with the parent, appropriate intervention strategies based on data from the early warning system for each student who exhibits two (2) or more early warning indicators (unless the student is already being served by an intervention).
Per the Sponsor's K-12 Comprehensive Evidence-Based Reading Plan, the School will use the general framework of the District's Curriculum Decision Tree.

Reading teachers will be at minimum, endorsed, although it is preferred they are certified. For students without FSA scores, all other available data will be considered, including national or state tests, report card grades, and the level of coursework successfully completed at the previous school.

Reading Courses
Intensive Reading Courses–Intensive Reading courses will be offered in addition to the required ELA courses. All students who scored below the required FSA Level 3 (Satisfactory) on the previous year's administration of the ELA FAST assessments will be placed in an Intensive Reading course. Intensive Reading teachers will be minimally Reading endorsed. All students who exhibit significant risk will be given intensive intervention as soon as that risk is identified in accordance with the Sponsor's state-adopted Comprehensive Evidenced-Based Reading Plan. .
The School will implement the Sponsor's English Language Learner (ELL) Plan to support the academic and linguistic needs of students identified as English Language Learners. Based on assessment data and the decision tree for English Language Learners, eligible students will receive appropriate coursework including Language Arts through ESOL and/or Developmental Language Arts through ESOL. Additionally, the School will apply targeted instructional strategies and evidence-based ELL resources to ensure that all ELL students demonstrate continuous growth and progress toward language proficiency. The school will further support and monitor the implementation of the ELL plan by reviewing master schedules , analyzing progress monitoring data for each tier of instruction and providing professional learning support as needed.

The School will address the need of students reading at or above grade-level by offering advanced and or gifted coursework including a range of grade level complex texts, including exemplar text selections aligned to the rigor of the Language Arts Florida Standards. Teachers will be guided in providing opportunities for close, analytical reading which will require comparing and synthesizing ideas across text.

Assessments to Guide Instruction:
Screening: Students will be screened using FAST PM3 English Language Arts administered annually in the Spring to determine Tier placement for intervention purposes.
Progress Monitoring: The FAST English Language is administered three times in the academic calendar year (PM1, PM2, PM3). The first and second progress monitoring assessment will be used to drive instruction in the classroom such as standard based instruction and instructional groupings based on student deficiencies and proficiencies. The third progress monitoring given in the Spring (PM3), will be used to determine Tier placement for intervention purposes.

- *Data Collection and Analysis*: Administrative staff and lead teachers are provided data for their schools and they review, disseminate, discuss and disaggregate data on an on-going (weekly, monthly and after assessment, etc.) and consistent basis throughout the school year. Data tracking reports are generated by student, by standard, by teacher, and school-wide results are immediately available to teachers to target instruction and make adjustments as necessary. When the data evidences that reading intervention is not meeting a student's unique needs, the intervention plan is adjusted to better meet student needs in order to effectively close the achievement gap.
- *Administrative Support* - The principal and his or her designee will review lesson plans, conduct walkthroughs to observe teachers and perform informal and formal observations in monitoring interventions. Teachers will keep data folders of student assessment results and progress in their classrooms to provide additional data of student progress for District and school-based monitoring.

The principal, literacy coach and lead teachers, as applicable, will conduct classroom visitations, monitor lesson plans and ensure that reading strategies are implemented across the curriculum. The principal will identify teachers in need of support and provide assistance through reading coaches, veteran mentor teachers and the team members. The School will monitor the use of data through Data Chats and through the implementation of RtI/MTSS in order to make decisions regarding differentiation of instruction. ELA lead teacher and literacy coach will analyze progress-monitoring data on a quarterly basis. As student data is collected and analyzed, these will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for focused professional development (including site-based modeling and coaching).
Data chats: RtI/MTSS Team including the principal will hold data chats with teachers (minimally three (3) times per year) on a full array of classroom data, while teachers conduct on-going individual data chats with students. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for focused professional development (including site-based modeling and coaching).
Reading/Literacy Coach –,
The School will identify a literacy coach to serve as a stable resource for professional development throughout the School to generate improvement in reading and literacy instruction and student

learning. The coach will provide direct instructional services related to improving and supporting classroom instruction. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.

In addition, the literacy coach will work with students in whole and small group instruction in the context of modeling, co-teaching, and coaching in other teachers' classrooms. The literacy coach is responsible for working with all teachers (including ESE, content as well as elective areas) and will be expected to prioritize their time to those teachers, activities, and roles that will have the greatest impact on student learning, namely coaching and mentoring in classrooms.
The principal will actively promote school-wide literacy reform by:

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

Teachers will receive regular professional development in Reading instruction and how to review and use data to guide their instructional decision-making. The School's leadership team will conduct a Needs Assessment in order to identify areas of need and create action plans to offer uniform and cross-curricular professional development sessions for all instructional staff. These will include but not limited to:

- Instruction in the use of screening, diagnostic and classroom-based progress monitoring assessments;
- Procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties;
- Literacy - Analyzing informational text across the curriculum;
- Implementation of all instructional materials, data analysis and Differentiated Instruction (DI);
- All reading programs and strategies based on evidence-based reading research, including early intervention, classroom reading materials and accelerated programs; and
- Immediate intensive intervention programs, UDL and multi-sensory instructional strategies.

As recommended by the FLDOE, professional development will also include opportunities for modeling in classrooms, books studies, data analysis, small group professional development, etc. For further intensification, demonstration lessons, in-class coaching, peer observation and additional professional development opportunities will be made available to the faculty. The reading/literacy coach will also design workshops to address the individual needs of teachers to emphasize literacy/reading instruction in all content areas.

ATTACHMENT D

STUDENT ENROLLMENT APPLICATION

PINECREST ACADEMY

2027 – 2028 Student Application
Pinecrest Academy Middle School

Upon completion of this application, your child will be considered for the 2027 - 2028 school year registration. A random selection process will be utilized to admin eligible applicants.

PLEASE SUBMIT AN APPLICATION FOR EACH STUDENT
POR FAVOR PRESENTE UNA SOLICITUD PARA CADA ESTUDIANTE

***Today's Date**: _____

STUDENT INFORMATION

_____ _____ _____
*Student's Last Name Student's Middle Name *Student's First Name

*Student's Date of Birth: ___/____/_____

*Grade Level for 2027-2028 School Year: _____

*Address 1: _____

Address 2: _____

*City: _____ *State: _____ *Zip Code: _____

*Has the student ever attended a public school in Florida: Yes No

*Name of school student is attending: _____

*Select One: Public Private

PARENT INFORMATION

*Parent/Guardian's Name: _____

*Home Phone: (_____)- _____- _____ *Cell Phone: (_____)- _____- _____

Other Phone: (_____)- _____- _____

Email:_____

SAMPLE

PINECREST ACADEMY

*Parent/Guardian's Name: _____

*Home Phone: (_____)- _____- _____ *Cell Phone: (_____)- _____- _____

Other Phone: (_____)- _____- _____

Email:_____

SIBLING INFORMATION

Please List Any School-Age Siblings

Name:_____

Date of Birth: _____

Current School: _____

Current Grade: _____

Name:_____

Date of Birth: _____

Current School: _____

Current Grade: _____

General Info:

*How did you hear about us?

_____

Were you referred by someone? If so, who? _____

*Please state your reason for choosing us:

_____

*Verification Code: _____

Please enter characters in the image above. Letters are case sensitive.

Submit
*Indicates required field.

SAMPLE

ATTACHMENT E

EVIDENCE OF FACILITY FUNDING SOURCES

Not Applicable

ATTACHMENT F

DRAFT RENTAL AGREEMENT OR

LEASE FOR FACILITY

Not Applicable

ATTACHMENT G

FLORIDA CHARTER SCHOOL REVENUE

ESTIMATING WORKSHEET

Revenue Estimate Worksheet for Pinecrest Academy - Middle School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	0.00	1.108	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.108	0.0000	$ -
102 Basic 4-8	67.00	1.000	67.0000	$ 370,295
112 Basic 4-8 with ESE Services	9.00	1.000	9.0000	$ 49,741
103 Basic 9-12	0.00	0.972	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	12.00	1.165	13.9800	$ 77,265
130 ESOL *(Grade Level 9-12)*	0.00	1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	88.00		89.9800	$ 497,301

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE *Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.*	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds $ -
Total Funded Weighted FTE	89.9800	Total Base Funding $ 497,301

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$	497,301	X	6.67%	$ 33,170
Growth Portion (0.54% of Conference Base Funding)	(a)	$	497,301	X	0.54%	$ 2,685
Total Salary Increase Allocation						$ 35,855

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above, less any 113 gifted FTE.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
0.00	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
9.00	4-8	251	$ 1,200	$ 10,800
	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 9.00			Total ESE Guarantee	$ 10,800

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 88.00 ÷ District's Total UFTE: 396,765.50 = 0.0222%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 89.98 ÷ District's Total WFTE: 423,446.13 = 0.0212%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 88.00 ÷ Scholarship UFTE: 324,592.25 = 0.0271%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 88.00 ÷ District's Total Non-Virtual UFTE: 395,547.22 = 0.0222%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 88.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97 = 0.0272%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0222%	$ 28,562
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	(b)	0	x	0.0222%	$ -
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0272%	$ 10,127
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0271%	$ 5,436
8. Academic Acceleration Options Supplement (Value share)	(g)				

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$ -
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0212%	$ 88,843
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0212%	$ -
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0222%	$ -

12. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	0.0000		1.0287		958.42	=	0	
4-8	89.9800		1.0287		915.09	=	84,703	
9-12	0.0000		1.0287		917.30	=	0	
Total *	89.9800					Total Class Size Reduction Funds		$ 84,703

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

13. Student Transportation	(h)				
Enter All Adjusted Fundable Riders		0	x	552	$ -
Enter All Adjusted ESE Riders			x	1,675	$ -

14. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		$0.00	$0.00	$ -
Civilians on Federal Lands		$0.00	$0.00	$ -
Students with Disabilities			$0.00	$ -
Total				$ -

15. Food Service Allocation	(j)		
		Total	$ 725,772
16. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)		$ 689,917
17. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)		$ -
		Average Revenue per Student:	$ 8,247
		Revenue Increase from Previous Year	0.00%
		Adjusted Revenue Per Student	$ 8,247.41

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Pinecrest Academy - Middle School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	0.00	1.108	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.108	0.0000	$ -
102 Basic 4-8	133.00	1.000	133.0000	$ 735,064
112 Basic 4-8 with ESE Services	18.00	1.000	18.0000	$ 99,482
103 Basic 9-12	0.00	0.972	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	25.00	1.165	29.1250	$ 160,968
130 ESOL *(Grade Level 9-12)*	0.00	1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	176.00		180.1250	$ 995,514

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE (Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.)		2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement			$ -
Total Additional FTE	0.0000	Additional Base Funds	$ -
Total Funded Weighted FTE	180.1250	Total Base Funding	$ 995,514

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$ 995,514	X	6.67%	$	66,401
Growth Portion (0.54% of Conference Base Funding)	(a)	$ 995,514	X	0.54%	$	5,376
Total Salary Increase Allocation					$	71,777

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above, less any 113 gifted FTE.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
0.00	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
18.00	4-8	251	$ 1,200	$ 21,600
	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 18.00			Total ESE Guarantee	$ 21,600

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 176.00 ÷ District's Total UFTE: 396,765.50 = 0.0444%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 180.13 ÷ District's Total WFTE: 423,446.13 = 0.0425%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 176.00 ÷ Scholarship UFTE: 324,592.25 = 0.0542%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 176.00 ÷ District's Total Non-Virtual UFTE: 395,547.22 = 0.0445%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 176.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97 = 0.0544%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0445%	$ 57,252
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	(b)	0	x	0.0444%	$ -
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0544%	$ 20,254
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0542%	$ 10,872
8. Academic Acceleration Options Supplement (Value share)	(g)				

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$ -
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0425%	$ 178,105
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0425%	$ -
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0444%	$ -

12. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	0.0000		1.0287		958.42	=	0	
4-8	180.1250		1.0287		915.09	=	169,561	
9-12	0.0000		1.0287		917.30	=	0	
Total *	180.1250					Total Class Size Reduction Funds		$ 169,561

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

13. Student Transportation	(h)				
Enter All Adjusted Fundable Riders		0	x	552	$ -
Enter All Adjusted ESE Riders			x	1,675	$ -

14. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		$0.00	$0.00	$ -
Civilians on Federal Lands		$0.00	$0.00	$ -
Students with Disabilities			$0.00	$ -
Total				$ -

15. Food Service Allocation	(j)		
		Total	$ 1,453,158
16. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)		$ 1,381,381
17. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)		$ -
		Average Revenue per Student:	$ 8,257
		Revenue Increase from Previous Year	2%
		Adjusted Revenue Per Student	$ 8,421.71

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Pinecrest Academy - Middle School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	0.00	1.108	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.108	0.0000	$ -
102 Basic 4-8	201.00	1.000	201.0000	$ 1,110,886
112 Basic 4-8 with ESE Services	26.00	1.000	26.0000	$ 143,697
103 Basic 9-12	0.00	0.972	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	37.00	1.165	43.1050	$ 238,232
130 ESOL *(Grade Level 9-12)*	0.00	1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	264.00		270.1050	$ 1,492,815

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE *Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.*		2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement			$ -
Total Additional FTE	0.0000	Additional Base Funds	$ -
Total Funded Weighted FTE	270.1050	Total Base Funding	$ 1,492,815

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$ 1,492,815	X	6.67%	$	99,571
Growth Portion (0.54% of Conference Base Funding)	(a)	$ 1,492,815	X	0.54%	$	8,061
Total Salary Increase Allocation					$	107,632

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above, **less any 113 gifted FTE**.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
0.00	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
26.00	4-8	251	$ 1,200	$ 31,200
	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 26.00			Total ESE Guarantee	$ 31,200

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 264.00 ÷ District's Total UFTE: 396,765.50 = 0.0665%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 270.11 ÷ District's Total WFTE: 423,446.13 = 0.0638%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 264.00 ÷ Scholarship UFTE: 324,592.25 = 0.0813%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 264.00 ÷ District's Total Non-Virtual UFTE: 395,547.22 = 0.0667%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 264.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97 = 0.0816%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0667%	$ 85,813
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	(b)	0	x	0.0665%	$ -
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0816%	$ 30,382
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0813%	$ 16,308
8. Academic Acceleration Options Supplement (Value share)	(g)				

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$ -
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0638%	$ 267,367
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0638%	$ -
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0665%	$ -

12. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	0.0000		1.0287		958.42	=	0	
4-8	270.1050		1.0287		915.09	=	254,264	
9-12	0.0000		1.0287		917.30	=	0	
Total *	270.1050					Total Class Size Reduction Funds		$ 254,264

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

13. Student Transportation	(h)				
Enter All Adjusted Fundable Riders		0	x	552	$ -
Enter All Adjusted ESE Riders			x	1,675	$ -

14. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		$0.00	$0.00	$ -
Civilians on Federal Lands		$0.00	$0.00	$ -
Students with Disabilities			$0.00	$ -
Total				$ -

15. Food Service Allocation	(j)		
		Total	$ 2,178,149
16. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)		$ 2,070,517
17. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)		$ -
		Average Revenue per Student:	$ 8,251
		Revenue Increase from Previous Year	2%
		Adjusted Revenue Per Student	$ 8,583.89

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Pinecrest Academy - Middle School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	0.00	1.108	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.108	0.0000	$ -
102 Basic 4-8	201.00	1.000	201.0000	$ 1,110,886
112 Basic 4-8 with ESE Services	26.00	1.000	26.0000	$ 143,697
103 Basic 9-12	0.00	0.972	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	37.00	1.165	43.1050	$ 238,232
130 ESOL *(Grade Level 9-12)*	0.00	1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	264.00		270.1050	$ 1,492,815

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE (Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds $ -
Total Funded Weighted FTE	270.1050	Total Base Funding $ 1,492,815

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$ 1,492,815	X	6.67%	$	99,571
Growth Portion (0.54% of Conference Base Funding)	(a)	$ 1,492,815	X	0.54%	$	8,061
Total Salary Increase Allocation					$	107,632

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above, less any 113 gifted FTE.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
0.00	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
26.00	4-8	251	$ 1,200	$ 31,200
	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 26.00			Total ESE Guarantee	$ 31,200

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 264.00 ÷ District's Total UFTE: 396,765.50 = 0.0665%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 270.11 ÷ District's Total WFTE: 423,446.13 = 0.0638%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 264.00 ÷ Scholarship UFTE: 324,592.25 = 0.0813%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 264.00 ÷ District's Total Non-Virtual UFTE: 395,547.22 = 0.0667%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 264.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97 = 0.0816%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0667%	$	85,813
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.0665%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0816%	$	30,382
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0813%	$	16,308
8. Academic Acceleration Options Supplement (Value share)	(g)					

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$	-
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0638%	$	267,367
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0638%	$	-
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0665%	$	-

12. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	0.0000		1.0287		958.42	=	0	
4-8	270.1050		1.0287		915.09	=	254,264	
9-12	0.0000		1.0287		917.30	=	0	
Total *	270.1050					Total Class Size Reduction Funds	$	254,264

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

13. Student Transportation	(h)					
Enter All Adjusted Fundable Riders		0	x	552	$	-
Enter All Adjusted ESE Riders			x	1,675	$	-

14. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation		Total
Military and Indian Lands		$0.00	$0.00	$	-
Civilians on Federal Lands		$0.00	$0.00	$	-
Students with Disabilities			$0.00	$	-
Total				$	-

15. Food Service Allocation	(j)		
		Total	$ 2,178,149
16. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)		$ 2,070,517
17. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)		$ -
		Average Revenue per Student:	$ 8,251
		Revenue Increase from Previous Year	2%
		Adjusted Revenue Per Student	$ 8,755.56

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Pinecrest Academy - Middle School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	0.00	1.108	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.108	0.0000	$ -
102 Basic 4-8	201.00	1.000	201.0000	$ 1,110,886
112 Basic 4-8 with ESE Services	26.00	1.000	26.0000	$ 143,697
103 Basic 9-12	0.00	0.972	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	37.00	1.165	43.1050	$ 238,232
130 ESOL *(Grade Level 9-12)*	0.00	1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	264.00		270.1050	$ 1,492,815

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE (Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds $ -
Total Funded Weighted FTE	270.1050	Total Base Funding $ 1,492,815

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$ 1,492,815	X	6.67%	$	99,571
Growth Portion (0.54% of Conference Base Funding)	(a)	$ 1,492,815	X	0.54%	$	8,061
Total Salary Increase Allocation					$	107,632

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above, **less any 113 gifted FTE**.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
0.00	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
26.00	4-8	251	$ 1,200	$ 31,200
	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 26.00			Total ESE Guarantee	$ 31,200

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 264.00 ÷ District's Total UFTE: 396,765.50 = 0.0665%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 270.11 ÷ District's Total WFTE: 423,446.13 = 0.0638%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 264.00 ÷ Scholarship UFTE: 324,592.25 = 0.0813%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 264.00 ÷ District's Total Non-Virtual UFTE: 395,547.22 = 0.0667%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 264.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97 = 0.0816%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0667%	$ 85,813
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	(b)	0	x	0.0665%	$ -
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0816%	$ 30,382
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0813%	$ 16,308
8. Academic Acceleration Options Supplement (Value share)	(g)				

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$ -
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0638%	$ 267,367
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0638%	$ -
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0665%	$ -

12. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	0.0000		1.0287		958.42	=	0	
4-8	270.1050		1.0287		915.09	=	254,264	
9-12	0.0000		1.0287		917.30	=	0	
Total *	270.1050					Total Class Size Reduction Funds	$	254,264

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

13. Student Transportation	(h)				
Enter All Adjusted Fundable Riders		0	x	552	$ -
Enter All Adjusted ESE Riders			x	1,675	$ -

14. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		$0.00	$0.00	$ -
Civilians on Federal Lands		$0.00	$0.00	$ -
Students with Disabilities			$0.00	$ -
Total				$ -

15. Food Service Allocation	(j)		
		Total	$ 2,178,149
16. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)		$ 2,070,517
17. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)		$ -
		Average Revenue per Student:	$ 8,251
		Revenue Increase from Previous Year	2%
		Adjusted Revenue Per Student	$ 8,930.68

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.

Other:

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.

ATTACHMENT H

PROPOSED OPERATING BUDGET

Pinecrest Academy - Middle School

	2027-28	Year 1 75%	Year 1 Low	2028-29	2029-30	2030-31	2031-32
Grades	6-8			6-8	6-8	6-8	6-8
Students per grade (average)	88	66	44	88	88	88	88
Total # Students	88	66	44	176	264	264	264
Per Student Revenue *	8,247	8,247	8,247	8,422	8,584	8,756	8,931
			2.75%	2.0%	2.0%	2.0%	2.0%
REVENUE							
Maximum Gross Revenue ($)	725,772	544,329	362,886	1,482,221	2,266,146	2,311,469	2,357,699
Enrollment Contingency ($)	-	-	-	-	-	-	-
Budgeted State Sources of Revenue ($)	725,772	544,329	362,886	1,482,221	2,266,146	2,311,469	2,357,699
EXPENDITURES							
Facility Budget							
Maximum Facility Expense	291,460	244,495	157,930	514,186	745,057	758,568	772,328
Minimum Building Size Utilized (Sqft)	5,720	4,290	2,860	11,440	17,160	17,160	17,160
Cost per student	$ 1,700.00	$ 1,700.00	$ 800.00	$ 1,734.00	$ 1,768.68	$ 1,804.05	$ 1,840.13
Operating and Fixed Costs	141,860	132,295	122,730	209,002	278,126	282,298	286,532
Mortgage Payments/Rent	149,600	112,200	35,200	305,184	466,932	476,270	485,796
Teacher Staffing Budget							
School wide Average Class Size	20	22	22	20	15	15	15
# of Instructional Staff	5	3	2	9	18	18	18
Salary Benefits per Teacher	12,555	14,124	14,124	12,743	11,280	11,449	11,621
MAXIMUM FOR OTHER EXPENDITURES	580,161	468,883	325,506	1,179,960	1,466,797	1,489,442	1,494,978

* See All Charter School Calculator for Assumptions for the calculation of per pupil FTE

Pinecrest Academy - Middle School			2027-28			2028-29	2029-30	2030-31	2031-32
				75% Enrollment	50 % Enrollment				
ENROLLMENT	**Cost**	**Basis**							
Classrooms			4	3	2	8	12	12	12
6 - 8			88	66	44	176	264	264	264
Total Enrollment			88	66	44	176	264	264	264
REVENUES									
State Sources with expected enrollment			$ 725,772.00	$ 544,329.00	$ 362,886.00	$ 1,482,221.16	$ 2,266,146.22	$ 2,311,469.14	$ 2,357,698.53
Federal Sources - NSLP funds 40% of students	$ 4.60	40%	$ 29,145.60	$ 21,859.20	$ 14,572.80	$ 59,165.57	$ 90,079.58	$ 91,430.77	$ 92,802.23
Local Sources - Lunch program paid students	$ 4.00	10%	$ 6,336.00	$ 4,752.00	$ 3,168.00	$ 12,862.08	$ 19,582.52	$ 19,876.25	$ 20,174.40
Capital Outlay	$ 2,050.34	Per Student	$ 180,429.92	$ 135,322.44	$ 90,214.96	$ 360,859.84	$ 541,289.76	$ 541,289.76	$ 541,289.76
Operating Grants and Contributions			$ 13,200.00	$ 9,900.00	$ 6,600.00	$ 17,600.00	$ 26,400.00	$ 26,400.00	$ 26,400.00
Other Revenues			$ 22,000.00	$ 16,500.00	$ 11,000.00	$ 17,600.00	$ 26,400.00	$ 26,400.00	$ 26,400.00
Other Sources - Referendum	$ 1,400.00	Per Student	$ 123,200.00	$ 92,400.00	$ 61,600.00	$ 246,400.00	$ 369,600.00	$ 369,600.00	$ 369,600.00
			$ 1,100,083.52	*$ 825,062.64*	*$ 550,041.76*	$ 2,196,708.65	$ 3,339,498.07	$ 3,386,465.93	$ 3,434,364.92
EXPENDITURES									
Instruction - 5000									
Salaries (includes classroom teachers, contract or hourly, and teache	See Staffing Plan		$ 235,400.00	$ 176,550.00	$ 117,700.00	$ 477,862.00	$ 846,020.77	$ 858,711.08	$ 871,591.75
Fringe Benefits			$ 56,496.00	$ 42,372.00	$ 28,248.00	$ 114,686.88	$ 203,044.98	$ 206,090.66	$ 209,182.02
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan		$ 90,000.00	$ -	$ -	$ 121,800.00	$ 247,254.00	$ 250,962.81	$ 254,727.25
Fringe Benefits			$ 21,600.00	$ -	$ -	$ 29,232.00	$ 59,340.96	$ 60,231.07	$ 61,134.54
Salaries (includes Media Specialist, Librarian)	See Staffing Plan		$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Contracted Professional Services (includes Therapists & other contra	$ 900.00	ESE Student	$ 7,920.00	$ 5,940.00	$ 3,960.00	$ 16,077.60	$ 24,478.15	$ 24,845.32	$ 25,218.00
Classroom Supplies & Equipment	$ 35.00	Student	$ 3,080.00	$ 2,310.00	$ 1,540.00	$ 6,252.40	$ 9,519.28	$ 9,662.07	$ 9,807.00
Teacher Supplies	$ 40.00	Student	$ 3,520.00	$ 2,640.00	$ 1,760.00	$ 7,145.60	$ 10,879.18	$ 11,042.36	$ 11,208.00
Textbooks and/or ebooks/Student Activities	$ 250.00	Student	$ 22,000.00	$ 16,500.00	$ 11,000.00	$ 44,660.00	$ 33,997.43	$ 34,507.39	$ 17,512.50
Supplemetal instructional materials (CIRP/SIRP and Technology)	$ 40.00	Student	$ 3,520.00	$ 2,640.00	$ 1,760.00	$ 7,145.60	$ 10,879.18	$ 11,042.36	$ 11,208.00
Digital Education Content Materials (Leased)	$ 165.00	Student	$ 14,520.00	$ 10,890.00	$ 7,260.00	$ 29,475.60	$ 44,876.60	$ 45,549.75	$ 46,233.00
Computer - Equipment for Instruction	$ 2,700.00	Classroom	$ 10,800.00	$ 8,100.00	$ 5,400.00	$ 21,924.00	$ 33,379.29	$ 33,879.98	$ 34,388.18
Curriculum Planning, Research, Development and Evaluation (part o	$ 110.00	Per Student	$ 9,680.00	$ 7,260.00	$ 4,840.00	$ 19,650.40	$ 29,917.73	$ 30,366.50	$ 30,822.00
Student Activities	$ 10.00	Student	$ 880.00	$ 660.00	$ 440.00	$ 1,786.40	$ 2,719.79	$ 2,760.59	$ 2,802.00
Sub-Total Instruction			*$ 479,416.00*	*$ 275,862.00*	*$ 191,408.00*	*$ 897,698.48*	*$ 1,556,307.34*	*$ 1,579,651.95*	*$ 1,585,834.23*
Instructional Support Services - 6000									
Contracted Professional Services (counseling and psychological)	$ 1,100.00	ESE Student	$ 9,680.00	$ 7,260.00	$ 4,840.00	$ 19,650.40	$ 29,917.73	$ 30,366.50	$ 30,822.00
Workshops/Trainings	$ 500.00	Teacher	$ 2,000.00	$ 1,500.00	$ 1,000.00	$ 4,000.00	$ 7,000.00	$ 7,000.00	$ 7,000.00
Online Assesment	$ 9.00	Student	$ 792.00	$ 594.00	$ 396.00	$ 1,607.76	$ 2,447.81	$ 2,484.53	$ 2,521.80
Hardware Maintenance	$ 400.00	Classroom	$ 1,600.00	$ 1,200.00	$ 800.00	$ 3,248.00	$ 4,945.08	$ 5,019.26	$ 5,094.55
Sub-Total Instructional Support Services			*$ 14,072.00*	*$ 10,554.00*	*$ 7,036.00*	*$ 28,506.16*	*$ 44,310.63*	*$ 44,870.29*	*$ 45,438.34*
Board - 7100									
Professional Services (Legal)	$ 2,500.00	School	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,537.50	$ 2,575.56	$ 2,614.20	$ 2,653.41
Insurance (General Liability, D&O, Professional Liability)	$ 1,500.00	Classroom	$ 6,000.00	$ 4,500.00	$ 3,000.00	$ 12,180.00	$ 18,544.05	$ 18,822.21	$ 19,104.54
Network Fee	$ 100.00	Student	$ 8,800.00	$ 6,600.00	$ 4,400.00	$ 17,600.00	$ 26,400.00	$ 26,400.00	$ 26,400.00
Sub-Total Board			*$ 17,300.00*	*$ 13,600.00*	*$ 9,900.00*	*$ 32,317.50*	*$ 47,519.61*	*$ 47,836.41*	*$ 48,157.95*
School Administration - 7300									

Pinecrest Academy - Middle School			2027-28			2028-29	2029-30	2030-31	2031-32
				75% Enrollment	50 % Enrollment				
Salaries (includes Principal, Secretary & other Office Personnel)			$ 62,500.00	$ 62,500.00	$ 31,250.00	$ 105,663.12	$ 230,875.07	$ 234,338.20	$ 237,853.27
Fringe Benefits			$ 15,000.00	$ 15,000.00	$ 7,500.00	$ 25,359.15	$ 55,410.02	$ 56,241.17	$ 57,084.78
ESP Fees (Portion of the fee charged by ESP)	$ 225.00	Student	$ 19,800.00	$ 14,850.00	$ 9,900.00	$ 39,600.00	$ 59,400.00	$ 59,400.00	$ 59,400.00
Equipment Rental / Lease	$ 300.00	Per Month	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,654.00	$ 3,708.81	$ 3,764.44	$ 3,820.91
Travel	$ 1,200.00	Administrator	$ 600.00	$ 600.00	$ 600.00	$ 609.00	$ 618.14	$ 627.41	$ 636.82
Advertising and Promotion	$ 25.00	Student	$ 2,200.00	$ 1,650.00	$ 1,100.00	$ 4,466.00	$ 6,799.49	$ 6,901.48	$ 7,005.00
License Fees	$ 200.00		$ 200.00	$ 200.00	$ 200.00	$ 203.00	$ 206.05	$ 209.14	$ 212.27
Dues and Subcriptions	$ 4.00	Student	$ 352.00	$ 264.00	$ 176.00	$ 714.56	$ 1,087.92	$ 1,104.24	$ 1,120.80
Postage	$ 50.00	Classroom	$ 200.00	$ 150.00	$ 100.00	$ 406.00	$ 618.14	$ 627.41	$ 636.82
Printing	$ 225.00	Classroom	$ 900.00	$ 675.00	$ 450.00	$ 1,827.00	$ 2,781.61	$ 2,823.33	$ 2,865.68
Office Supplies	$ 25.00	Student	$ 2,200.00	$ 1,650.00	$ 1,100.00	$ 4,400.00	$ 6,600.00	$ 6,600.00	$ 6,600.00
Office Equipment	$ 1,500.00		$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,522.50	$ 1,545.34	$ 1,568.52	$ 1,592.05
Computer Equipment	$ 1,000.00	Administrator	$ 500.00	$ 500.00	$ 500.00	$ 507.50	$ 515.11	$ 522.84	$ 530.68
Sub-Total School Administration			*$ 109,552.00*	*$ 103,139.00*	*$ 57,976.00*	*$ 188,931.83*	*$ 370,165.67*	*$ 374,728.16*	*$ 379,359.08*
Facilities Acquisition & Construction - 7400									
Building Lease (see budget summary for calculation)			$ 149,600.00	$ 112,200.00	$ 35,200.00	$ 305,184.00	$ 466,931.52	$ 476,270.15	$ 485,795.55
Purchase of Buildings & Fixed Equipment			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Land			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Facilities Acquisition & Construction			*$ 149,600.00*	*$ 112,200.00*	*$ 35,200.00*	*$ 305,184.00*	*$ 466,931.52*	*$ 476,270.15*	*$ 485,795.55*
Fiscal Services - 7500									
Salaries (Business Manager, Accounting & Bookkeeping Personnel)			$ 25,000.00	$ 25,000.00	$ 25,000.00	$ 25,375.00	$ 25,755.63	$ 26,141.96	$ 26,534.09
Fringe Benefits			$ 6,000.00	$ 6,000.00	$ 6,000.00	$ 6,090.00	$ 6,181.35	$ 6,274.07	$ 6,368.18
Fee to County School Board - up to 250 students			$ 36,288.60	$ 27,216.45	$ 18,144.30	$ 74,111.06	$ 107,298.59	$ 109,444.56	$ 111,633.45
Planning, Research, Development and Evaluation (Part of ESP's Fee)	$ 115.00		$ 10,120.00	$ 7,590.00	$ 5,060.00	$ 20,543.60	$ 31,277.63	$ 31,746.80	$ 32,223.00
Professional Services - Annual Audit	$ 14,000.00		$ 14,000.00	$ 14,000.00	$ 14,000.00	$ 14,210.00	$ 14,423.15	$ 14,639.50	$ 14,859.09
Sub-Total Fiscal Services			*$ 91,408.60*	*$ 79,806.45*	*$ 68,204.30*	*$ 140,329.66*	*$ 184,936.35*	*$ 188,246.88*	*$ 191,617.81*
Food Services - 7600									
Salaries (Food Service Workers)			$ -	$ -	$ -	$ 14,461.72	$ 29,357.29	$ 29,797.65	$ 30,244.62
Fringe Benefits			$ -	$ -	$ -	$ 3,470.81	$ 7,045.75	$ 7,151.44	$ 7,258.71
Food, Materials & Supplies - Vendor provided meals 50% Participati	$ 3.80	Per Meal per day	$ 30,096.00	$ 22,572.00	$ 15,048.00	$ 61,094.88	$ 93,016.95	$ 94,412.21	$ 95,828.39
Equipment Rental / Lease (provided by food vendor)									
Inspection fees	$ 75.00	Twice per year	$ 150.00	$ 150.00	$ 150.00	$ 152.25	$ 154.53	$ 156.85	$ 159.20
Sub-Total Food Services			*$ 30,246.00*	*$ 22,722.00*	*$ 15,198.00*	*$ 79,179.66*	*$ 129,574.53*	*$ 131,518.15*	*$ 133,490.92*

Pinecrest Academy - Middle School			2027-28	75% Enrollment	50 % Enrollment	2028-29	2029-30	2030-31	2031-32
Central Services - 7700									
Central services costs			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Facilities Acquisition & Construction			*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Pupil Transportation Services - 7800									
Field Trip Expenses for competitions & Events			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Pupil Transportation Services			*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Operation of Plant - 7900									
Salaries (Custodian, crossing guards, security)	See Staffing		$ -	$ -	$ -	$ 21,112.81	$ 42,859.01	$ 43,501.89	$ 44,154.42
Fringe benefits			$ -	$ -	$ -	$ 5,067.07	$ 10,286.16	$ 10,440.45	$ 10,597.06
Purchased Service (Custodial, fire and alarm, etc)	$ 2,400.00	Per Classroom	$ 9,600.00	$ 7,200.00	$ 4,800.00	$ 19,488.00	$ 29,670.48	$ 30,115.54	$ 30,567.27
Lawn Maintenance	$ 800.00	Per Classroom	$ 3,200.00	$ 2,400.00	$ 1,600.00	$ 6,496.00	$ 9,890.16	$ 10,038.51	$ 10,189.09
Pest Control	$ 40.00	Per Classroom	$ 160.00	$ 120.00	$ 80.00	$ 324.80	$ 494.51	$ 501.93	$ 509.45
Security Services - SRO	$ 8,333.33	Per Month	$ 100,000.00	$ 100,000.00	$ 100,000.00	$ 101,500.00	$ 103,022.50	$ 104,567.84	$ 106,136.36
Property Insurance	$ 3,500.00	Per Classroom	$ 14,000.00	$ 10,500.00	$ 7,000.00	$ 28,420.00	$ 43,269.45	$ 43,918.49	$ 44,577.27
Telephone Services	$ 300.00	Per Month	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,654.00	$ 3,708.81	$ 3,764.44	$ 3,820.91
Water & Sewer	$ 425.00	Per Classroom	$ 1,700.00	$ 1,275.00	$ 850.00	$ 3,451.00	$ 5,254.15	$ 5,332.96	$ 5,412.95
Electricity	$ 2,400.00	Per Classroom	$ 9,600.00	$ 7,200.00	$ 4,800.00	$ 19,488.00	$ 29,670.48	$ 30,115.54	$ 30,567.27
Sub-Total Operation of Plant			*$ 141,860.00*	*$ 132,295.00*	*$ 122,730.00*	*$ 209,001.69*	*$ 278,125.71*	*$ 282,297.59*	*$ 286,532.06*
Maintenance of Plant - 8100									
Repairs & Maintenance	$ 2.50	Sq. Ft.	$ 14,300.00	$ 10,725.00	$ 7,150.00	$ 28,600.00	$ 42,900.00	$ 42,900.00	$ 42,900.00
Supplies									
Sub-Total Maintenance of Plant			*$ 14,300.00*	*$ 10,725.00*	*$ 7,150.00*	*$ 28,600.00*	*$ 42,900.00*	*$ 42,900.00*	*$ 42,900.00*
Administrative Technology Services - 8200									
Systems Operation	$ 750.00	Per Classroom	$ 3,000.00	$ 2,250.00	$ 1,500.00	$ 6,090.00	$ 9,272.03	$ 9,411.11	$ 9,552.27
Systems Planning & Analysis									
Sub-Total Administrative Technology Services			*$ 3,000.00*	*$ 2,250.00*	*$ 1,500.00*	*$ 6,090.00*	*$ 9,272.03*	*$ 9,411.11*	*$ 9,552.27*
Debt Service - 9200									
Redemption of Principal						$ -			
Recoverable Grant Expense						*$ 140,000.00*			
Interest *(Interest Only at 6%)*			*$ 8,400.00*	*$ 8,400.00*	*$ 8,400.00*	*$ 8,400.00*			
Sub-Total Debt Service			*$ 8,400.00*	*$ 8,400.00*	*$ 8,400.00*	*$ 148,400.00*	*$ -*	*$ -*	*$ -*
Contingency									
Operating expense contigency - 3% of FEFP - Considered restricted f	3%		$ 33,002.51	$ 24,751.88	$ 16,501.25	$ 65,901.26	$ 100,184.94	$ 101,593.98	$ 103,030.95
Sub-Total Contingency			*$ 33,002.51*	*$ 24,751.88*	*$ 16,501.25*	*$ 65,901.26*	*$ 100,184.94*	*$ 101,593.98*	*$ 103,030.95*
Total Expenditures			*$ 1,092,157.11*	*$ 796,305.33*	*$ 541,203.55*	*$ 2,130,140.24*	*$ 3,230,228.32*	*$ 3,279,324.66*	*$ 3,311,709.16*
Excess of Revenues over Expenditures			$ 7,926.41	$ 28,757.31	$ 8,838.21	$ 66,568.41	$ 109,269.75	$ 107,141.27	$ 122,655.76

Pinecrest Academy - Middle School

REVENUES				
State Sources with expected enrollment				FEFP Revenue utilizing the revenue worksheet provided by the FLDOE
Federal Sources - NSLP funds 40% of students	$	2.98	40%	The reimbursement provided by the National School Lunch Program (NSLP)
Local Sources - Lunch program paid students	$	3.00	30%	The amount per meal for paid lunches
Capital Outlay	$	2,050.34	Per Student	An estimate of the Capital Outlay amount based on the $230 million allocated for the 2024-25 school year. The amount is increased to include the LCIR allocation with the state ramp up
Other Sources - Services				Revenue from before care/after care, fund raising activities, field trips, and other internal revenue
EXPENDITURES				
Instruction				
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan			Salaries in the staffing plan are for Full Time Equivalent (FTE) instruction positions. Individuals may be utilized for other functions (Art, PE, Music, etc.) and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits				As calculated in the staffing plan
Contracted Professional Services (includes Therapists & other contracted instruct	$	900.00	ESE Student	Contracted instructional services as outlined in the application
Classroom Supplies & Equipment	$	35.00	Student	Student Agendas, Study Island USA Test Prep, Classroom Supplies and other items used within the classroom
Teacher Supplies	$	40.00	Student	Supplies for the teacher to outfit the classroom
Textbooks and/or ebooks/Student Activities	$	250.00	Student	Textbooks and other instructional materials as described in the curriculum section of the application (Carnegie Course 1&2 Skills Practice, Algebra 1 Gold Series)
Supplemetal instructional materials (CIRP/SIRP and Technology)	$	40.00	Student	Other supplemental curriculum as detailed in the application
Digital Education Content Materials (Leased)	$	165.00	Student	Digital content material as described in the curriculum section (iReady, GoMath, etc.). The materials would be funded over time. Expenditure listed is for the annual costs.
Computer - Equipment for Instruction (leased)	$	2,700.00	Classroom	Computer equipment to be utilized in the classroom. The expenditure outlined is the annual cost to lease the equipment on a three lease. If the school receives a CSP grant the equipment would be purchased
Sub-Total Instruction				
Pupil Personnel Services				
Salaries (includes counselor, school nurse, health assistant, Curriculum specialist)	See Staffing Plan			Salaries in the staffing plan are for Full Time Equivalent (FTE) positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits				As calculated in the staffing plan
Contracted Professional Services (counseling and psychological)	$	1,100.00	ESE Student	Contracted instructional support services as outlined in the application (eg. ESE Specialist,school counselor)
Sub-Total Pupil Personnel Services				
Media Services				
Salaries (includes Librarian)				Salaries in the staffing plan are for Full Time Equivalent (FTE) media service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits				As calculated in the staffing plan
Sub-Total Media Services				
Curriculum Development				
Salaries (includes Curriculum Specialist)				Salaries in the staffing plan are for Full Time Equivalent (FTE) curriculum positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits				As calculated in the staffing plan
Student Activities	$	10.00	Student	
Sub-Total Curriculum Development				
Staff Development				
Workshops/Trainings	$	500.00	Teacher	The costs associated with providing staff development as described in the application
Sub-Total Staff Development				
Instruction Related Technology				
Salaries (includes Technology Personnel)				
Fringe Benefits				
Online Assesment	$	9.00	School	Online assesment In order for the charter school to be in compliance with the District's ELL Plan
Hardware Maintenance	$	400.00	Classroom	The costs associated with maintaining the computer hardware. This amount is paid to outside contractors.
Sub-Total Instruction Related Technology				
Board				
Professional Services (Legal)	$	2,500.00	School	Outside legal expenses
Insurance (General Liability, D&O, Professional Liability)	$	1,500.00	Classroom	The costs of the Professional Educators Liability policy
Network Fee	$	100.00	Student	Fee paid to corporation to support programs of the Non-profit.
Sub-Total Board				
General Administration				
ESP Fees (Portion of the fee charged by ESP)	$	225.00	Student	The management fee allocated for General administrative services. The fee is reduced for the first year.
Administrative Fee				
Sub-Total General Administration				
School Administration				
Salaries (includes Principal, Secretary & other Office Personnel)				
Fringe Benefits				
Equipment Rental / Lease	$	300.00	Per Month	Office equipment leases
Travel	$	1,200.00	Administrator	Travel expense for the administrative staff to attend meetings and workshops.
Advertising and Promotion	$	25.00	Student	Expenditures related to the marketing of the school. This amount includes items such as direct mail, banners, etc.
License Fees	$	200.00		Annual Government license fees
Dues and Subcriptions	$	4.00	Student	Costs for subscription services.
Postage	$	50.00	Classroom	Postage and overnight mail costs
Printing	$	225.00	Classroom	Printing material and supplies
Office Supplies	$	25.00	Student	General office supplies
Office Equipment	$	1,500.00		Annual costs of the office equipment

Pinecrest Academy - Middle School

Computer Equipment	$ 1,000.00	Administrator	Annual costs of the administrative computer equipment
Sub-Total School Administration			
Facilities Acquisition & Construction			
Building Lease / Rent (see budget summary for calculation)			Facility lease costs for the additional leased space for the school
Sub-Total Facilities Acquisition & Construction			
Fiscal Services			
Salaries (Business Manager, Accounting & Bookkeeping Personnel)			Salaries in the staffing plan are for Full Time Equivalent (FTE) fiscal service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Fee to County School Board - up to 250 students			The fee paid to the school district as stipulated in statute
Planning, Research, Development and Evaluation (Part of ESP's Fee)	$ 115.00		The portion of the fee paid to the ESP for providing back office accounting and other fiscal services.
Professional Services - Annual Audit	$ 14,000.00		The costs of the annual audit paid to the outside auditor
Sub-Total Fiscal Services			
Food Services			
Salaries (Food Service Workers)			Salaries in the staffing plan are for Full Time Equivalent (FTE) food service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Food, Materials & Supplies - Vendor provided meals 70% Participation	$ 3.80	Per Meal per day	The contract cost per meal paid to an approved NSLP provider
Equipment Rental / Lease (provided by food vendor)	$ -		No cost. The equipment is provided by the NSLP provider
Inspection fees	$ 75.00	Twice per year	Health inspection fees
Sub-Total Food Services	*0*		
Pupil Transportation Services			
Salaries (Drivers & Transportation workers)			N/A
Fringe Benefits			
Contracted Transportation Services - $290 per bus per day 0% utilization	$ 290.00	40%	The cost for providing busing. The percentage of students that will be utilizing busing. The cost is per bus per day based on a 65 student capacity bus
Sub-Total Pupil Transportation Services			
Operation of Plant			
Salaries (Custodian, crossing guards, security)	See Staffing		Salaries in the staffing plan are for Full Time Equivalent (FTE) Operation of Plant positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe benefits			As calculated in the staffing plan
Purchased Service (Custodial, fire and alarm, etc)	$ 2,400.00	Per Classroom	The costs for contracted custodial services and other contracted service for the operation of the facility
Lawn Maintenance	$ 800.00	Per Classroom	Contracted lawn service
Pest Control	$ 40.00	Per Classroom	Contracted pest service
Security Services	$ 8,333.33	Per Month	Contracted SRO and other security services
Property Insurance	$ 3,500.00	Per Classroom	The expenditure for property insurance including windstorm
Telephone Services	$ 300.00	Per Month	Monthly phone service expenses
Water & Sewer	$ 425.00	Per Classroom	City Water & Sewer costs
Electricity	$ 2,400.00	Per Classroom	The costs electrical service
Sub-Total Operation of Plant			
Maintenance of Plant			
Repairs & Maintenance	$ 2.50	Sq. Ft.	Repairs & Maintained of the facility
Supplies	$ -		
Sub-Total Maintenance of Plant			
Administrative Technology Services			
Systems Operation	$ 750.00	Per Classroom	Contracted costs to maintain the IT infrastructure
Systems Planning & Analysis	$ -		
Sub-Total Administrative Technology Services			
Redemption of Principal	0		Repayment of start up loan
Interest *(Interest Only at 6%)*	0		Interest on start up loan
Sub-Total Debt Service	*0*		
Contingency			
Operating expense contigency - 3% of FEFP - Considered restricted funds	3%		

Pinecrest Academy - Middle School

District: Dade

ESE Percent	10.00%					
ESOL Percent	14.00%					
Free & Reduced Lunch Percent	40.00%					
Occupancy		100%	100%	100%	100%	100%
Homeroom Classrooms		88	176	264	264	264

	2027-28	2028-29	2029-30	2030-31	2031-32
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade	**4**	**4**	**4**	**4**	**4**
7th Grade		**4**	**4**	**4**	**4**
8th Grade			**4**	**4**	**4**
9th Grade					
10th Grade					
11th Grade					
12th Grade					
	4	**8**	**12**	**12**	**12**

Student Teacher Ratio

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

0	**88**	**176**	**264**	**264**	**264**

Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	88	88	88	88	88
7th Grade	0	88	88	88	88
8th Grade	0	0	88	88	88
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
	88	**176**	**264**	**264**	**264**

ESE Guaranteed Allocation:	**Grade Level**	**Matrix Level**	**FTE**
Additional Funding from the	K-3	251	**0**
ESE Guaranteed Allocation.	**K-3**	252	
Enter the FTE from 111,112,	**K-3**	**253**	
& 113 by grade and matrix	**4-8**	**251**	**9**
level. Students who do not	4-8	252	
have a matrix level should be	4-8	253	
considered 251. *The total*	***9-12***	***251***	**0**
should equal all FTE from	*9-12*	*252*	
programs 111, 112 & 113 above.	*9-12*	*253*	
		Total ESE	9.00

Staffing Plan ***Pinecrest Academy - Middle School***

Fringe Benefit Rate	**24.00%**	
FICA	6.20%	
Medicare	1.45%	
FUTA	$ 189.00	
SUTA	$ 189.00	
Workers Comp & Payroll Costs	1.38%	
401K Contribution	4.00%	
Health Insurance per Employee	$ 6,600.00	$550 Per month per Employee

		2027-28			2028-29	2029-30	2030-31	2031-32
		High	75%	Low				
Instruction Staff								
Teachers (ESE or ESOL certified teacher)	57,500	4	3	2	8	12	12	12
Substitute Teachers	1,100	4	3	2	8	12	12	12
Other Teachers (ESE, ESOL, see Budget Narrative)	57,500					2	2	2
Paraprofessionals								
Supplements	250	4	3	2	8	12	12	12
	116,350	4	3	2	8	14	14	14
Pupil Personnel Services								
ESE Teacher/Specialist	60,000	0.50			1.00	2.00	2.00	2.00
Guidance Counselor (ESE Certified)	60,000	1.00			1.00	2.00	2.00	2.00
	120,000	1.50	-	-	2.00	4.00	4.00	4.00
Media Services								
Media Specialist	60,000							
	60,000	-	-	-	-	-	-	-
School Administration								
Principal	125,000	0.50	0.50	0.25	0.50	0.50	0.50	0.50
Assistant Principal	85,000					1.00	1.00	1.00
Administrative Assistant	41,602				1.00	1.00	1.00	1.00
Registrar	35,000					1.00	1.00	1.00
Other Clerical	22,000							
	308,602	0.50	0.50	0.25	1.50	3.50	3.50	3.50
Fiscal Services								
Business Manager	50,000	0.50	0.50	0.50	0.50	0.50	0.50	0.50
	50,000	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Food Services								
Food Service Workers	14,248				1	2	2	2
	14,248	-	-	-	1	2	2	2
	-	-		-	-	-	-	-
Operation of Plant								
Custodian	20,801				1.00	1.00	1.00	1.00
Security - (in addition to SRO)	20,801					1.00	1.00	1.00
	41,602	-	-	-	1	2	2	2
TOTAL EMPLOYEES		7	4	3	14	26	26	26
Average performance pay increase	1.5%							
Instruction Staff								
Homeroom Teachers		230,000	172,500	115,000	466,900	710,855	721,518	732,341
Substitute Teachers		4,400	3,300	2,200	8,932	13,599	13,803	14,010
Other Teachers (ESE, ESOL, Reading/Math Coaches)		-	-	-	-	118,476	120,253	122,057
Supplements		1,000	750	500	2,030	3,091	3,137	3,184
		235,400	176,550	117,700	477,862	846,021	858,711	871,592
Benefits:		56,496	42,372	28,248	114,687	203,045	206,091	209,182
Pupil Personnel Services								
ESE Teacher/Specialist		30,000	-	-	60,900	123,627	125,481	127,364
Guidance Counselor (ESE Certified)		60,000	-	-	60,900	123,627	125,481	127,364
		90,000	-	-	121,800	247,254	250,963	254,727
Benefits:		21,600	-	-	29,232	59,341	60,231	61,135
Media Services								
Media Specialist		-	-	-	-	-	-	-
		-	-	-	-	-	-	-
Benefits:		-	-	-	-	-	-	-
School Administration								
Principal		62,500	62,500	31,250	63,438	64,389	65,355	66,335
Assistant Principal		-	-	-	-	87,569	88,883	90,216
Administrative Assistant		-	-	-	42,226	42,859	43,502	44,154
Registrar		-	-	-	-	36,058	36,599	37,148
		62,500	62,500	31,250	105,663	230,875	234,338	237,853
Benefits:		15,000	15,000	7,500	25,359	55,410	56,241	57,085
Fiscal Services								
Business Manager		25,000	25,000	25,000	25,375	25,756	26,142	26,534
		25,000	25,000	25,000	25,375	25,756	26,142	26,534
Benefits:		6,000	6,000	6,000	6,090	6,181	6,274	6,368
Food Services								
Food Service Workers		-	-	-	14,462	29,357	29,798	30,245
		-	-	-	14,462	29,357	29,798	30,245
Benefits:		-	-	-	3,471	7,046	7,151	7,259
Operation of Plant								
Custodian		-	-	-	21,113	21,430	21,751	22,077
Security		-	-	-	-	21,430	21,751	22,077
		-	-	-	21,113	42,859	43,502	44,154
Benefits:		-	-	-	5,067	10,286	10,440	10,597
Total Payroll & Benefits		511,996	327,422	215,698	950,181	1,763,431	1,789,882	1,816,731

Pinecrest Academy - Middle School

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YEAR 1
REVENUES													
State Sources with expected enrollment	60,481	60,481	60,481	60,481	60,481	60,481	60,481	60,481	60,481	60,481	60,481	60,481	$ 725,772.00
Federal Sources - NSLP funds 40% of students			2,915	2,915	2,915	2,915	2,915	2,915	2,915	2,915	2,915	2,915	$ 29,145.60
Local Sources - Lunch program paid students			634	634	634	634	634	634	634	634	634	634	$ 6,336.00
Capital Outlay	15,036	15,036	15,036	15,036	15,036	15,036	15,036	15,036	15,036	15,036	15,036	15,036	$ 180,429.92
Operating Grants and Contributions				1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	$ 13,200.00
Other Revenues				2,444	2,444	2,444	2,444	2,444	2,444	2,444	2,444	2,444	$ 22,000.00
Other Sources - Referendum				13,689	13,689	13,689	13,689	13,689	13,689	13,689	13,689	13,689	$ 123,200.00
0	**75,517**	**75,517**	**79,065**	**96,665**	**96,665**	**96,665**	**96,665**	**96,665**	**96,665**	**96,665**	**96,665**	**96,665**	$ 1,100,083.52
EXPENDITURES													
Instruction - 5000													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		10,700	22,470	22,470	22,470	22,470	22,470	22,470	22,470	22,470	22,470	22,470	$ 235,400.00
Fringe Benefits		2,568	5,393	5,393	5,393	5,393	5,393	5,393	5,393	5,393	5,393	5,393	$ 56,496.00
Salaries (includes counselor, school nurse, health assistant)		4,091	8,591	8,591	8,591	8,591	8,591	8,591	8,591	8,591	8,591	8,591	$ 90,000.00
Fringe Benefits		982	2,062	2,062	2,062	2,062	2,062	2,062	2,062	2,062	2,062	2,062	$ 21,600.00
Salaries (includes Media Specialist, Librarian)		-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	$ -
Contracted Professional Services (includes Therapists & other contracted instructional services)			792	792	792	792	792	792	792	792	792	792	$ 7,920.00
Classroom Supplies & Equipment		1,016	1,016	1,047									$ 3,080.00
Teacher Supplies		1,162	1,162	1,197									$ 3,520.00
Textbooks and/or ebooks/Student Activities		7,260	7,260	7,480									$ 22,000.00
Supplemetal instructional materials (CIRP/SIRP and Technology)		1,162	1,162	1,197									$ 3,520.00
Digital Education Content Materials (Leased)	1,210	1,210	1,210	1,210	1,210	1,210	1,210	1,210	1,210	1,210	1,210	1,210	$ 14,520.00
Computer - Equipment for Instruction		3,564	3,564	3,672									$ 10,800.00
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)			968	968	968	968	968	968	968	968	968	968	$ 9,680.00
Student Activities		290	290	299									$ 880.00
Sub-Total Instruction	*1,210*	*34,005*	*55,940*	*56,378*	*41,486*	*41,486*	*41,486*	*41,486*	*41,486*	*41,486*	*41,486*	*41,486*	*$ 479,416.00*
Instructional Support Services - 6000													
Contracted Professional Services (counseling and psychological)			968	968	968	968	968	968	968	968	968	968	$ 9,680.00
Workshops/Trainings		2,000											$ 2,000.00
Online Assesment			79	79	79	79	79	79	79	79	79	79	$ 792.00
Hardware Maintenance			160	160	160	160	160	160	160	160	160	160	$ 1,600.00
Sub-Total Instructional Support Services	*-*	*2,000*	*1,207*	*1,207*	*1,207*	*1,207*	*1,207*	*1,207*	*1,207*	*1,207*	*1,207*	*1,207*	*$ 14,072.00*
Board - 7100													
Professional Services (Legal)						625	625	625	625				$ 2,500.00
Insurance (General Liability, D&O, Professional Liability)	1,500			1,500			1,500			1,500			$ 6,000.00
Network Fee												8,800	$ 8,800.00
Sub-Total Board	*1,500*	*-*	*-*	*1,500*	*-*	*625*	*2,125*	*625*	*625*	*1,500*	*-*	*8,800*	*$ 17,300.00*
School Administration - 7300													
Salaries (includes Principal, Secretary & other Office Personnel)	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	$ 62,500.00
Fringe Benefits	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	$ 15,000.00
ESP Fees (Portion of the fee charged by ESP)		-	1,980	1,980	1,980	1,980	1,980	1,980	1,980	1,980	1,980	1,980	$ 19,800.00
Equipment Rental / Lease	300	300	300	300	300	300	300	300	300	300	300	300	$ 3,600.00
Travel	200	200							200				$ 600.00
Advertising and Promotion	2,200												$ 2,200.00
License Fees	200												$ 200.00
Dues and Subcriptions			35	35	35	35	35	35	35	35	35	35	$ 352.00
Postage	100	9	9	9	9	9	9	9	9	9	9	9	$ 200.00
Printing	225	61	61	61	61	61	61	61	61	61	61	61	$ 900.00
Office Supplies	2,200												$ 2,200.00
Office Equipment	1,500												$ 1,500.00
Computer Equipment	500												$ 500.00
Sub-Total School Administration	*13,883*	*7,029*	*8,844*	*8,844*	*8,844*	*8,844*	*8,844*	*8,844*	*9,044*	*8,844*	*8,844*	*8,844*	*$ 109,552.00*

Pinecrest Academy - Middle School

													YEAR 1
Facilities Acquisition & Construction - 7400													
Building Lease (see budget summary for calculation)		-	-	-	-	-	-	-	-	-	-	-	$ -
Building Lease (see budget summary for calculation)			14,960	14,960	14,960	14,960	14,960	14,960	14,960	14,960	14,960	14,960	$ 149,600.00
Purchase of Buildings & Fixed Equipment	-												$ -
Land	-												$ -
Sub-Total Facilities Acquisition & Construction	-	-	*14,960*	*14,960*	*14,960*	*14,960*	*14,960*	*14,960*	*14,960*	*14,960*	*14,960*	*14,960*	*$ 149,600.00*
Fiscal Services - 7500													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	$ 25,000.00
Fringe Benefits	500	500	500	500	500	500	500	500	500	500	500	500	$ 6,000.00
Fee to County School Board - up to 250 students	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	$ 36,288.60
Planning, Research, Development and Evaluation (Part of ESP's Fee)	843	843	843	843	843	843	843	843	843	843	843	843	$ 10,120.00
Professional Services - Annual Audit	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	$ 14,000.00
Sub-Total Fiscal Services	*7,617*	*7,617*	*7,617*	*7,617*	*7,617*	*7,617*	*7,617*	*7,617*	*7,617*	*7,617*	*7,617*	*7,617*	*$ 91,408.60*
Food Services - 7600													
Salaries (Food Service Workers)			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Food			-	-	-	-	-	-	-	-	-	-	$ -
Food, Materials & Supplies - Vendor provided meals 50% Participation			3,010	3,010	3,010	3,010	3,010	3,010	3,010	3,010	3,010	3,010	$ 30,096.00
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	$ -
Inspection fees			15	15	15	15	15	15	15	15	15	15	$ 150.00
Sub-Total Food Services	-	-	*3,025*	*3,025*	*3,025*	*3,025*	*3,025*	*3,025*	*3,025*	*3,025*	*3,025*	*3,025*	*$ 30,246.00*
Pupil Transportation Services - 7800													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Contracted Transportation Services - $290 per bus per day 0% utilization			-	-	-	-	-	-	-	-	-	-	$ -
Field Trip Expenses for competitions & Events			-	-	-	-	-	-	-	-	-	-	$ -
Buses			-	-	-	-	-	-	-	-	-	-	$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	$ -
Fuel			-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Pupil Transportation Services	-	-	-	-	-	-	-	-	-	-	-	-	*$ -*
Operation of Plant - 7900													
Salaries (Custodian, crossing guards, security)	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe benefits	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Purchased Service (Custodial, fire and alarm, etc)	800	800	800	800	800	800	800	800	800	800	800	800	$ 9,600.00
Lawn Maintenance	267	267	267	267	267	267	267	267	267	267	267	267	$ 3,200.00
Pest Control	13	13	13	13	13	13	13	13	13	13	13	13	$ 160.00
Security Services - SRO	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	$ 100,000.00
Property Insurance	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	$ 14,000.00
Telephone Services	300	300	300	300	300	300	300	300	300	300	300	300	$ 3,600.00
Water & Sewer	142	142	142	142	142	142	142	142	142	142	142	142	$ 1,700.00
Electricity	800	800	800	800	800	800	800	800	800	800	800	800	$ 9,600.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Operation of Plant	*11,822*	*11,822*	*11,822*	*11,822*	*11,822*	*11,822*	*11,822*	*11,822*	*11,822*	*11,822*	*11,822*	*11,822*	*$ 141,860.00*
Maintenance of Plant - 8100													
Repairs & Maintenance		1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	$ 14,300.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Maintenance of Plant	-	*1,300*	*1,300*	*1,300*	*1,300*	*1,300*	*1,300*	*1,300*	*1,300*	*1,300*	*1,300*	*1,300*	*$ 14,300.00*
Administrative Technology Services - 8200													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Systems Operation	250	250	250	250	250	250	250	250	250	250	250	250	$ 3,000.00
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Administrative Technology Services	*250*	*250*	*250*	*250*	*250*	*250*	*250*	*250*	*250*	*250*	*250*	*250*	*$ 3,000.00*
After Care Programs													

Pinecrest Academy - Middle School

													YEAR 1
After Care Salary			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total After Care Programs			-	-	-	-	-	-	-	-	-	-	*$ -*
Debt Service - 9200													
Redemption of Principal												-	$ -
Interest (Interest Only at 6%)		764	764	764	764	764	764	764	764	764	764	764	$ 8,400.00
Sub-Total Debt Service		*764*	*764*	*764*	*764*	*764*	*764*	*764*	*764*	*764*	*764*	*764*	*$ 8,400.00*
Contingency													
Operating expense contigency - 3% of FEFP - Considered restricted funds												*33,003*	$ 33,002.51
Sub-Total Contingency		-	-	-	-	-	-	-	-	-	-	*33,003*	*$ 33,002.51*
Total Expenditures	*$ 36,282.38*	*$ 64,786.20*	*$ 105,728.00*	*$ 107,666.00*	*$ 91,274.00*	*$ 91,899.00*	*$ 93,399.00*	*$ 91,899.00*	*$ 92,099.00*	*$ 92,774.00*	*$ 91,274.00*	*$ 133,076.51*	*$ 1,092,157.11*
Excess of Revenues over Expenditures	$ 39,234.44	$ 10,730.63	$ (26,663.01)	$ (11,001.01)	$ 5,390.99	$ 4,765.99	$ 3,265.99	$ 4,765.99	$ 4,565.99	$ 3,890.99	$ 5,390.99	$ (36,411.52)	$ 7,926.41
Fund Balance	$ 39,234.44	$ 49,965.07	$ 23,302.05	$ 12,301.04	$ 17,692.02	$ 22,458.01	$ 25,723.99	$ 30,489.98	$ 35,055.96	$ 38,946.95	$ 44,337.93	$ 7,926.41	

ATTACHMENT I

PROPOSED STARTUP BUDGET

Pinecrest Academy - Middle School

Start-up Budget

	February	March	April	May	June	Total
Line of Credit / Grant **	140,000					
EXPENSES:						
Administration Staff	2,500	3,500	3,500	3,500	3,500	16,500
Marketing & Enrollment		2,500		2,000	14,500	19,000
Computers/Printer - Curriculm Mate	1,500				100,000	101,500
Administrative Expenses	500	200	100	100	100	1,000
TOTAL OPERATING EXPENSES	4,500	6,200	3,600	5,600	118,100	138,000
Fund Balance	135,500	129,300	125,700	120,100	2,000	

** The School will apply for a $40,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school can either use resources from its network or has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

ATTACHMENT J

EVIDENCE OF EXTERNAL FUNDING

buildinghope

QUALITY/RESULTS/GROWTH FOR PUBLIC CHARTER SCHOOLS

February 20, 2026

RE: Pinecrest Academy Middle School

To whom it may concern:

Building Hope is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects. Our services may also include grants to pay for professional fees associated with a project (i.e., architect, engineering), or other project-specific needs and sponsoring school fundraising events to support the academic program.

Building Hope is committed to support **Pinecrest 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,

Richard Moreno
Vice-President

ATTACHMENT K

APPLICANT HISTORY WORKSHEET

Pinecrest Academy, Inc.			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen / or request from authorizing district.
				Year 2025 (Most Recent Year)				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Preparatory Academy	13-0600	Active	493/60%	A	$ 7,338,490	96.62%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	Active	492/58%	A	$ 3,038,970	44.89%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	Active	534/57%	A	$ 5,742,343	84.38%	No
Dade	Pinecrest Academy South Campus	13-0342	Active	738/60%	A	$ 7,841,630	74.67%	No
Dade	Pinecrest Academy (North Campus)	13-5048	Active	463/65%	A	$ 7,363,990	111.22%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	Active	711/21%	A	$ 2,360,260	23.44%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	Active	202/16%	A	$ (23,566)	-0.92%	No
Dade	Pinecrest Cove Academy	13-5049	Active	937/56%	A	$ 9,001,381	71.20%	No
Dade	Pinecrest Glades Academy	13-2031	Active	891/49%	A	$ 13,425,713	108.18%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	Active	1159/49%	A	$ 10,431,469	72.50%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	Active	288/39%	A	$ 749,171	23.22%	No
Orange	Pinecrest Creek Academy	48-0203	Active	119/54%	B	$ 190,090	11.25%	No
Orange	Pinecrest Academy Avalon	48-0238	Active	500/33%	A	$ 695,348	11.79%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	Active	14/15%	A	$ 110,378	57.58%	No
Lake	Pinecrest Lakes Academy	35-9041	Active	1093/30%	A	$ 3,191,130	26.57%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	Active	253/23%	A	$ 130,752	4.65%	No
Lake	Pinecrest Academy Four Corners	35-9027	Active	588/55%	A	$ 1,227,259	18.90%	No
Lake	Pinecrest Academy Tavares	35-9039	Active	973/44%	A	$ 3,991,203	36.42%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	Active	1301/30%	A	$ 1,952,204	13.21%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	Active	80/37%	A	$ 201,227	22.14%	No
Brevard	Pinecrest Academy Space Coast	05-6558	Active	620/27%	A	$ 2,422,239	26.82%	No

Pinecrest Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch
					Year 2024			
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%
Dade	Pinecrest Preparatory Academy	13-0600	518/65%	A	$ 6,411,640	72.21%	No	548 /62%
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	779/51%	A	$ 2,601,402	32.89%	No	514/60.4%
Dade	Pinecrest Preparatory Academy High School	13-7053	539/57%	A	$ 5,237,832	60.50%	No	523/61.5%
Dade	Pinecrest Academy South Campus	13-0342	728/67%	A	$ 6,034,204	50.33%	No	751/56.8%
Dade	Pinecrest Academy (North Campus)	13-5048	425/69%	A	$ 6,458,959	86.65%	No	413/59.8%
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	756/66%	A	$ 2,280,416	19.07%	No	773/67.5%
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	A	$ 171,431	10.98%	No	NA
Dade	Pinecrest Cove Academy	13-5049	934/58%	A	$ 8,226,866	50.41%	No	951/57.6%
Dade	Pinecrest Glades Academy	13-2031	957/53%	A	$ 11,438,676	68.53%	No	941/54.3%
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	1135/54%	A	$ 7,213,248	43.82%	No	1096/53.6%
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	292/73%	A	$ 829,247	24.84%	No	286/82%
Orange	Pinecrest Creek Academy	48-0203	131/100%	A	$ 144,378	8.31%	No	117/90.5%
Orange	Pinecrest Academy Avalon	48-0238	512/34%	A	$ 574,315	9.85%	No	471/39.5%
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	107/0%	A	$ 102,375	75.74%	No	9/NA
Lake	Pinecrest Lakes Academy	35-9041	1055/29%	A	$ 3,108,772	24.88%	No	1025/31.7%
Lake	Pinecrest Lakes Middle/High Academy	35-9061	268/27%	A	$ 42,088	1.56%	No	243/28.9%
Lake	Pinecrest Academy Four Corners	35-9027	513/61%	A	$ 887,910	14.75%	No	510/63.5%
Lake	Pinecrest Academy Tavares	35-9039	918/45%	A	$ 2,834,342	26.95%	No	809/38.8%
Pasco	Pinecrest Academy Wesley Chapel	51-4332	1259/36%	A	$ 1,137,232	8.67%	No	1112/33.1%
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	C	$ 59,341	9.98%	No	NA
Brevard	Pinecrest Academy Space Coast	05-6558	663/24%	A	$ 1,082,793	11.50%	No	673/21.1%

Pinecrest Academy, Inc.			Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year 2023			
District	School Name	MSID	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Preparatory Academy	13-0600	A	$ 4,633,431	66.22%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	A	$ 3,267,232	52.61%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	A	$ 2,945,106	49.65%	No
Dade	Pinecrest Academy South Campus	13-0342	A	$ 3,045,047	31.45%	No
Dade	Pinecrest Academy (North Campus)	13-5048	A	$ 4,295,948	78.84%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	A	$ 447,965	5.24%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	A	$ 3,595,039	30.67%	No
Dade	Pinecrest Glades Academy	13-2031	A	$ 5,579,658	48.67%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	A	$ 1,653,399	14.07%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	A	$ 510,201	16.54%	No
Orange	Pinecrest Creek Academy	48-0203	A	$ 18,425	1.13%	No
Orange	Pinecrest Academy Avalon	48-0238	A	$ 445,996	8.64%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	A	$ 68,642	48.83%	No
Lake	Pinecrest Lakes Academy	35-9041	A	$ 99,396	0.94%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	A	$ (45,735)	-2.13%	No
Lake	Pinecrest Academy Four Corners	35-9027	B	$ 690,114	13.03%	No
Lake	Pinecrest Academy Tavares	35-9039	A	$ 1,113,981	13.38%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	B	$ 99,363	0.91%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA
Brevard	Pinecrest Academy Space Coast	05-6558	A	$ 392,941	5.50%	No

Pinecrest Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -2022				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Preparatory Academy	13-0600	564/63.2%	A	$ 4,254,531	74.48%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	499/69.7%	A	$ 3,023,566	64.52%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	509/64.6%	A	$ 2,658,098	57.30%	No
Dade	Pinecrest Academy South Campus	13-0342	750/66%	A	$ 2,943,155	38.57%	No
Dade	Pinecrest Academy (North Campus)	13-5048	395/63%	A	$ 3,912,730	88.63%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	757/75.8%	A	$ (48,272)	-0.68%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	944/62%	A	$ 2,218,424	24.02%	No
Dade	Pinecrest Glades Academy	13-2031	850/56.5%	A	$ 3,847,347	45.97%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	887/60.7%	A	$ 969,920	12.35%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	270/75.6%	A	$ 226,408	8.18%	No
Orange	Pinecrest Creek Academy	48-0203	106/87.6%	A	$ 173,775	12.73%	No
Orange	Pinecrest Academy Avalon	48-0238	416/38.5%	A	$ 95,814	2.06%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	12/50%	A	$ 40,599	34.30%	No
Lake	Pinecrest Lakes Academy	35-9041	775/31.1%	A	$ 537,939	7.22%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	170/27.1%	A	$ (46,219)	-2.89%	No
Lake	Pinecrest Academy Four Corners	35-9027	418/56.2%	B	$ 127,595	2.70%	No
Lake	Pinecrest Academy Tavares	35-9039	649/34.8%	A	$ 299,233	4.93%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	818/36.5%	A	$ 87,996	1.19%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA	NA
Brevard	Pinecrest Academy Space Coast	05-6558	621/17.4%	A	$ 362,712	6.27%	No

Pinecrest Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -2021				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Preparatory Academy	13-0600	559/60.1%	NA	$ 4,533,369	81.07%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	497/67.4%	NA	$ 3,789,125	84.67%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	531/59.7%	NA	$ 2,754,219	59.90%	No
Dade	Pinecrest Academy South Campus	13-0342	758/57.1%	NA	$ 2,884,529	39.58%	No
Dade	Pinecrest Academy (North Campus)	13-5048	426/58.9%	A	$ 3,459,902	77.78%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	646/70.6%	A	$ (160,655)	-2.84%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	960/57.4%	NA	$ 2,127,820	24.04%	No
Dade	Pinecrest Glades Academy	13-2031	876/53.1%	NA	$ 3,908,422	48.57%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	796/57.2%	NA	$ 503,800	7.46%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	235/79.6%	A	$ 274,079	11.24%	No
Orange	Pinecrest Creek Academy	48-0203	100/78%	NA	$ (2,704)	-0.20%	No
Orange	Pinecrest Academy Avalon	48-0238	364/38.2%	A	$ 4,637	0.12%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	13/23.1%	A	$ 47,033	31.74%	No
Lake	Pinecrest Lakes Academy	35-9041	746/29.1%	A	$ 228,173	3.30%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	67/3%	B	$ 93,036	14.96%	No
Lake	Pinecrest Academy Four Corners	35-9027	360/53.6%	NA	$ 198,650	5.70%	No
Lake	Pinecrest Academy Tavares	35-9039	473/5.5%	A	$ (171,935)	-3.58%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	598/44.1%	B	$ 440,602	7.29%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA	NA
Brevard	Pinecrest Academy Space Coast	05-6558	344/9.6%	A	$ (8,181)	-0.22%	No

ESP			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
				Year 2025 (Current Year)				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	Active	1510/93%	A	$ 16,096,245	75.68%	No
Dade	Mater Academy East Charter School	13-3100	Active	582/84%	A	$ 2,694,315	32.92%	No
Dade	Mater Academy East Preparatory	13-7037	Active	NA	NA	NA	NA	NA
Dade	Mater Academy of International Studies	13-1017	Active	461/88%	A	$ 6,634,944	99.24%	No
Dade	Mater International Preparatory	13-6047	Active	210/86%	B	$ 3,119,477	112.96%	No
Dade	Mater International Academy	13-3000	Active	173/98%	B	$ 2,278,394	89.72%	No
Dade	Mater Academy Middle School	13-6012	Active	1214/84%	A	$ 9,211,703	61.00%	No
Dade	Mater Academy High School	13-7160	Active	1607/78%	A	$ 9,515,304	42.76%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	Active	315/78%	A	$ 4,430,532	99.87%	No
Dade	Mater Gardens Academy	13-0312	Active	804/58%	A	$ 2,249,393	20.43%	No
Dade	Mater Lakes Academy Middle School	13-6033	Active	873/68%	A	$ 8,663,781	77.88%	No
Dade	Mater Lakes Academy High School	13-7018	Active	1200/70%	A	$ 11,285,204	63.40%	No
Dade	Mater Academy (Miami Beach)	13-5047	Active	581/62%	A	$ 9,873,611	115.70%	No
Dade	Mater Grove Academy	13-5045	Active	1227/28%	A	$ 12,677,074	74.06%	No
Dade	Mater Brickell Preparatory School	13-5046	Active	NA	NA	NA	NA	NA
Dade	Mater Academy at Mt. Sinai	13-5054	Active	NA	NA	NA	NA	NA
Dade	iMater Academy	13-5384	Active	586/91%	B	$ 6,834,360	75.52%	No
Dade	iMater Academy Middle School	13-6014	Active	774/77%	A	$ 9,285,764	95.76%	No
Dade	iMater Preparatory Academy High School	13-7090	Active	972/74%	B	$ 10,083,665	75.79%	No
Dade	Mater Academy Bay	13-4010	Active	917/53%	A	$ 2,525,491	17.52%	No
Dade	Mater Academy Bay Middle	13-6032	Active	514/53%	A	$ 1,807,337	28.90%	No
Dade	Mater Academy Bay High School	13-7120	Active	389/59%	A	$ 971,778	20.19%	No
Dade	Mater Preparatory Academy	13-3003	Active	360/93%	B	$ 2,153,296	40.15%	No
Dade	Mater Academy Biscayne North Miami Elementary School	13-2022	Active	693/17%	A	$ 451,398	4.49%	No
Dade	Mater Academy Biscayne North Miami Middle School	13-5555	Active	552/34%	A	$ 774,279	9.78%	No
Dade	Mater Academy Biscayne North Miami High School	13-5556	Active	296/38%	A	$ 971,552	19.74%	No
Dade	Mater Academy Kiwanis	13-5416	Active	229/97%	A	$ 2,587,514	46.03%	No
Dade	Mater Lakes Collegiate Academy Middle School	13-5057	Active	326/67%	A	$ 1,824,522	47.07%	No
Dade	Mater Lakes Collegiate Academy High School	13-5052	Active	275/66%	C	$ 1,650,286	48.80%	No
Dade	Mater Brickell Academy Middle	13-5412	Active	516/63%	A	$ 2,931,434	29.77%	No
Dade	Mater Brickell Academy High	13-5422	Active	474/66%	A	$ 3,274,283	37.12%	No
Dade	Miami Tech at Mater Innovation Academy	13-5417	Active	35/73%	C	$ 1,091,947	64.07%	No
Dade	Mater Academy Virtual Middle High School	13-6997	Active	107/7%	NA	$ 707,341	82.13%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	Active	872/56%	B	$ 2,891,955	23.84%	No
Dade	Sports Leadership and Management Charter High School	13-7016	Active	973/64%	A	$ 1,765,244	12.79%	No
Dade	Sports Leadership and Management (SLAM) Charter Middle School-North Campus	13-6024	Active	209/46%	C	$ 2,324,912	71.83%	No
Dade	SLAM Academy Charter High School (North Campus)	13-7108	Active	277/37%	B	$ 2,080,447	54.75%	No
Dade	Ben Gamla Charter School	13-5022	Active	162/40%	A	$ 1,494,816	68.99%	No
Dade	City of Hialeah Educational Academy	13-7262	Active	997/82%	A	$ 7,218,312	51.32%	No
Dade	Doral Academy	13-3030	Active	1093/22%	A	$ 19,174,902	117.71%	No
Dade	Just Arts and Management Middle School	13-6083	Active	285/21%	A	$ 2,865,088	83.82%	No
Dade	Doral Academy of Technology	13-3029	Active	289/14%	A	$ 8,315,671	208.50%	No
Dade	Doral Academy Charter Middle School	13-6030	Active	1366/24%	A	$ 32,046,149	180.99%	No
Dade	Doral Academy Charter High School	13-7020	Active	2051/26%	A	$ 19,580,910	63.95%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	Active	369/24%	A	$ 8,388,189	148.62%	No
Dade	Doral Academy North Charter Elementary	13-5219	Active	200/40%	NA	$ 1,077,192	29.96%	No
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	Active	170/94%	C	$ 960,010	36.92%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	Active	265/29%	A	$ 3,932,929	98.89%	No
Dade	International Studies Charter Middle School	13-6045	Active	321/57%	A	$ 3,317,560	80.73%	No
Dade	International Studies Charter High School	13-7007	Active	374/62%	A	$ 5,349,419	97.42%	No
Dade	International Studies Virtual Academy	13-6017	Active	33/0%	A	$ 198,420	73.19%	No
Dade	Miami Children's Museum Charter School	13-4000	Active	311/32%	A	$ 4,472,650	105.25%	No
Dade	Pinecrest Preparatory Academy	13-0600	Active	493/60%	A	$ 7,338,490	96.62%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	Active	492/58%	A	$ 3,038,970	44.89%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	Active	534/57%	A	$ 5,742,343	84.38%	No
Dade	Pinecrest Academy South Campus	13-0342	Active	738/60%	A	$ 7,841,630	74.67%	No

ESP			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
						Year 2025 (Current Year)		
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Academy (North Campus)	13-5048	Active	463/65%	A	$ 7,363,990	111.22%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	Active	711/21%	A	$ 2,360,260	23.44%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	Active	202/16%	A	$ (23,566)	-0.92%	No
Dade	Pinecrest Cove Academy	13-5049	Active	937/56%	A	$ 9,001,381	71.20%	No
Dade	Pinecrest Glades Academy	13-2031	Active	891/49%	A	$ 13,425,713	108.18%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	Active	1159/49%	A	$ 10,431,469	72.50%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	Active	809/68%	A	$ 7,566,137	70.21%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	Active	594/79%	A	$ 3,561,863	46.48%	No
Dade	Somerset Academy (Silver Palms)	13-0332	Active	1887/86%	A	$ 17,343,713	67.59%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	Active	973/83%	A	$ 3,611,665	27.42%	No
Dade	Somerset Academy Silver Palms at Princeton	13-4012	Active	570/83%	A	$ 9,400,743	111.61%	No
Dade	Somerset Arts Academy	13-2012	Active	411/76%	A	$ 1,796,753	31.11%	No
Dade	Somerset Oaks Academy	13-3033	Active	626/86%	A	$ 3,009,600	34.95%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	Active	488/17%	A	$ 4,403,575	57.91%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	Active	164/19%	A	$ 2,480,699	122.90%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	Active	558/84%	A	$ 10,430,188	134.96%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	Active	479/82%	B	$ 4,153,899	65.82%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	Active	484/83%	B	$ 2,034,322	33.08%	No
Dade	Somerset Gables Academy	13-5008	Active	555/22%	A	$ 1,559,749	18.84%	No
Dade	Somerset Academy Bay	13-5062	Active	409/16%	A	$ 4,307,529	73.35%	No
Dade	Somerset Academy Bay Middle School	13-6128	Active	256/19%	A	$ 1,693,469	53.50%	No
Dade	Somerset Preparatory Academy Sunset	13-5002	Active	352/42%	A	$ 4,438,254	97.13%	No
Dade	Somerset Palms Academy	13-5015	Active	320/50%	A	$ 802,063	19.48%	No
Dade	Somerset Academy Kendall	13-4037	Active	224/33%	A	$ 921,572	27.97%	No
Dade	Somerset Preparatory Academy- Homestead	13-0754	Active	507/82%	C	$ 3,784,317	55.64%	No
Dade	Somerset Preparatory Academy Middle School (Homestead)	13-6046	Active	380/79%	B	$ 2,389,258	44.15%	No
Dade	Somerset Preparatory Academy High School (Homestead)	13-7242	Active	371/81%	B	$ 1,751,634	35.36%	No
Dade	Somerset College Preparatory Academy South High School	13-7078	Active	315/78%	B	$ (43,320)	-99.60%	No
Dade	Somerset Academy Continental	13-0402	Active	54/44%	NA	$ 124,354	14.45%	No
Dade	Colegiate Preparatory Academy	13-6016	Active	117	C	$ 905,022	94.82%	No
Broward	Somerset Academy	06-5141	Active	651/38%	A	$ 5,541,952	71.81%	No
Broward	Somerset Academy Middle School	06-5151	Active	1048/31%	A	$ 3,870,604	28.33%	No
Broward	Somerset Academy High School	06-5221	Active	1435/34%	A	$ 5,662,194	31.55%	No
Broward	Somerset Arts Conservatory	06-5396	Active	393/27%	A	$ 3,267,972	63.71%	No
Broward	Somerset Academy South	06-5263	Active	346/35%	A	$ 1,408,621	27.97%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	Active	520/63%	A	$ 1,301,241	17.60%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	Active	405/61%	A	$ 1,159,604	23.79%	No
Broward	Somerset Academy Miramar South	06-5054	Active	216/53%	A	$ 2,712,168	100.48%	No
Broward	Somerset Academy (Davie)	06-5211	Active	150/46%	A	$ 739,355	39.53%	No
Broward	Somerset Academy East Preparatory	06-5391	Active	164/88%	A	$ 1,752,957	76.52%	No
Broward	Somerset Academy Riverside	06-5387	Active	419/60%	B	$ 951,698	16.36%	No
Broward	Somerset Academy Riverside Middle School	06-5419	Active	299/57%	A	$ 679,097	17.34%	No
Broward	Somerset Parkland Academy	06-5056	Active	993/21%	A	$ 1,713,988	14.65%	No
Broward	Somerset Village Academy	06-5004	Active	253/90%	A	$ 1,818,353	56.22%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	Active	163/83%	A	$ 1,246,671	61.07%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	Active	708/97%	B	$ 3,618,464	39.47%	No
Broward	Somerset Preperatory Academy Charter High School at North Lauderdale	06-5006	Active	338/93%	C	$ 1,611,078	40.77%	No
Broward	Somerset Academy Neighborhood School	06-5021	Active	477/63%	A	$ 3,398,069	55.47%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	Active	360/60%	B	$ 963,751	23.83%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	Active	314/50%	B	$ 968,910	26.22%	No
Broward	Somerset Pines Academy	06-5030	Active	437/83%	B	$ 2,297,468	38.78%	No
Broward	Somerset Academy Pompano	06-5388	Active	150/93%	C	$ 872,873	42.94%	No

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				Year 2025 (Current Year)				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Somerset Academy Key Middle School	06-5413	Active	367/3%	C	$ 1,397,731	30.49%	No
Broward	Somerset Academy Key Charter High School	06-5224	Active	295/2%	C	$ 1,008,851	28.83%	No
Broward	Ben Gamla Charter School	06-5410	Active	364/34%	A	$ 1,347,071	28.65%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	Active	288/32%	A	$ 1,475,860	42.79%	No
Broward	Ben Gamla South Broward	06-5392	Active	290/73%	A	$ 658,149	16.29%	No
Broward	Ben Gamla Preparatory Academy	06-5182	Active	NA	NA	NA	NA	NA
Broward	International Studies Academy Middle School	06-5556	Active	287/54%	A	$ 1,195,580	35.79%	No
Broward	International Studies Academy High School	06-5555	Active	220/59%	A	$ 710,477	24.56%	No
Orange	Cornerstone Charter Academy	48-0133	Active	1066/33%	A	$ 3,166,216	25.39%	No
Orange	Cornerstone Charter High School	48-0146	Active	601/35%	A	$ 3,707,870	55.75%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	Active	288/39%	A	$ 749,171	23.22%	No
Orange	Pinecrest Creek Academy	48-0203	Active	119/54%	B	$ 190,090	11.25%	No
Orange	Pinecrest Academy Avalon	48-0238	Active	500/33%	A	$ 695,348	11.79%	No
Orange	Mater Academy Narcoossee High School	48-1019	Active	176/46%	A	$ 971,051	37.29%	No
Orange	Mater Academy Narcoossee	48-1018	Active	1085/41%	A	$ 1,243,521	9.61%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	Active	14/15%	A	$ 110,378	57.58%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	Active	321/85%	B	$ 194,875	4.16%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	Active	176/79%	C	$ 1,016,976	41.59%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	Active	229/29%	A	$ 2,122,784	70.18%	No
Palm Beach	Somerset Academy Boca	50-3413	Active	390/20%	A	$ 4,070,953	78.65%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	Active	95/16%	A	$ 813,642	70.26%	No
Palm Beach	Somerset Academy Canyons Middle School	50-4012	Active	594/42%	A	$ 5,456,598	75.07%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	Active	1003/31%	B	$ 8,958,473	64.77%	No
Palm Beach	Somerset Academy Lakes Charter School	50-4091	Active	390/64%	C	$ 1,590,998	29.32%	No
Palm Beach	Somerset Academy, The Dr. Bernard Kimmel Campus	50-3395	Active	511/66%	C	$ 2,256,553	33.59%	No
Palm Beach	Somerset Academy Wellington	50-4031	Active	446/44%	B	$ 2,490,147	34.46%	No
Palm Beach	Somerset Academy Wellington High School	50-4131	Active	103/38%	C	$ 607,659	35.28%	No
Palm Beach	SLAM Palm Beach Charter Middle School	50-4090	Active	318/58%	C	$ 1,017,953	26.80%	No
Palm Beach	SLAM Boca	50-4103	Active	972/29%	A	$ 3,261,805	27.00%	No
Palm Beach	SLAM High School Palm Beach	50-4111	Active	308/55%	C	$ 979,994	23.86%	No
Palm Beach	University Preparatory Academy Palm Beach	50-4080	Active	241/82%	D	NA	NA	NA
St. Lucie	Somerset College Preparatory Academy	56-0712	Active	1397/48%	A	$ 5,287,211	31.62%	No
St. Lucie	Somerset Academy St. Lucie	56-0703	Active	686/53%	C	$ 544,874	6.74%	No
St. Lucie	Somerset Academy Bethany	56-0731	Active	518/64%	A	$ 1,141,671	19.69%	No
St. Lucie	Somerset Career Academy	56-0006	Active	42/38%	B	$ 462,623	58.22%	No
Monroe	Somerset Academy Island Preparatory	44-0382	Active	94/36%	B	$ 1,310,318	70.92%	No
Osceola	Mater Brighton Lakes	49-0163	Active	1247/84%	B	$ 1,818,036	13.06%	No
Osceola	The Mater Academy Preparatory High School	49-0971	Active	515/78%	B	$ 1,166,147	18.51%	No
Osceola	Mater Palms Academy	49-0185	Active	852/63%	B	$ 2,166,739	23.91%	No
Osceola	Mater Academy St. Cloud	49-0202	Active	614/3%	A	$ 2,071,799	32.37%	No
Osceola	SLAM Osceola	49-0183	Active	169/44%	A	$ 288,147	12.35%	No
Lake	Pinecrest Lakes Academy	35-9041	Active	1093/30%	A	$ 3,191,130	26.57%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	Active	253/23%	A	$ 130,752	4.65%	No
Lake	Pinecrest Academy Four Corners	35-9027	Active	588/55%	A	$ 1,227,259	18.90%	No
Lake	Pinecrest Academy Tavares	35-9039	Active	973/44%	A	$ 3,991,203	36.42%	No
Hillsborough	Sports Leadership and Management Academy Tampa	29-7815	Active	542/50%	B	$ 1,779,481	25.56%	No
Hillsborough	SLAM Academy Tampa Elementary	29-7824	Active	228/56%	C	$ 557,723	19.44%	No
Hillsborough	SLAM Academy at Apollo Beach	29-7825	Active	1211/39%	C	$ 5,128,374	40.71%	No
Brevard	Pinecrest Academy Space Coast	05-6558	Active	620/27%	A	$ 2,422,239	26.82%	No
Polk	Mater Academy Davenport	53-8010	Active	821/69%	B	$ 686,039	7.38%	No
Polk	Mater Academy Davenport Middle School	53-8020	Active	338/66%	B	$ 1,419,092	41.19%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	Active	1301/30%	A	$ 1,952,204	13.21%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	Active	80/37%	A	$ 201,227	22.14%	No
Jefferson	Jefferson County Elementary A Somerset School	33-0111	Active	NA	NA	NA	NA	NA
Jefferson	Jefferson County Middle A Somerset School	33-0021	Active	NA	NA	NA	NA	NA
Jefferson	Jefferson County High A Somerset School	33-0024	Active	NA	NA	NA	NA	NA

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			Year 2024				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	1517/95%	A	$ 12,734,547	52.14%	No
Dade	Mater Academy East Charter School	13-3100	550/82%	A	$ 1,872,877	20.99%	No
Dade	Mater Academy East Preparatory	13-7037	20/95%	A	$ 564,891	75.46%	No
Dade	Mater Academy of International Studies	13-1017	446/87%	B	$ 5,168,227	65.57%	No
Dade	Mater International Preparatory	13-6047	169/84%	B	$ 2,239,199	78.47%	No
Dade	Mater International Academy	13-3000	198/98%	C	$ 1,869,210	57.55%	No
Dade	Mater Academy Middle School	13-6012	1195/87%	A	$ 6,167,451	32.30%	No
Dade	Mater Academy High School	13-7160	1650/82%	A	$ 6,659,628	22.47%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	315/82%	A	$ 3,402,568	62.07%	No
Dade	Mater Gardens Academy	13-0312	802/56%	A	$ 1,968,551	13.96%	No
Dade	Mater Lakes Academy Middle School	13-6033	255/67%	B	$ 7,544,274	53.72%	No
Dade	Mater Lakes Academy High School	13-7018	1199/73%	A	$ 10,395,370	49.37%	No
Dade	Mater Academy (Miami Beach)	13-5047	594/66%	B	$ 8,067,575	81.26%	No
Dade	Mater Grove Academy	13-5045	1229/20%	A	$ 9,889,664	49.82%	No
Dade	Mater Brickell Preparatory School	13-5046	NA	NA	NA	NA	No
Dade	Mater Academy at Mt. Sinai	13-5054	NA	NA	NA	NA	No
Dade	iMater Academy	13-5384	629/89%	A	$ 5,808,142	52.25%	No
Dade	iMater Academy Middle School	13-6014	783/87%	B	$ 7,787,846	62.40%	No
Dade	iMater Preparatory Academy High School	13-7090	1019/86%	B	$ 7,945,640	46.40%	No
Dade	Mater Academy Bay	13-4010	966/56%	A	$ 2,155,963	13.61%	No
Dade	Mater Academy Bay Middle	13-6032	487/59%	A	$ 1,213,373	16.11%	No
Dade	Mater Academy Bay High School	13-7120	360/44%	A	$ 851,643	17.33%	No
Dade	Mater Preparatory Academy	13-3003	357/95%	B	$ 1,328,815	24.14%	No
Dade	Mater Academy Biscayne North Miami Elementary School	13-2022	691/18%	A	$ 754,716	7.30%	No
Dade	Mater Academy Biscayne North Miami Middle School	13-5555	383/55%	A	$ 1,381,688	23.24%	No
Dade	Mater Academy Biscayne North Miami High School	13-5556	222/49%	A	$ 1,557,395	38.76%	No
Dade	Mater Academy Kiwanis	13-5416	197/0%	A	$ 2,810,030	48.54%	No
Dade	Mater Lakes Collegiate Academy Middle School	13-5057	255/67%	B	$ 1,419,426	38.63%	No
Dade	Mater Lakes Collegiate Academy High School	13-5052	184/65%	C	$ 1,566,303	54.19%	No
Dade	Mater Brickell Academy Middle	13-5412	431/0%	A	$ 2,067,027	22.98%	No
Dade	Mater Brickell Academy High	13-5422	357/0%	A	$ 2,225,625	31.91%	No
Dade	Miami Tech at Mater Innovation Academy	13-5417	18/83.3%	A	$ 45,333	3.27%	No
Dade	Mater Academy Virtual Middle High School	13-6997	126/14.8%	I	$ 405,598	36.03%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	937/91%	B	$ 1,307,077	8.92%	No
Dade	Sports Leadership and Management Charter High School	13-7016	999/92%	B	$ 920,797	5.93%	No
Dade	Sports Leadership and Management (SLAM) Charter Middle School-North Campus	13-6024	229/97%	C	$ 1,477,847	38.58%	No
Dade	SLAM Academy Charter High School (North Campus)	13-7108	257/97%	B	$ 1,343,474	35.80%	No
Dade	Ben Gamla Charter School	13-5022	225/2%	A	$ 1,589,190	44.11%	No
Dade	City of Hialeah Educational Academy	13-7262	975/86%	A	$ 6,271,116	41.06%	No
Dade	Doral Academy	13-3030	1091/41%	A	$ 16,223,240	77.47%	No
Dade	Just Arts and Management Middle School	13-6083	281/38%	A	$ 2,299,549	52.17%	No
Dade	Doral Academy of Technology	13-3029	280/28%	A	$ 6,918,930	149.99%	No
Dade	Doral Academy Charter Middle School	13-6030	1414/40%	A	$ 25,874,557	118.02%	No
Dade	Doral Academy Charter High School	13-7020	2067/39%	A	$ 14,614,316	41.99%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	384/33%	A	$ 6,882,599	99.16%	No
Dade	Doral Academy North Charter Elementary	13-5219	114/1%	NA	$ 429,893	23.50%	No
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	157/99%	C	$ 736,567	29.36%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	269/43%	A	$ 3,012,425	67.23%	No
Dade	International Studies Charter Middle School	13-6045	317/59%	A	$ 2,679,935	55.05%	No
Dade	International Studies Charter High School	13-7007	360/60%	A	$ 4,250,393	67.47%	No
Dade	International Studies Virtual Academy	13-6017	36/11%	I	$ 158,645	41.31%	No
Dade	Miami Children's Museum Charter School	13-4000	310/41%	A	$ 3,625,470	71.26%	No
Dade	Pinecrest Preparatory Academy	13-0600	518/65%	A	$ 6,411,640	72.21%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	779/51%	A	$ 2,601,402	32.89%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	539/57%	A	$ 5,237,832	60.50%	No
Dade	Pinecrest Academy South Campus	13-0342	728/67%	A	$ 6,034,204	50.33%	No

ESP			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
					Year 2024		
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Academy (North Campus)	13-5048	425/69%	A	$ 6,458,959	86.65%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	756/66%	A	$ 2,280,416	19.07%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	A	$ 171,431	10.98%	No
Dade	Pinecrest Cove Academy	13-5049	934/58%	A	$ 8,226,866	50.41%	No
Dade	Pinecrest Glades Academy	13-2031	957/53%	A	$ 11,438,676	68.53%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	1135/54%	A	$ 7,213,248	43.82%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	652/40%	A	$ 6,465,691	53.50%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	517/69%	C	$ 3,091,447	48.71%	No
Dade	Somerset Academy (Silver Palms)	13-0332	1128/80%	B	$ 13,626,992	43.58%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	977/77%	A	$ 1,850,367	12.56%	No
Dade	Somerset Academy Silver Palms at Princeton	13-4012	584/84%	A	$ 7,641,164	82.04%	No
Dade	Somerset Arts Academy	13-2012	413/73%	C	$ 2,739,630	40.47%	No
Dade	Somerset Oaks Academy	13-3033	625/90%	B	$ 4,340,584	41.21%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	504/23%	A	$ 3,845,138	41.90%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	182/21%	A	$ 2,266,284	79.33%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	571/85%	B	$ 8,461,920	86.59%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	498/84%	C	$ 3,495,995	40.40%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	513/85%	C	$ 1,806,764	21.30%	No
Dade	Somerset Gables Academy	13-5008	469/23%	A	$ 943,650	12.34%	No
Dade	Somerset Academy Bay	13-5062	442/18%	A	$ 3,009,264	40.80%	No
Dade	Somerset Academy Bay Middle School	13-6128	242/16%	A	$ 1,122,431	32.10%	No
Dade	Somerset Preparatory Academy Sunset	13-5002	432/47%	A	$ 4,065,902	61.10%	No
Dade	Somerset Palms Academy	13-5015	315/60%	A	$ 485,596	11.05%	No
Dade	Somerset Academy Kendall	13-4037	231/0%	A	$ 713,757	18.47%	No
Dade	Somerset Preparatory Academy- Homestead	13-0754	459/87%	B	$ 2,122,942	33.36%	No
Dade	Somerset Preparatory Academy Middle School (Homestead)	13-6046	379/80%	C	$ 1,142,335	21.95%	No
Dade	Somerset Preparatory Academy High School (Homestead)	13-7242	345/80%	C	$ 678,204	16.43%	No
Dade	Somerset College Preparatory Academy South High School	13-7078	194/65%	C	$ 354,565	14.49%	No
Dade	Somerset Academy Continental	13-0402	43/53%	NA	$ 183,557	28.59%	No
Dade	Colegiate Preparatory Academy	13-6016	171/2%	I	$ 563,357	32.35%	No
Broward	Somerset Academy	06-5141	652/40%	A	$ 4,347,105	45.60%	No
Broward	Somerset Academy Middle School	06-5151	1048/32%	A	$ 2,538,328	15.02%	No
Broward	Somerset Academy High School	06-5221	1486/37%	A	$ 4,584,640	20.81%	No
Broward	Somerset Arts Conservatory	06-5396	403/28%	A	$ 2,476,628	41.48%	No
Broward	Somerset Academy South	06-5263	349/38%	A	$ 762,533	13.65%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	514/63%	A	$ 962,866	11.99%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	421/64%	A	$ 1,085,175	17.94%	No
Broward	Somerset Academy Miramar South	06-5054	213/51%	A	$ 2,308,913	68.89%	No
Broward	Somerset Academy (Davie)	06-5211	150/51%	A	$ 628,697	27.53%	No
Broward	Somerset Academy East Preparatory	06-5391	191/94%	A	$ 880,245	29.04%	No
Broward	Somerset Academy Riverside	06-5387	420/65%	C	$ 664,372	10.97%	No
Broward	Somerset Academy Riverside Middle School	06-5419	266/62%	C	$ 403,942	12.92%	No
Broward	Somerset Parkland Academy	06-5056	945/23%	A	$ 927,990	7.04%	No
Broward	Somerset Village Academy	06-5004	265/92%	B	$ 1,705,837	39.49%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	432/47%	A	$ 1,049,115	42.11%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	741/89%	B	$ 3,484,446	30.75%	No
Broward	Somerset Preperatory Academy Charter High School at North Lauderdale	06-5006	339/89%	C	$ 1,456,397	29.18%	No
Broward	Somerset Academy Neighborhood School	06-5021	474/66%	A	$ 2,502,668	36.85%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	337/58%	B	$ 830,900	17.29%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	291/62%	B	$ 725,476	17.23%	No
Broward	Somerset Pines Academy	06-5030	450/76%	B	$ 2,159,957	30.09%	No
Broward	Somerset Academy Pompano	06-5388	155/90%	B	$ 665,903	27.63%	No

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			Year 2024				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Somerset Academy Key Middle School	06-5413	406/64%	C	$ 1,256,294	22.01%	No
Broward	Somerset Academy Key Charter High School	06-5224	298/62%	C	$ 727,825	16.25%	No
Broward	Ben Gamla Charter School	06-5410	358/37%	A	$ 1,231,343	20.98%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	289/39%	A	$ 991,441	24.21%	No
Broward	Ben Gamla South Broward	06-5392	342/80%	A	$ 1,320,860	26.20%	No
Broward	Ben Gamla Preparatory Academy	06-5182	NA	NA	NA	NA	No
Broward	International Studies Academy Middle School	06-5556	301/52%	B	$ 827,441	22.98%	No
Broward	International Studies Academy High School	06-5555	234/55%	B	$ 473,511	14.79%	No
Orange	Cornerstone Charter Academy	48-0133	987/24%	A	$ 3,622,644	27.89%	No
Orange	Cornerstone Charter High School	48-0146	572/32%	A	$ 3,542,242	53.66%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	292/73%	A	$ 829,247	24.84%	No
Orange	Pinecrest Creek Academy	48-0203	131/100%	A	$ 144,378	8.31%	No
Orange	Pinecrest Academy Avalon	48-0238	512/34%	A	$ 574,315	9.85%	No
Orange	Mater Academy Narcoossee High School	48-1019	98/42%	A	$ 1,121,139	74.12%	No
Orange	Mater Academy Narcoossee	48-1018	735/37%	A	$ 158,094	1.96%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	107/0%	A	$ 102,375	75.74%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	376/83%	D	$ 1,349,087	25.39%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	183/73%	C	$ 1,167,761	41.75%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	255/61%	B	$ 2,542,214	61.79%	No
Palm Beach	Somerset Academy Boca	50-3413	375/31%	A	$ 4,372,871	72.71%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	91/38%	A	$ 903,037	71.58%	No
Palm Beach	Somerset Academy Canyons Middle School	50-4012	584/84%	C	$ 6,740,687	64.95%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	1002/61%	A	$ 10,019,260	60.66%	No
Palm Beach	Somerset Academy Lakes Charter School	50-4091	416/100%	B	$ 1,362,376	20.19%	No
Palm Beach	Somerset Academy, The Dr. Bernard Kimmel Campus	50-3395	527/100%	C	$ 3,000,673	35.31%	No
Palm Beach	Somerset Academy Wellington	50-4031	542/50%	C	$ 1,910,476	26.67%	No
Palm Beach	Somerset Academy Wellington High School	50-4131	69/70%	I	$ 465,320	34.16%	No
Palm Beach	SLAM Palm Beach Charter Middle School	50-4090	334/100%	C	$ 701,621	14.35%	No
Palm Beach	SLAM Boca	50-4103	1037/58%	B	$ 2,866,142	20.43%	No
Palm Beach	SLAM High School Palm Beach	50-4111	317/100%	C	$ 1,141,324	26.66%	No
Palm Beach	University Preparatory Academy Palm Beach	50-4080	276/100%	D	$ 864,957	18.40%	No
St. Lucie	Somerset College Preparatory Academy	56-0712	1387/40%	A	$ 1,472,612	9.80%	No
St. Lucie	Somerset Academy St. Lucie	56-0703	669/46%	B	$ 311,819	3.86%	No
St. Lucie	Somerset Academy Bethany	56-0731	482/50%	A	$ 1,297,111	22.65%	No
St. Lucie	Somerset Career Academy	56-0006	NA	NA	NA	NA	NA
Monroe	Somerset Academy Island Preparatory	44-0382	89/22%	A	$ 948,146	52.12%	No
Osceola	Mater Brighton Lakes	49-0163	1316/75%	C	$ 1,400,444	9.92%	No
Osceola	The Mater Academy Preparatory High School	49-0971	530/74%	C	$ 571,988	9.79%	No
Osceola	Mater Palms Academy	49-0185	863/70%	B	$ 1,504,071	16.02%	No
Osceola	Mater Academy St. Cloud	49-0202	607/32%	B	$ 1,863,620	30.03%	No
Osceola	SLAM Osceola	49-0183	163/72%	A	$ 162,484	7.39%	No
Lake	Pinecrest Lakes Academy	35-9041	1055/29%	A	$ 3,108,772	24.88%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	268/27%	A	$ 42,088	1.56%	No
Lake	Pinecrest Academy Four Corners	35-9027	513/61%	A	$ 887,910	14.75%	No
Lake	Pinecrest Academy Tavares	35-9039	918/45%	A	$ 2,834,342	26.95%	No
Hillsborough	Sports Leadership and Management Academy Tampa	29-7815	535/92%	I	$ 1,838,118	26.87%	No
Hillsborough	SLAM Academy Tampa Elementary	29-7824	220/100%	C	$ 552,834	20.75%	No
Hillsborough	SLAM Academy at Apollo Beach	29-7825	1243/100%	B	$ 4,258,069	33.28%	No
Brevard	Pinecrest Academy Space Coast	05-6558	663/24%	A	$ 1,082,793	11.50%	No
Polk	Mater Academy Davenport	53-8010	682/75%	B	$ 356,765	4.47%	No
Polk	Mater Academy Davenport Middle School	53-8020	0/0%	B	$ 1,369,353	50.98%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	1259/36%	A	$ 1,137,232	8.67%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	C	$ 59,341	9.98%	No
Jefferson	Jefferson County Elementary A Somerset School	33-0111	NA	NA	NA	NA	NA
Jefferson	Jefferson County Middle A Somerset School	33-0021	NA	NA	NA	NA	NA
Jefferson	Jefferson County High A Somerset School	33-0024	NA	NA	NA	NA	NA

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			Year 2023				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	1535/92%	B	$ 5,935,026	30.51%	No
Dade	Mater Academy East Charter School	13-3100	557/86.9%	A	$ 179,824	2.50%	No
Dade	Mater Academy East Preparatory	13-7037	21/71.4%	A	$ 468,728	87.31%	No
Dade	Mater Academy of International Studies	13-1017	476/87.6%	C	$ 2,903,578	48.22%	No
Dade	Mater International Preparatory	13-6047	184/84.2%	B	$ 1,562,352	70.23%	No
Dade	Mater International Academy	13-3000	202/95%	B	$ 982,306	37.99%	No
Dade	Mater Academy Middle School	13-6012	1168/87.2%	B	$ 1,344,110	9.79%	No
Dade	Mater Academy High School	13-7160	1635/82.4%	A	$ 1,937,525	9.28%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	342/78.9%	A	$ 2,415,926	59.39%	No
Dade	Mater Gardens Academy	13-0312	801/20.8%	A	$ 915,635	9.06%	No
Dade	Mater Lakes Academy Middle School	13-6033	901/77.7%	B	$ 3,567,727	36.20%	No
Dade	Mater Lakes Academy High School	13-7018	1193/77.4%	B	$ 5,436,654	37.33%	No
Dade	Mater Academy (Miami Beach)	13-5047	622/65.8%	B	$ 4,787,463	58.33%	No
Dade	Mater Grove Academy	13-5045	1207/19.1%	A	$ 4,551,884	32.77%	No
Dade	Mater Brickell Preparatory School	13-5046	NA/62.9%	A	N/A	NA	NA
Dade	Mater Academy at Mt. Sinai	13-5054	NA	NA	NA	NA	NA
Dade	iMater Academy	13-5384	661/92.9%	B	$ 3,838,792	44.73%	No
Dade	iMater Academy Middle School	13-6014	751/88.8%	B	$ 3,809,500	43.38%	No
Dade	iMater Preparatory Academy High School	13-7090	965/89.5%	B	$ 3,332,371	27.50%	No
Dade	Mater Academy Bay	13-4010	962/53.8%	A	$ (74,282)	-0.60%	No
Dade	Mater Academy Bay Middle	13-6032	448/56.6%	A	$ 299,152	6.26%	No
Dade	Mater Academy Bay High School	13-7120	308/58.4%	A	$ 217,990	65.59%	No
Dade	Mater Preparatory Academy	13-3003	374/78.6%	C	$ 522,177	10.93%	No
Dade	Mater Academy Biscayne North Miami Elementary School	13-2022	494/17.6%	A	$ 1,332,542.00	16.05%	No
Dade	Mater Academy Biscayne North Miami Middle School	13-5555	98/33%	B	$ 965,117	42.63%	NA
Dade	Mater Academy Biscayne North Miami High School	13-5556	61/36.1%	A	$ 1,466,842	65.18%	NA
Dade	Mater Academy Kiwanis	13-5416	155/92.9%	A	$ 1,857,860	43.13%	NA
Dade	Mater Lakes Collegiate Academy Middle School	13-5057	177/10.7%	C	$ 721,681	42.71%	NA
Dade	Mater Lakes Collegiate Academy High School	13-5052	111/28.8%	C	$ 534,613	38.33%	NA
Dade	Mater Brickell Academy Middle	13-5412	379/62.9%	A	$ 4,198,562	46.76%	NA
Dade	Mater Brickell Academy High	13-5422	229/63.8%	A	$ 2,445,964	50.61%	NA
Dade	Miami Tech at Mater Innovation Academy	13-5417	NA	NA	NA	NA	NA
Dade	Mater Academy Virtual Middle High School	13-6997	128/14.4%	I	$ 111,357	12.48%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	871/72.4%	C	$ 63,408	0.60%	No
Dade	Sports Leadership and Management Charter High School	13-7016	871/72.5%	A	$ 337,565	3.05%	No
Dade	Sports Leadership and Management (SLAM) Charter Middle School-North Campus	13-6024	258/10.9%	D	$ 657,195	23.34%	No
Dade	SLAM Academy Charter High School (North Campus)	13-7108	234/4.7%	I	$ 739,278	30.66%	No
Dade	Ben Gamla Charter School	13-5022	237/14.3%	A	$ 588,340	19.64%	No
Dade	City of Hialeah Educational Academy	13-7262	953/87.9%	A	$ 2,775,573	23.48%	No
Dade	Doral Academy	13-3030	1100/31.5%	A	$ 10,168,023	70.57%	No
Dade	Just Arts and Management Middle School	13-6083	273/41%	A	$ 873,621	28.55%	No
Dade	Doral Academy of Technology	13-3029	284/21.5%	A	$ 5,017,320	160.85%	No
Dade	Doral Academy Charter Middle School	13-6030	1398/31.8%	A	$ 17,149,757	117.21%	No
Dade	Doral Academy Charter High School	13-7020	1984/30.3%	A	$ 5,011,983	20.40%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	399/21.1%	A	$ 4,480,518	112.14%	No
Dade	Doral Academy North Charter Elementary	13-5219	NA	NA	NA	NA	NA
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	141/98.6%	F	$ 329,408	15.51%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	272/42.3%	A	$ 1,709,631	49.15%	No
Dade	International Studies Charter Middle School	13-6045	316/61.1%	A	$ 1,528,531	44.98%	No
Dade	International Studies Charter High School	13-7007	345/57.4%	A	$ 2,640,961	57.54%	No
Dade	International Studies Virtual Academy	13-6017	38/24.3%	A	$ 51,268	23.46%	No
Dade	Miami Children's Museum Charter School	13-4000	306/39.2%	A	$ 2,158,079	58.91%	No
Dade	Pinecrest Preparatory Academy	13-0600	548 /62%	A	$ 4,633,431	66.22%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	514/60.4%	A	$ 3,267,232	52.61%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	523/61.5%	A	$ 2,945,106	49.65%	No
Dade	Pinecrest Academy South Campus	13-0342	751/56.8%	A	$ 3,045,047	31.45%	No

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			Year 2023				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Academy (North Campus)	13-5048	413/59.8%	A	$ 4,295,948	78.84%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	773/67.5%	A	$ 447,965	5.24%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	951/57.6%	A	$ 3,595,039	30.67%	No
Dade	Pinecrest Glades Academy	13-2031	941/54.3%	A	$ 5,579,658	48.67%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	1096/53.6%	A	$ 1,653,399	14.07%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	800/63.7%	A	$ 3,835,880	41.17%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	443/70.9%	B	$ 1,628,534	32.80%	No
Dade	Somerset Academy (Silver Palms)	13-0332	1918/75.8%	A	$ 3,743,211	15.53%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	919/77.2%	A	$ (145,734)	-1.37%	No
Dade	Somerset Academy Silver Palms at Princeton	13-4012	678/85.8%	A	$ 3,224,859	44.24%	No
Dade	Somerset Arts Academy	13-2012	413/76.3%	B	$ 1,037,330	18.96%	No
Dade	Somerset Oaks Academy	13-3033	618/94%	B	$ 1,904,877	24.26%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	501/19.8%	A	$ 2,355,824	35.03%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	178/24.7%	A	$ 1,278,252	72.26%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	579/83.1%	A	$ 5,203,800	71.38%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	459/82.1%	C	$ 1,254,489	20.95%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	528/87.7%	C	$ (247,437)	-3.99%	No
Dade	Somerset Gables Academy	13-5008	478/24.1%	A	$ 136,409	2.25%	No
Dade	Somerset Academy Bay	13-5062	458/16.6%	A	$ 1,219,438	21.89%	No
Dade	Somerset Academy Bay Middle School	13-6128	244/18%	A	$ 548,368	20.78%	No
Dade	Somerset Preparatory Academy Sunset	13-5002	448/41.7%	A	$ 1,857,479	34.66%	No
Dade	Somerset Palms Academy	13-5015	304/53.6%	A	$ 317,168	8.80%	No
Dade	Somerset Academy Kendall	13-4037	227/0.9%	A	$ 414,394	12.58%	No
Dade	Somerset Preparatory Academy- Homestead	13-0754	384/79.7%	B	$ 552,527	12.63%	No
Dade	Somerset Preparatory Academy Middle School (Homestead)	13-6046	318/72.3%	C	$ 676,813	18.64%	No
Dade	Somerset Preparatory Academy High School (Homestead)	13-7242	271/80.4%	C	$ 520,313	18.84%	No
Dade	Somerset College Preparatory Academy South High School	13-7078	73/80.8%	C	$ 468,066	22.33%	NA
Dade	Somerset Academy Continental	13-0402	15/46.7%	A	$ 131,016	32.29%	NA
Dade	Colegiate Preparatory Academy	13-6016	196/4.1%	I	$ (48,215)	-3.84%	No
Broward	Somerset Academy	06-5141	646/42.4%	A	$ 1,756,031	26.69%	No
Broward	Somerset Academy Middle School	06-5151	1064/33.5%	A	$ 694,017	6.04%	No
Broward	Somerset Academy High School	06-5221	1453/40.2%	A	$ 1,190,015	8.26%	No
Broward	Somerset Arts Conservatory	06-5396	394/26.6%	A	$ 837,624	20.38%	No
Broward	Somerset Academy South	06-5263	348/40.2%	A	$ 259,688	5.91%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	515/62.5%	A	$ 512,363	8.63%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	421/62.9%	A	$ 562,644	13.98%	No
Broward	Somerset Academy Miramar South	06-5054	213/50.2%	A	$ 1,301,291	59.63%	No
Broward	Somerset Academy (Davie)	06-5211	150/53.3%	A	$ 295,743	19.17%	No
Broward	Somerset Academy East Preparatory	06-5391	202/89.6%	C	$ 758,113	34.62%	No
Broward	Somerset Academy Riverside	06-5387	345/69%	C	$ 647,983	13.27%	No
Broward	Somerset Academy Riverside Middle School	06-5419	190/63.7%	C	$ 86,323	3.98%	No
Broward	Somerset Parkland Academy	06-5056	947/20.3%	A	$ 293,330	2.91%	No
Broward	Somerset Village Academy	06-5004	237/92.8%	B	$ 693,526	26.42%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	158/91.8%	C	$ 381,420	23.80%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	716/93.2%	C	$ 1,316,758	17.42%	No
Broward	Somerset Preperatory Academy Charter High School at North Lauderdale	06-5006	343/86%	C	$ 774,589	23.11%	No
Broward	Somerset Academy Neighborhood School	06-5021	497/76.4%	B	$ 1,154,165	22.53%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	347/68.8%	C	$ (203,053)	-6.34%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	298/53%	B	$ 75,767	2.58%	No
Broward	Somerset Pines Academy	06-5030	453/77.6%	C	$ 935,306	18.72%	No
Broward	Somerset Academy Pompano	06-5388	140/91.4%	D	$ 222,626	13.09%	No

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			Year 2023				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Somerset Academy Key Middle School	06-5413	345/72.5%	D	$ 379,839	10.71%	No
Broward	Somerset Academy Key Charter High School	06-5224	315/64.6%	C	$ 213,392	6.82%	No
Broward	Ben Gamla Charter School	06-5410	351/33.9%	A	$ 600,538	15.95%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	293/37.9%	B	$ 74,410	2.59%	No
Broward	Ben Gamla South Broward	06-5392	249/81.1%	C	$ 361,325	12.67%	No
Broward	Ben Gamla Preparatory Academy	06-5182	101/72.3%	D	$ (160,660)	-12.34%	No
Broward	International Studies Academy Middle School	06-5556	267/54.5%	B	$ 244,238	10.06%	No
Broward	International Studies Academy High School	06-5555	199/61%	B	$ 257,603	10.10%	No
Orange	Cornerstone Charter Academy	48-0133	990/36%	A	$ 3,137,027	27.87%	No
Orange	Cornerstone Charter High School	48-0146	550/35.8%	B	$ 3,393,728	58.20%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	286/82%	A	$ 510,201	16.54%	No
Orange	Pinecrest Creek Academy	48-0203	117/90.5%	A	$ 18,425	1.13%	No
Orange	Pinecrest Academy Avalon	48-0238	471/39.5%	A	$ 445,996	8.64%	No
Orange	Mater Academy Narcoossee High School	48-1019	35/48.6%	C	$ 1,152,701	84.99%	NA
Orange	Mater Academy Narcoossee	48-1018	515/40.6%	A	$ 867,812	14.01%	NA
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	9/NA	A	$ 68,642	48.83%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	358/84.7%	C	$ 973,069	25.07%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	188/76.7%	C	$ 666,151	31.21%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	243/56.4%	A	$ 1,557,118	53.71%	No
Palm Beach	Somerset Academy Boca	50-3413	351/34.2%	A	$ 2,581,386	57.66%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	81/43.2%	A	$ 633,687	68.34%	No
Palm Beach	Somerset Academy Canyons Middle School	50-4012	678/70.6%	C	$ 3,807,445	51.25%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	1048/60.3%	A	$ 4,916,670	39.82%	No
Palm Beach	Somerset Academy Lakes Charter School	50-4091	405/100%	D	$ 964,454	18.85%	No
Palm Beach	Somerset Academy, The Dr. Bernard Kimmel Campus	50-3395	511/100%	C	$ 671,368	10.34%	No
Palm Beach	Somerset Academy Wellington	50-4031	475/90.1%	I	$ 1,161,973	20.02%	No
Palm Beach	Somerset Academy Wellington High School	50-4131	37/94.6%	B	$ 242,315	27.19%	NA
Palm Beach	SLAM Palm Beach Charter Middle School	50-4090	348/100%	C	$ 227,969	6.04%	No
Palm Beach	SLAM Boca	50-4103	1011/63.3%	B	$ 329,370	3.08%	No
Palm Beach	SLAM High School Palm Beach	50-4111	317/100%	I	$ 839,694	23.72%	No
Palm Beach	University Preparatory Academy Palm Beach	50-4080	279/100%	F	$ 196,252	5.60%	No
St. Lucie	Somerset College Preparatory Academy	56-0712	1302/50.5%	A	$ 967,189	7.82%	No
St. Lucie	Somerset Academy St. Lucie	56-0703	679/60.8%	C	$ 294,250	4.03%	No
St. Lucie	Somerset Academy Bethany	56-0731	335/62.7%	C	$ 543,059	11.30%	No
St. Lucie	Somerset Career Academy	56-0006	NA	NA	NA	NA	NA
Monroe	Somerset Academy Island Preparatory	44-0382	87/29.9%	B	$ 688,977	50.70%	No
Osceola	Mater Brighton Lakes	49-0163	1275/84.4%	C	$ 525,593	4.05%	No
Osceola	The Mater Academy Preparatory High School	49-0971	438/81.5%	C	$ (672)	-0.01%	No
Osceola	Mater Palms Academy	49-0185	864/81.6%	C	$ 514,848	5.94%	No
Osceola	Mater Academy St. Cloud	49-0202	557/71.3%	C	$ 1,509,629	28.06%	No
Osceola	SLAM Osceola	49-0183	162/82.7%	A	$ 53,490	2.36%	No
Lake	Pinecrest Lakes Academy	35-9041	1025/31.7%	A	$ 99,396	0.94%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	243/28.9%	A	$ (45,735)	-2.13%	No
Lake	Pinecrest Academy Four Corners	35-9027	510/63.5%	B	$ 690,114	13.03%	No
Lake	Pinecrest Academy Tavares	35-9039	809/38.8%	A	$ 1,113,981	13.38%	No
Hillsborough	Sports Leadership and Management Academy Tampa	29-7815	416/59.3%	C	$ 1,233,686	21.45%	No
Hillsborough	SLAM Academy Tampa Elementary	29-7824	100/83%	D	$ 439,180	27.60%	No
Hillsborough	SLAM Academy at Apollo Beach	29-7825	1129/60.8%	C	$ 1,825,919	16.66%	No
Brevard	Pinecrest Academy Space Coast	05-6558	673/21.1%	A	$ 392,941	5.50%	No
Polk	Mater Academy Davenport	53-8010	601/68.1%	C	$ 1,388,172	19.12%	NA
Polk	Mater Academy Davenport Middle School	53-8020	NA	NA	NA	NA	NA
Pasco	Pinecrest Academy Wesley Chapel	51-4332	1112/33.1%	B	$ 99,363	0.91%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA	NA
Jefferson	Jefferson County Elementary A Somerset School	33-0111	NA	NA	NA	NA	NA
Jefferson	Jefferson County Middle A Somerset School	33-0021	NA	NA	NA	NA	NA
Jefferson	Jefferson County High A Somerset School	33-0024	NA	NA	NA	NA	NA

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Dade	Mater Academy	13-0100	1290/87.8%	A	$ 3,958,405	3.49%	No
Dade	Mater Academy East Charter School	13-3100	466/89.5%	A	$ (130,208)	-2.62%	No
Dade	Mater Academy East Preparatory	13-7037	4/NA	A	$ 173,821	66.86%	No
Dade	Mater Academy of International Studies	13-1017	487/95.1%	B	$ 3,579,978	68.87%	No
Dade	Mater International Preparatory	13-6047	214/95.8%	A	$ 2,450,087	118.25%	No
Dade	Mater International Academy	13-3000	205/98%	C	$ 769,065	34.98%	No
Dade	Mater Academy Middle School	13-6012	1187/87.2%	A	$ 3,327,654	29.85%	No
Dade	Mater Academy High School	13-7160	1544/83.5%	A	$ 3,394,156	20.32%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	327/80.1%	A	$ 2,446,865	76.39%	No
Dade	Mater Gardens Academy	13-0312	800/63%	A	$ 57,048	0.68%	No
Dade	Mater Lakes Academy Middle School	13-6033	905/77.9%	B	$ 3,320,528	40.38%	No
Dade	Mater Lakes Academy High School	13-7018	1228/78.7%	A	$ 3,927,213	30.97%	No
Dade	Mater Academy (Miami Beach)	13-5047	627/77.1%	A	$ 2,758,904	47.03%	No
Dade	Mater Grove Academy	13-5045	1213/67.1%	A	$ 4,790,944	41.68%	No
Dade	Mater Brickell Preparatory School	13-5046	NA	NA	N/A	NA	No
Dade	Mater Academy at Mt. Sinai	13-5054	151/61.6%	A	$ 1,178,482	78.69%	No
Dade	iMater Academy	13-5384	633/95.4%	C	$ 4,031,829	56.90%	No
Dade	iMater Academy Middle School	13-6014	776/93.4%	B	$ 3,646,367	49.31%	No
Dade	iMater Preparatory Academy High School	13-7090	989/91%	B	$ 3,430,402	33.33%	No
Dade	Mater Academy Bay	13-4010	929/60%	A	$ 350,139	3.56%	No
Dade	Mater Academy Bay Middle	13-6032	483/70.4%	A	$ 126,395	2.50%	No
Dade	Mater Academy Bay High School	13-7120	214/73.0%	A	$ (201,438)	-6.72%	No
Dade	Mater Preparatory Academy	13-3003	372/95.2%	C	$ 266,025	6.62%	No
Dade	Mater Academy Biscayne North Miami Elementary School	13-2022	88/31.8%	NA	$ 379,811.00	13.99%	No
Dade	Mater Academy Biscayne North Miami Middle School	13-5555	NA	NA	NA	NA	NA
Dade	Mater Academy Biscayne North Miami High School	13-5556	NA	NA	NA	NA	NA
Dade	Mater Academy Kiwanis	13-5416	NA	NA	NA	NA	NA
Dade	Mater Lakes Collegiate Academy Middle School	13-5057	NA	NA	NA	NA	NA
Dade	Mater Lakes Collegiate Academy High School	13-5052	NA	NA	NA	NA	NA
Dade	Mater Brickell Academy Middle	13-5412	NA	NA	NA	NA	NA
Dade	Mater Brickell Academy High	13-5422	NA	NA	NA	NA	NA
Dade	Miami Tech at Mater Innovation Academy	13-5417	NA	NA	NA	NA	NA
Dade	Mater Academy Virtual Middle High School	13-6997	149/64.7%	I	$ 138,475	14.27%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	978/94.3%	B	$ 65,766	0.64%	No
Dade	Sports Leadership and Management Charter High School	13-7016	850/91.4%	A	$ 682,023	7.40%	No
Dade	Sports Leadership and Management (SLAM) Charter Middle School-North Campus	13-6024	246/93.5%	C	$ 392,099	14.42%	No
Dade	SLAM Academy Charter High School (North Campus)	13-7108	196/90.8%	C	$ 390,326	21.30%	No
Dade	Ben Gamla Charter School	13-5022	245/59.6%	A	$ 308,621	12.15%	No
Dade	City of Hialeah Educational Academy	13-7262	953/91.7%	A	$ 2,220,891	23.22%	No
Dade	Doral Academy	13-3030	1081/46.9%	A	$ 8,778,670	69.50%	No
Dade	Just Arts and Management Middle School	13-6083	267/52.4%	A	$ 613,154	24.48%	No
Dade	Doral Academy of Technology	13-3029	300/39.3%	A	$ 4,290,640	151.02%	No
Dade	Doral Academy Charter Middle School	13-6030	1353/53.5%	A	$ 13,392,667	107.10%	No
Dade	Doral Academy Charter High School	13-7020	1957/52.2%	A	$ 2,552,916	12.03%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	399/44.4%	A	$ 3,907,972	95.85%	No
Dade	Doral Academy North Charter Elementary	13-5219	NA	NA	NA	NA	NA
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	148/93.3%	C	$ 188,938	8.74%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	270/51.1%	A	$ 1,140,786	38.48%	No
Dade	International Studies Charter Middle School	13-6045	326/60.4%	A	$ 1,363,520	44.41%	No
Dade	International Studies Charter High School	13-7007	415/64.8%	A	$ 2,222,454	49.83%	No
Dade	International Studies Virtual Academy	13-6017	37/42.4%	NA	$ 30,163	10.47%	No
Dade	Miami Children's Museum Charter School	13-4000	304/40.1%	A	$ 1,595,362	50.50%	No
Dade	Pinecrest Preparatory Academy	13-0600	564/63.2%	A	$ 4,254,531	74.48%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	499/69.7%	A	$ 3,023,566	64.52%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	509/64.6%	A	$ 2,658,098	57.30%	No
Dade	Pinecrest Academy South Campus	13-0342	750/66%	A	$ 2,943,155	38.57%	No

ESP			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year 2022				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Academy (North Campus)	13-5048	395/63%	A	$ 3,912,730	88.63%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	757/75.8%	A	$ (48,272)	-0.68%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	944/62%	A	$ 2,218,424	24.02%	No
Dade	Pinecrest Glades Academy	13-2031	850/56.5%	A	$ 3,847,347	45.97%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	887/60.7%	A	$ 969,920	12.35%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	836/74.2%	A	$ 1,456,831	18.12%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	250/75.2%	A	$ 703,733	31.18%	No
Dade	Somerset Academy (Silver Palms)	13-0332	1923/83.6%	A	$ 1,352,641	6.99%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	872/82.4%	A	$ 183,142	2.18%	No
Dade	Somerset Academy Silver Palms at Princeton	13-4012	540/88.1%	B	$ 2,239,302	39.52%	No
Dade	Somerset Arts Academy	13-2012	404/75.7%	A	$ 748,342	17.55%	No
Dade	Somerset Oaks Academy	13-3033	615/85%	B	$ 904,445	14.21%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	510/20.8%	A	$ 1,629,664	29.39%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	164/23.8%	A	$ 813,880	58.38%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	555/73.5%	A	$ 1,662,486	28.91%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	473/81%	B	$ 1,109,678	22.81%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	520/88.5%	C	$ 177,326	3.39%	No
Dade	Somerset Gables Academy	13-5008	472/29.4%	A	$ (75,271)	-1.60%	No
Dade	Somerset Academy Bay	13-5062	444/17.1%	A	$ 966,578	20.40%	No
Dade	Somerset Academy Bay Middle School	13-6128	234/16.7%	A	$ 96,474	4.63%	No
Dade	Somerset Preparatory Academy Sunset	13-5002	399/36.8%	A	$ 1,055,442	27.98%	No
Dade	Somerset Palms Academy	13-5015	290/55.5%	A	$ 298,827	10.70%	No
Dade	Somerset Academy Kendall	13-4037	225/35.1%	A	$ 362,287	12.17%	No
Dade	Somerset Preparatory Academy- Homestead	13-0754	344/83.5%	C	$ 83,632	2.21%	No
Dade	Somerset Preparatory Academy Middle School (Homestead)	13-6046	238/84.9%	B	$ 223,936	7.73%	No
Dade	Somerset Preparatory Academy High School (Homestead)	13-7242	189/82%	B	$ 253,393	11.87%	No
Dade	Somerset College Preparatory Academy South High School	13-7078	NA	NA	NA	NA	NA
Dade	Somerset Academy Continental	13-0402	NA	NA	NA	NA	NA
Dade	Colegiate Preparatory Academy	13-6016	208/44.2%	C	$ 32,332	2.77%	No
Broward	Somerset Academy	06-5141	631/39.9%	A	$ 1,697,349	31.42%	No
Broward	Somerset Academy Middle School	06-5151	1022/32.3%	A	$ 690,742	7.26%	No
Broward	Somerset Academy High School	06-5221	1432/38.4%	A	$ 675,823	5.43%	No
Broward	Somerset Arts Conservatory	06-5396	371/24.3%	A	$ 1,324,812	40.12%	No
Broward	Somerset Academy South	06-5263	346/40.5%	A	$ 318,862	8.81%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	524/65.9%	A	$ 710,121	13.36%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	416/61.6%	A	$ 655,353	18.79%	No
Broward	Somerset Academy Miramar South	06-5054	218/53.7%	A	$ 1,355,035	69.93%	No
Broward	Somerset Academy (Davie)	06-5211	150/52.7%	A	$ 389,525	28.98%	No
Broward	Somerset Academy East Preparatory	06-5391	211/89.6%	B	$ 1,003,972	49.07%	No
Broward	Somerset Academy Riverside	06-5387	312/62.3%	B	$ 132,608	3.59%	No
Broward	Somerset Academy Riverside Middle School	06-5419	117/62.9%	B	$ 163,385	10.89%	No
Broward	Somerset Parkland Academy	06-5056	838/4.0%	A	$ 80,733	1.02%	No
Broward	Somerset Village Academy	06-5004	252/94.4%	B	$ 1,113,367	44.95%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	156/94.9%	B	$ 297,297	20.69%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	707/91.1%	B	$ 1,209,636	17.58%	No
Broward	Somerset Preperatory Academy Charter High School at North Lauderdale	06-5006	325/82.2%	C	$ 1,307,928	44.56%	No
Broward	Somerset Academy Neighborhood School	06-5021	447/67.7%	A	$ 1,237,841	28.54%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	344/73.5%	B	$ 20,454	0.72%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	253/75.5%	B	$ 191,911	7.48%	No
Broward	Somerset Pines Academy	06-5030	443/80.4%	C	$ 1,345,573	30.84%	No
Broward	Somerset Academy Pompano	06-5388	129/91.5%	B	$ 34,474	2.56%	No

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			Year 2022				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Somerset Academy Key Middle School	06-5413	329/74.8%	C	$ 307,011	9.81%	No
Broward	Somerset Academy Key Charter High School	06-5224	284/75.7%	C	$ 21,259	0.84%	No
Broward	Ben Gamla Charter School	06-5410	375/27.2%	A	$ 188,822	5.00%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	260/28.8%	A	$ 224,906	9.52%	No
Broward	Ben Gamla South Broward	06-5392	281/80.9%	B	$ 392,839	13.21%	No
Broward	Ben Gamla Preparatory Academy	06-5182	76/72.4%	C	$ 402,013	41.63%	No
Broward	International Studies Academy Middle School	06-5556	189/48.5%	B	$ 54,833	2.90%	No
Broward	International Studies Academy High School	06-5555	187/63.6%	C	$ 88,906	4.39%	No
Orange	Cornerstone Charter Academy	48-0133	959/32.7%	A	$ 5,723,166	56.45%	No
Orange	Cornerstone Charter High School	48-0146	507/34.3%	B	$ 2,753,124	55.63%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	270/75.6%	A	$ 226,408	8.18%	No
Orange	Pinecrest Creek Academy	48-0203	106/87.6%	A	$ 173,775	12.73%	No
Orange	Pinecrest Academy Avalon	48-0238	416/38.5%	A	$ 95,814	2.06%	No
Orange	Mater Academy Narcoossee High School	48-1019	NA	NA	NA	NA	NA
Orange	Mater Academy Narcoossee	48-1018	NA	NA	NA	NA	NA
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	12/50%	A	$ 40,599	34.30%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	379/82.6%	F	$ 451,067	11.86%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	178/79.8%	D	$ 510,655	25.40%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	256/46.9%	A	$ 423,175	14.36%	No
Palm Beach	Somerset Academy Boca	50-3413	339/27.8%	A	$ 1,258,015	35.67%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	86/11.6%	A	$ 538,206	61.18%	No
Palm Beach	Somerset Academy Canyons Middle School	50-4012	685/52.8%	A	$ 2,258,597	33.81%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	1035/50.8%	A	$ 1,422,516	12.70%	No
Palm Beach	Somerset Academy Lakes Charter School	50-4091	411/89.3%	C	$ 602,766	13.94%	No
Palm Beach	Somerset Academy, The Dr. Bernard Kimmel Campus	50-3395	504/86.3%	D	$ 40,851	0.78%	No
Palm Beach	Somerset Academy Wellington	50-4031	342/58.8%	C	$ 674,877	202.73%	No
Palm Beach	Somerset Academy Wellington High School	50-4131	NA	NA	NA	NA	NA
Palm Beach	SLAM Palm Beach Charter Middle School	50-4090	354/88.1%	C	$ 330	0.01%	No
Palm Beach	SLAM Boca	50-4103	811/50.9%	C	$ 46,943	0.55%	No
Palm Beach	SLAM High School Palm Beach	50-4111	276/85.5%	D	$ 477,146	18.96%	No
Palm Beach	University Preparatory Academy Palm Beach	50-4080	307/93.5%	D	$ 211,678	6.30%	No
St. Lucie	Somerset College Preparatory Academy	56-0712	1109/40.8%	A	$ 350,452	3.72%	No
St. Lucie	Somerset Academy St. Lucie	56-0703	672/49.4%	C	$ 324,922	5.04%	No
St. Lucie	Somerset Academy Bethany	56-0731	197/52.1%	C	$ 170,762	6.00%	No
St. Lucie	Somerset Career Academy	56-0006	NA	NA	NA	NA	NA
Monroe	Somerset Academy Island Preparatory	44-0382	81/29.6%	B	$ 423,710	41.86%	No
Osceola	Mater Brighton Lakes	49-0163	1152/80.9%	C	$ (37,678)	-0.35%	No
Osceola	The Mater Academy Preparatory High School	49-0971	311/76.9%	D	$ 20,552	0.53%	No
Osceola	Mater Palms Academy	49-0185	865/70.5%	B	$ 102,254	1.32%	No
Osceola	Mater Academy St. Cloud	49-0202	398/60.3%	C	$ 900,599	22.26%	No
Osceola	SLAM Osceola	49-0183	137/69.9%	A	$ 128,526	6.27%	No
Lake	Pinecrest Lakes Academy	35-9041	775/31.1%	A	$ 537,939	7.22%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	170/27.1%	A	$ (46,219)	-2.89%	No
Lake	Pinecrest Academy Four Corners	35-9027	418/56.2%	B	$ 127,595	2.70%	No
Lake	Pinecrest Academy Tavares	35-9039	649/34.8%	A	$ 299,233	4.93%	No
Hillsborough	Sports Leadership and Management Academy Tampa	29-7815	350/68%	C	$ 135,564	2.59%	No
Hillsborough	SLAM Academy Tampa Elementary	29-7824	19/52.6%	A	$ 325,951	37.31%	No
Hillsborough	SLAM Academy at Apollo Beach	29-7825	906/56%	C	$ 1,142,767	14.10%	No
Brevard	Pinecrest Academy Space Coast	05-6558	621/17.4%	A	$ 362,712	6.27%	No
Polk	Mater Academy Davenport	53-8010	NA	NA	NA	NA	NA
Polk	Mater Academy Davenport Middle School	53-8020	NA	NA	NA	NA	NA
Pasco	Pinecrest Academy Wesley Chapel	51-4332	818/36.5%	A	$ 87,996	1.19%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA	NA
Jefferson	Jefferson County Elementary A Somerset School	33-0111	318/100%	D	$ 846,622	11.65%	No
Jefferson	Jefferson County Middle A Somerset School	33-0021	177/100%	D	$ 47,958	1.56%	No
Jefferson	Jefferson County High A Somerset School	33-0024	178/99.4%	D	$ 280,452	7.41%	No

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			Year 2021				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	1296/87.9%	NA	$ 3,338,662	25.14%	No
Dade	Mater Academy East Charter School	13-3100	557/80.4%	NA	$ (138,702)	-2.48%	No
Dade	Mater Academy East Preparatory	13-7037	123/92.7%	NA	$ 463,403	30.09%	No
Dade	Mater Academy of International Studies	13-1017	499/96.8%	NA	$ 2,990,210	56.74%	No
Dade	Mater International Preparatory	13-6047	204/96.1%	NA	$ 2,275,464	114.36%	No
Dade	Mater International Academy	13-3000	200/98%	NA	$ 682,762	31.07%	No
Dade	Mater Academy Middle School	13-6012	1248/87.4%	NA	$ 3,812,395	32.45%	No
Dade	Mater Academy High School	13-7160	1641/82.6%	NA	$ 4,033,548	24.44%	
Dade	Mater Performing Arts & Entertainment Academy	13-7014	309/83.8%	NA	$ 2,304,020	74.42%	No
Dade	Mater Gardens Academy	13-0312	805/41.9%	NA	$ 30,710	0.39%	No
Dade	Mater Lakes Academy Middle School	13-6033	931/72.4%	NA	$ 3,093,708	38.17%	No
Dade	Mater Lakes Academy High School	13-7018	1175/76.4%	NA	$ 3,865,176	33.07%	No
Dade	Mater Academy (Miami Beach)	13-5047	620/69.7%	NA	$ 2,574,860	44.46%	
Dade	Mater Grove Academy	13-5045	1199/58.5%	NA	$ 4,548,664	41.24%	
Dade	Mater Brickell Preparatory School	13-5046	NA	NA	NA	NA	NA
Dade	Mater Academy at Mt. Sinai	13-5054	160/58.1%	NA	$ 1,095,221	69.54%	No
Dade	iMater Academy	13-5384	695/91.5%	NA	$ 3,829,145	52.76%	No
Dade	iMater Academy Middle School	13-6014	848/93%	NA	$ 3,352,842	47.45%	No
Dade	iMater Preparatory Academy High School	13-7090	1045/89.4%	NA	$ 2,940,635	30.07%	No
Dade	Mater Academy Bay	13-4010	863/56.2%	NA	$ 1,491,215	15.77%	No
Dade	Mater Academy Bay Middle	13-6032	438/66.9%	NA	$ (271,440)	-7.93%	No
Dade	Mater Academy Bay High School	13-7120	121/64.5%	NA	$ 34,121	3.07%	No
Dade	Mater Preparatory Academy	13-3003	329/95.1%	NA	$ 237,345	6.77%	No
Dade	Mater Academy Biscayne North Miami Elementary School	13-2022	NA	NA	NA	NA	NA
Dade	Mater Academy Biscayne North Miami Middle School	13-5555	NA	NA	NA	NA	NA
Dade	Mater Academy Biscayne North Miami High School	13-5556	NA	NA	NA	NA	NA
Dade	Mater Academy Kiwanis	13-5416	NA	NA	NA	NA	NA
Dade	Mater Lakes Collegiate Academy Middle School	13-5057	NA	NA	NA	NA	NA
Dade	Mater Lakes Collegiate Academy High School	13-5052	NA	NA	NA	NA	NA
Dade	Mater Brickell Academy Middle	13-5412	NA	NA	NA	NA	NA
Dade	Mater Brickell Academy High	13-5422	NA	NA	NA	NA	NA
Dade	Miami Tech at Mater Innovation Academy	13-5417	NA	NA	NA	NA	NA
Dade	Mater Academy Virtual Middle High School	13-6997	80/32.5%	NA	$ 15,595	2.26%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	916/93.8%	NA	$ 457,434	5.52%	No
Dade	Sports Leadership and Management Charter High School	13-7016	826/92%	NA	$ (710,015)	-8.82%	No
Dade	Sports Leadership and Management (SLAM) Charter Middle School-North Campus	13-6024	304/97%	NA	$ 2,203,091	76.31%	No
Dade	SLAM Academy Charter High School (North Campus)	13-7108	118/98.3%	NA	$ (41,197)	-3.93%	No
Dade	Ben Gamla Charter School	13-5022	250/59.2%	A	$ 204,643	9.04%	No
Dade	City of Hialeah Educational Academy	13-7262	945/90.2%	NA	$ 2,901,817	32.25%	No
Dade	Doral Academy	13-3030	1067/41%	A	$ 7,392,082	65.87%	No
Dade	Just Arts and Management Middle School	13-6083	265/50.9%	A	$ 464,405	20.44%	No
Dade	Doral Academy of Technology	13-3029	293/36.5%	A	$ 3,535,626	141.50%	No
Dade	Doral Academy Charter Middle School	13-6030	1418/48.7%	A	$ 10,608,864	88.02%	No
Dade	Doral Academy Charter High School	13-7020	1874/48.5%	A	$ 5,382,775	30.417%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	426/39.2%	A	$ 3,215,463	84.37%	No
Dade	Doral Academy North Charter Elementary	13-5219	NA	NA	NA	NA	NA
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	150/96%	NA	$ 286,692	14.09%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	266/43.2%	A	$ 902,159	34.43%	No
Dade	International Studies Charter Middle School	13-6045	323/57.9%	A	$ 949,825	34.79%	No
Dade	International Studies Charter High School	13-7007	405/59%	A	$ 2,159,633	56.26%	No
Dade	International Studies Virtual Academy	13-6017	30/33.3%	NA	$ 30,161	17.13%	No
Dade	Miami Children's Museum Charter School	13-4000	315/25.1%	A	$ 1,728,755	58.00%	No
Dade	Pinecrest Preparatory Academy	13-0600	559/60.1%	NA	$ 4,533,369	81.07%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	497/67.4%	NA	$ 3,789,125	84.67%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	531/59.7%	NA	$ 2,754,219	59.90%	No
Dade	Pinecrest Academy South Campus	13-0342	758/57.1%	NA	$ 2,884,529	39.58%	No

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Dade	Pinecrest Academy (North Campus)	13-5048	426/58.9%	A	$ 3,459,902	77.78%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	646/70.6%	A	$ (160,655)	-2.84%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	960/57.4%	NA	$ 2,127,820	24.04%	No
Dade	Pinecrest Glades Academy	13-2031	876/53.1%	NA	$ 3,908,422	48.57%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	796/57.2%	NA	$ 503,800	7.46%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	819/66.3%	NA	$ 2,238,171	27.40%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	279/67.7%	NA	$ 1,911,080	54.99%	No
Dade	Somerset Academy (Silver Palms)	13-0332	1969/79.6%	NA	$ 1,154,792	6.19%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	833/77.8%	NA	$ 345,283	4.58%	No
Dade	Somerset Academy Silver Palms at Princeton	13-4012	511/71.4%	NA	$ 2,309,194	46.87%	No
Dade	Somerset Arts Academy	13-2012	414/75.1%	NA	$ 1,214,687	26.24%	No
Dade	Somerset Oaks Academy	13-3033	612/85.8%	NA	$ 972,434	15.80%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	487/19.1%	A	$ 2,165,315	42.96%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	158/23.4%	A	$ 1,131,139	80.64%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	573/75.4%	NA	$ 3,237,319	54.74%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	505/81.6%	NA	$ 1,149,263	23.29%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	494/84.8%	NA	$ (129,047)	-2.86%	No
Dade	Somerset Gables Academy	13-5008	502/24.1%	A	$ (367,830)	-7.72%	No
Dade	Somerset Academy Bay	13-5062	426/13.6%	NA	$ 747,512	16.76%	No
Dade	Somerset Academy Bay Middle School	13-6128	231/19.9%	A	$ (128,046)	-6.51%	No
Dade	Somerset Preparatory Academy Sunset	13-5002	330/34.8%	A	$ 914,367	29.21%	No
Dade	Somerset Palms Academy	13-5015	227/51.5%	B	$ (40,153)	-1.82%	No
Dade	Somerset Academy Kendall	13-4037	205/42.4%	NA	$ 85,621	3.73%	No
Dade	Somerset Preparatory Academy- Homestead	13-0754	239/77.4%	NA	$ 148,824	5.57%	No
Dade	Somerset Preparatory Academy Middle School (Homestead)	13-6046	214/80.4%	NA	$ 313,428	11.94%	No
Dade	Somerset Preparatory Academy High School (Homestead)	13-7242	143/76.9%	NA	$ 183,067	11.01%	No
Dade	Somerset College Preparatory Academy South High School	13-7078	NA	NA	NA	NA	NA
Dade	Somerset Academy Continental	13-0402	NA	NA	NA	NA	NA
Dade	Colegiate Preparatory Academy	13-6016	3/na	NA	$ 11,876	26.33%	No
Broward	Somerset Academy	06-5141	651/34.1%	A	$ 1,419,396	26.04%	No
Broward	Somerset Academy Middle School	06-5151	1126/28.2%	NA	$ 74,233	0.78%	No
Broward	Somerset Academy High School	06-5221	1395/30.4%	NA	$ (561,691)	-4.89%	No
Broward	Somerset Arts Conservatory	06-5396	389/22.9%	A	$ 424,301	13.55%	No
Broward	Somerset Academy South	06-5263	331/30.8%	A	$ 372,873	11.74%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	540/52.8%	NA	$ 852,984	17.01%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	430/45.6%	NA	$ 938,380	27.15%	No
Broward	Somerset Academy Miramar South	06-5054	216/42.6%	A	$ 1,145,378	60.66%	No
Broward	Somerset Academy (Davie)	06-5211	150/47.3%	A	$ 514,483	37.79%	No
Broward	Somerset Academy East Preparatory	06-5391	222/86.9%	NA	$ 1,254,935	60.51%	No
Broward	Somerset Academy Riverside	06-5387	271/54.2%	C	$ 205,163	7.37%	No
Broward	Somerset Academy Riverside Middle School	06-5419	113/46%	NA	$ (7,057)	-0.68%	No
Broward	Somerset Parkland Academy	06-5056	534/16.7%	B	$ 66,106	1.30%	No
Broward	Somerset Village Academy	06-5004	228/95.2%	NA	$ 1,095,942	49.37%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	159/91.8%	NA	$ 342,717	24.23%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	736/83.7%	NA	$ 1,599,630	22.38%	No
Broward	Somerset Preperatory Academy Charter High School at North Lauderdale	06-5006	319/74%	NA	$ 1,334,878	49.94%	No
Broward	Somerset Academy Neighborhood School	06-5021	494/65%	NA	$ 1,197,987	27.09%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	347/59.1%	NA	$ 170,608	6.20%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	278/29.1%	NA	$ 217,816	8.87%	No
Broward	Somerset Pines Academy	06-5030	448/71.4%	C	$ 1,526,934	36.51%	No
Broward	Somerset Academy Pompano	06-5388	119/83.2%	C	$ 202,414	17.11%	No

ESP			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year 2021				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Somerset Academy Key Middle School	06-5413	335/;80.3%	NA	$ 427,956	14.04%	No
Broward	Somerset Academy Key Charter High School	06-5224	268/84.7%	NA	$ 157,861	7.32%	No
Broward	Ben Gamla Charter School	06-5410	454/27.5%	NA	$ 1,781,312	44.31%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	207/27.5%	NA	$ 20,203	1.19%	No
Broward	Ben Gamla South Broward	06-5392	348/78.2%	NA	$ 241,567	7.50%	No
Broward	Ben Gamla Preparatory Academy	06-5182	376/42.3%	NA	$ 8,653	0.26%	No
Broward	International Studies Academy Middle School	06-5556	NA	NA	NA	NA	NA
Broward	International Studies Academy High School	06-5555	NA	NA	NA	NA	NA
Orange	Cornerstone Charter Academy	48-0133	984/34.2%	NA	$ 6,885,379	71.68%	No
Orange	Cornerstone Charter High School	48-0146	528/40%	NA	$ 2,334,694	50.01%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	235/79.6%	A	$ 274,079	11.24%	No
Orange	Pinecrest Creek Academy	48-0203	100/78%	NA	$ (2,704)	-0.20%	No
Orange	Pinecrest Academy Avalon	48-0238	364/38.2%	A	$ 4,637	0.12%	No
Orange	Mater Academy Narcoossee High School	48-1019	NA	NA	NA	NA	NA
Orange	Mater Academy Narcoossee	48-1018	NA	NA	NA	NA	NA
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	13/23.1%	A	$ 47,033	31.74%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	273/86.4%	NA	$ 457,966	15.71%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	163/84%	NA	$ 450,518	26.38%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	254/41.7%	NA	$ 72,465	3.05%	No
Palm Beach	Somerset Academy Boca	50-3413	353/26.9%	NA	$ 2,123,805	66.02%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	89/40.4%	A	$ 395,194	51.69%	No
Palm Beach	Somerset Academy Canyons Middle School	50-4012	704/50.4%	NA	$ 2,377,284	38.12%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	966/46.5%	NA	$ 1,675,238	18.88%	No
Palm Beach	Somerset Academy Lakes Charter School	50-4091	331/89.1%	NA	$ 264,676	7.35%	No
Palm Beach	Somerset Academy, The Dr. Bernard Kimmel Campus	50-3395	518/85.9%	NA	$ 826,669	17.00%	No
Palm Beach	Somerset Academy Wellington	50-4031	213/58.2%	NA	$ 413,932	15.67%	No
Palm Beach	Somerset Academy Wellington High School	50-4131	NA	NA	NA	NA	NA
Palm Beach	SLAM Palm Beach Charter Middle School	50-4090	269/86.6%	NA	$ 24,933	1.04%	No
Palm Beach	SLAM Boca	50-4103	645/47.6%	NA	$ (215,276)	-3.37%	No
Palm Beach	SLAM High School Palm Beach	50-4111	152/78.3%	NA	$ 40,891	2.56%	No
Palm Beach	University Preparatory Academy Palm Beach	50-4080	348/94.5%	NA	$ 524,654	14.37%	No
St. Lucie	Somerset College Preparatory Academy	56-0712	1008/42.9%	A	$ (162,465)	-2.07%	No
St. Lucie	Somerset Academy St. Lucie	56-0703	622/59.5%	NA	$ (169,585)	-2.89%	No
St. Lucie	Somerset Academy Bethany	56-0731	38/60.5%	NA	$ 339,099	30.99%	No
St. Lucie	Somerset Career Academy	56-0006	NA	NA	NA	NA	NA
Monroe	Somerset Academy Island Preparatory	44-0382	65/29.2%	NA	$ 280,513	29.98%	No
Osceola	Mater Brighton Lakes	49-0163	886/80.2%	NA	$ 776,852	8.97%	No
Osceola	The Mater Academy Preparatory High School	49-0971	139/78.4%	NA	$ 560,230	33.00%	No
Osceola	Mater Palms Academy	49-0185	839/80.6%	NA	$ (181,395)	-2.45%	No
Osceola	Mater Academy St. Cloud	49-0202	268/64.6%	NA	$ 544,103	19.94%	No
Osceola	SLAM Osceola	49-0183	144/79.9%	A	$ 587,740	28.63%	No
Lake	Pinecrest Lakes Academy	35-9041	746/29.1%	A	$ 228,173	3.30%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	67/3%	B	$ 93,036	14.96%	No
Lake	Pinecrest Academy Four Corners	35-9027	360/53.6%	NA	$ 198,650	5.70%	No
Lake	Pinecrest Academy Tavares	35-9039	473/5.5%	A	$ (171,935)	-3.58%	No
Hillsborough	Sports Leadership and Management Academy Tampa	29-7815	355/69.6%	NA	$ (89,672)	-2.42%	No
Hillsborough	SLAM Academy Tampa Elementary	29-7824	NA	NA	NA	NA	NA
Hillsborough	SLAM Academy at Apollo Beach	29-7825	669/51.9%	NA	$ 322,921	5.11%	No
Brevard	Pinecrest Academy Space Coast	05-6558	344/9.6%	A	$ (8,181)	-0.22%	No
Polk	Mater Academy Davenport	53-8010	NA	NA	NA	NA	NA
Polk	Mater Academy Davenport Middle School	53-8020	NA	NA	NA	NA	NA
Pasco	Pinecrest Academy Wesley Chapel	51-4332	598/44.1%	B	$ 440,602	7.29%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA	NA
Jefferson	Jefferson County Elementary A Somerset School	33-0111	340/100%	NA	$ 1,350,562	18.08%	No
Jefferson	Jefferson County Middle A Somerset School	33-0021	185/100%	NA	$ 41,544	1.19%	No
Jefferson	Jefferson County High A Somerset School	33-0024	180/100%	NA	$ 79,499	2.30%	No

ATTACHMENT L

DRAFT CONTRACT BETWEEN

SCHOOL AND ESP

CHARTER SCHOOL EDUCATIONAL SERVICES AND SUPPORT

AGREEMENT BETWEEN

SAMPLE CHARTER SCHOOL, INC.

AND

ACADEMICA DADE LLC

ACADEMICA BROWARD LLC

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CHARTER SCHOOL EDUCATIONAL SERVICES AND SUPPORT AGREEMENT

This Agreement to provide Educational Services and Support to Charter Schools is by and between SAMPLE CHARTER SCHOOL, INC. ("CharterSchoolCorp") on behalf of the charter schools identified on Exhibits B and C ("School") and ACADEMICA DADE LLC, for those schools identified on Exhibit B, attached hereto, and; ACADEMICA BROWARD LLC, for those schools identified on Exhibit C, attached hereto, ("Service Provider").

WHEREAS, CharterSchoolCorp **operates a network of public charter schools and** has contracts (collectively, the "Charters") with certain public school districts in Florida ("Sponsor") to operate School, each of which is identified on Exhibits B and C;

WHEREAS, the School is governed by the Board of Directors of CharterSchoolCorp (the "Board"), an independent Board of Volunteers;

WHEREAS, the Board has complete control over the School, its academic programs, staffing needs, and curricula;

WHEREAS, CharterSchoolCorp desires academic support and related services to ensure that its School is operated in accordance with the requirements of its Charter, all State and Federal laws, as well as all applicable local, municipal and/or county ordinances;

WHEREAS, Service Provider is an educational service provider established to provide professional services and related support to public charter schools;

WHEREAS, it is Service Provider's mission to ensure that the vision of the Board is faithfully and effectively implemented and to ensure the autonomy and governing authority of the Board;

WHEREAS, the Board is responsible for the management and operation of the School in accordance with the Charter and Florida law;

WHEREAS, Service Provider's officials are familiar with governmental agencies and requirements needed to establish and operate public charter schools including the Schools, as well as the requirements of the Charter, of all State and Federal authorities, and of the local municipal and/or county government(s) which may be applicable to the operation of the School;

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WHEREAS, Service Provider's officials are familiar with the various local, state and/or federal funding sources for charter school programs and have successfully obtained grants and other forms of revenue and financing for various charter school programs;

WHEREAS, Service Provider works with networks of charter schools and has found there are benefits to establishing charter school cooperatives and sharing best-practices and resources, including methods of reporting, record-keeping and accountability systems; and

WHEREAS, CharterSchoolCorp and Service Provider enter into this Agreement for the purpose of having Service Provider provide the academic support services and related administrative services identified in this Agreement to the School;

NOW THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF SERVICE PROVIDER:

1. **Recitals:** The foregoing recitals are true, correct and incorporated herein by this reference.
2. **Engagement**

CharterSchoolCorp engages Service Provider to provide the support and administrative service set forth herein to the School (all schools on Exhibits B and C). Service Provider accepts such engagement pursuant to the terms of this Agreement. CharterSchoolCorp's entire network is identified on Exhibits B and C. The parties may add or remove schools from the list of schools receiving Service Provider's services by amending Exhibits B and C in a writing signed by both parties.

3. **Duties**

As authorized by the Board, Service Provider will coordinate the educational and administrative services required to support the School. Service Provider 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. Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. Service Provider's services will include: identification of potential school-sites; assistance with staff recruitment; assistance with human resource coordination; regulatory compliance; legal and corporate upkeep; and assistance with the maintenance of the books and records of the School and CharterSchoolCorp as well as bookkeeping, budgeting and financial forecasting. The Board will review all recommendations made by Service Provider and act upon them in the manner the Board decides.

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4. Board of Directors Meetings

Service Provider will assist in the coordination of and attend the meetings of the Board. Unless otherwise instructed by the Board, Service Provider 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

Service Provider will maintain the records of the School at the location designated by the Board, and in compliance with the State and Charter requirements for record keeping. In addition, Service Provider will ensure that designated on-site School staff receive proper training by the Sponsor's appropriate departments for student/school record keeping through its designated Management Information Services (MIS) programs and proper training regarding public records.

6. Bookkeeping

The Service Provider will work with and serve as liaison to any accounting firm selected by the Board to ensure the accuracy and timeliness of the financial reporting, record keeping, and audits required by the Charter and State law.

7. Staff Administration

CharterSchoolCorp or Board and/or its delegate will make all hiring decisions for the School and CharterSchoolCorp in accordance with law. Service Provider shall not be considered a delegate of CharterSchoolCorp or Board for this purpose. Service Provider will assist the Board in the identification, solicitation, and/or recruitment of qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals to be employed at or by School. School employees shall not be employees of Service Provider. School employees shall only be removed, dismissed, or transferred with approval of the Board or its delegate. The Board shall decide whether to use a professional employee management company and the method of human resource management, if any.

The teachers employed by the School will be certified as required by Chapter 1002.33, Florida Statutes. Skilled selected non-certified personnel may also be employed by or at the School 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. At the request of the Board, Service Provider will, assist in the preparation of employment contracts for review and approval by the Board or its delegate. Upon

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Boardrequest, Service Provider will propose a professional employer organization to the Board which can perform the human resource outsourcing services for the School. If the Board, in its discretion, approves a professional employer organization and/or human resource outsourcing provider, Service Provider will assist in the coordination of these services. Service Provider will act as the liaison for the School vis-à-vis the professional employer organization. All School based employees will be employees of CharterSchoolCorp, and shall be assigned to the School, and may only be removed, dismissed, or transferred with approval of CharterSchoolCorp, the Board and/or its delegate.

8. Financial Projections and Financial Statements

Service Provider will prepare and present to the Board in a timely manner for review and approval annual budgets and financial forecasts for the School. The School will use 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, and/or other applicable guidelines as a means of codifying all transactions pertaining to financial operations as required by law and the Charter. 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. Service Provider will timely prepare, for the review and approval of the Board, any required regular unaudited financial statements including a statement of revenues and expenditures and changes in fund balances, in accordance with generally accepted accounting principles to be delivered to the Sponsor. These financial 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. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the annual audited financial [132]reports. The reports shall include a complete set of financial statements and notes prepared in accordance with the Charter and generally accepted accounting principles, for inclusion in the School's annual financial statements, and formatted by revenue source and expenditures, and detailed by function and object.

9. Designated Contact Person

The designated contact person of Service Provider shall be Fernando Zulueta. An alternate contact person shall be Maggie Fresen.

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10. Grant Solicitation

In consultation with the Board, and with Board approval, Service Provider will solicit grants available for the funding of the School from the various government, private and institutional sources which may be available. Such grants may include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

If authorized by the Board, Service Provider will coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

If authorized by the Board, Service Provider will coordinate the solicitation of Capital Outlay Funds, if available, from the appropriate state and/or local agencies. Similarly, as authorized by the Board, Service Provider will coordinate the solicitation of other available state, federal, or local government funds earmarked for schools and/or 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

Service Provider will coordinate the preparation of anyAnnual Report(s) required by the Charter or by law for the School. The Report will be submitted to the Board for approval, Service Provider will coordinate the delivery and review process established by the Sponsor and Charter School legislation for the Annual Report.

14. Student Assessment

Upon the approval of the Board, Service Provider will coordinate a student assessment methodology, independent from State and/or Sponsor required assessments, and retain on behalf of CharterSchoolCorp professionals to administer and evaluate results. Service Provider will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for Board approval.

15. School Board Representation

Service Provider will serve as a liaison with the Sponsor and its officials on behalf of the School. Service Provider's representatives will attend required meetings and public hearings; will facilitate

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communications between the School and the Sponsor; and, will present or advocate positions reviewed and approved by the Board.

16. Governmental Compliance

Service Provider will advise CharterSchoolCorp and School regarding compliance with state regulations and reporting requirements of the School. For those schools listed on Exhibit B, Service Provider will advise the CharterSchoolCorp and School regarding compliance with the Sponsor's Disclosure, Verification and Affirmation of Fulfillment of Board Requirements Form, a current version of which is attached as Exhibit A. For those schools listed on Exhibit C, Service Provider will advise the CharterSchoolCorp and School regarding compliance with any similar requirements of the Sponsor regarding Disclosure, Verification and Affirmation of Fulfillment of Board Requirements. Service Provider will also advise CharterSchoolCorp and School regarding the School's compliance with its Charter, the terms of which are incorporated by reference.

17. Charter Renewal Coordination

Service Provider will advise CharterSchoolCorp regarding the renewal of the Charter, coordinate the renewal with the Sponsor, and assist the Board and School to complete the renewal process on a timely basis. Service Provider will negotiate the terms of the renewal Charter with the Sponsor, inform the Board of the progress of those negotiations, notify the Board of any renewal provisions which modify or alter the terms of the existing Charter, and obtain Board approval of any negotiating strategy and of the terms of the renewal Charter.

18. Curriculum Development

As authorized by the Board, Service Provider 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

Service Provider shall identify and/or develop Pre-School, After-Care, and/or Early Drop-Off programs that may be offered as services ancillary to, but separate from the operations of the School. These programs are not encompassed by the Charter. Accordingly, the School may elect not to offer these programs directly, but rather to authorize Service Provider to do so. In furtherance of that, Service Provider will retain the necessary operators to provide the underlying services to the parents and students desiring them. Service

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Provider 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. Service Provider 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. All terms and conditions for these programs, including financial terms, operating procedures, and ownership, shall be subject to Board review and approval.

20. School-Site Identification

Service Provider shall coordinate with the Board for the purpose of identifying CharterSchoolCorp's school-site and facilities needs from year-to-year. Service Provider shall assist the Board in identifying potential new school sites and potential expansion of existing sites and facilities. Service Provider may identify and solicit investors to acquire and/or develop school sites and facilities for lease or use by CharterSchoolCorp. Where such investors are related to Service Provider or its principals, such relationship will be disclosed to the Board. At the Board's request, Service Provider shall recommend qualified professionals, who the Board may retain, in the fields of school design, architecture, and engineering, as well as professionals in the areas of development and construction, for the expansion, design, development, and/or construction of new and/or existing school sites.

21. Systems Development

Service Provider 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. All such systems must be reviewed and approved by the Board.

TERM OF AGREEMENT

22. Initial Term

Unless otherwise terminated as provided in Section 24, the term of this Agreement shall be five (5) years, commencing July 1, 2017 through June 30, 2022 ("Initial Term"), except as otherwise set forth for any specific school on Exhibit B or C. The Commencement Date shall be deemed to be July 1 of the initial year of the Agreement, although the parties recognize that Service Provider has provided services to the Board in connection with the School and Charter before this date.

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At the conclusion of the final term of this Agreement, CharterSchoolCorp shall have the option to renew this contract with Service Provider.

23. Renewal

At the expiration of the Initial Term, or any Renewal Term thereafter, this Agreement shall be renewed for an additional Renewal Term of five (5) years unless terminated by the Board pursuant to Section 24. Service Provider 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

A. In the event of a breach of this Agreement by either party, the non-breaching party shall give the other party written notice of such breach and sixty (60) days to cure such breach. "Breach" shall be defined as a material breach of this Agreement by Service Provider or CharterSchoolCorp; the failure of Service Provider to provide educational support and related services sufficient to operate the School in a manner that complies with the standards of the Sponsor; any debarment of or similar action against Service Provider by any governmental entity; or any action or conduct by Service Provider 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 health, safety or welfare of students. If the Sponsor terminates or materially changes the Charter, either CharterSchoolCorp or Service Provider may upon thirty (30) days written notice terminate this Agreement without penalty or liability of any kind to either party.

B. If the Sponsor materially changes a part of the Charter, the CharterSchoolCorp or Service Provider may upon thirty (30) days written notice terminate any corresponding part of this Agreement without penalty or liability of any kind to either party.

C. Termination rights established in this section 24 shall apply equally to each school listed on Exhibits B and C. CharterSchoolCorp may terminate this Agreement in its entirety, for any individual school, or for any number of Schools listed on Exhibits B and C.

D. Either party may terminate this Agreement, in its entirety or for any individual school or group of schools listed on Exhibits B and C, at any time and for any reason, and without cause, upon

SAMPLE

providing the other party 90 days' written notice of termination. In the event of termination of this Agreement, in whole or in part, for any reason, the compensation to be paid by CharterSchoolCorp to Service Provider under this Agreement shall be pro-rated.

COMPENSATION

25. Service Fee

CharterSchoolCorp shall pay Service Provider a "Service 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 Service Fee shall be payable in equal monthly installments, provided that CharterSchoolCorp shall have no obligation to pay such Service 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 Service Fee may 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 Service Fee below the initial level of four hundred fifty dollars ($450) per student FTE per annnum as stated above. Service Provider, in its discretion, may waive any annual adjustment and, upon request, will provide such documentation as may be reasonably requested by CharterSchoolCorp to support any waiver of an annual adjustment.

26. Additional Services

Service Provider may provide additional services not covered under this Agreement as requested and approved the Board in writing. 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, upon written approval and at the expense of CharterSchoolCorp, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

27. Reimbursement of Costs

Service Provider may 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.

SAMPLE

28. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider, in its discretion, may defer some or all of the service 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 Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors or principals and any other person or entity providing goods or services to the School, Service Provider shall disclose the relationship to the Board.

30. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider, its officers, directors, employees, agents, or assigns. Service Provider agrees to provide, upon request of the Board, certificates evidencing such insurance and naming CharterSchoolCorp, and its Board as additional insured. In the event CharterSchoolCorp and/or School shall, without fault on its part, be made a party to any litigation commenced by or against Service Provider, whether founded in tort, contract, or otherwise, then Service Provider shall protect and hold CharterSchoolCorp and/or School, as applicable, harmless and shall pay all costs, expenses, and attorney's fees incurred by School in connection with such litigation including any appeals. CharterSchoolCorp and School shall carry liability insurance and indemnify the Service Provider for acts or omissions of CharterSchoolCorp and School, its officers, directors, employees, agents, or assigns. School agrees to provide, upon request of the Service Provider, certificates evidencing such insurance and naming Service Provider as additional insured. In the event Service Provider shall, without fault on its part, be made a party to any litigation commenced by or against School, whether founded in tort, contract, or otherwise, then School shall protect and hold Service Provider harmless and shall pay all costs, expenses, and attorney's fees incurred by Service Provider in connection with such litigation including any appeals.

Notwithstanding the above, nothing in this provision shall operate to release either the Service Provider or the School from its own affirmative duties with respect to this Agreement, and neither party is obligated to indemnify the other party for the other party's wrongful or tortious conduct. Notwithstanding any other term in this Agreement, this Agreement and all provisions contained herein shall be subject to and

SAMPLE

governed by Section 768.28, Florida Statues, as amended, and by the School's rights and protections under that statute.

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, without regard to its conflicts of laws rules. 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:

SAMPLE

Service Provider 6340 Sunset
Drive Miami, Florida 33143

Sample Charter School Inc.
Address Line 1
Address Line 2
Attn: President /Board Chair

(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 Sample Charter School Inc. held on the _____ day of _____ 2017. At that meeting, the undersigned Director or officer of CharterSchoolCorp 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.

SAMPLE CHARTER SCHOOL, INC.

By: _____ Date: _____

President/Board Chair

ACADEMICA DADE LLC

ACADEMICA BROWARD LLC

By: _____ Date: _____

Fernando Zulueta, Authorized Signor

SAMPLE

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Carlos O. Alvarez

Home Address: _____

Business Name and Address: 2590 West 76 Street Hialeah Fl 33016

Phone Number: _____

E-mail address: _____

[X] Resume and professional bio are attached here.

[ ] Resume and professional bio are attached elsewhere in the application (specify). _____

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

[ ] Yes [X] No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

_____

_____

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a 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 decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "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.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Carlos Alvarez



Signature

01 / 13 / 2026

Date

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

City of Hialeah
Educational Academy
A Miami Dade County Public Charter School
2590 West 76 Street
Hialeah, FL 33016
PH. 305-362-4006 FX. 305-362-7006
www.hialeaheduacademy.com
SACS Accredited and "A+" School of Excellence

To the world he is the Principal of the City of Hialeah Educational Academy (COHEA). To the COHEA Family he is the friend, the mentor, the father figure, and leader who is deserving of this opportunity for his contributions to our COHEA Family and to the City of Hialeah. The COHEA family is proud of the milestones we have reached and the recognitions we have been awarded in just eight years but nothing makes us prouder than the men and women we have helped mold into model citizens. Our alumni would not be where they are today without "Papa Smurf", as the first graduating class lovingly refer to him. For many of our students and alumni, Principal Alvarez is their father figure and a friend who always keeps his office door open for them. A man who detests being trapped behind his desk and who spends his day walking around every inch of COHEA doing what it takes to help our students reach their goals. Whether it be sharing words of encouragement to students who are performing deficiently or directing traffic in the rain to ensure our students' safety. He plays a role in helping them reach goals he knows they are capable of achieving even before many of our students know it themselves. For Principal Alvarez our students are not numbers. To him our students are human beings who will receive from him love, respect, loyalty, knowledge, and discipline.

Mr. Carlos O. Alvarez began his career in education over 18 years ago at the Ben Sheppard Annex as a paraprofessional who assisted with fourth and fifth grade students. Following the completion of his Bachelor's Degree in Elementary Education from St. Thomas University he taught at Ben Sheppard Elementary for three years. Concurrently, Mr. Alvarez earned a Master's Degree in Educational Leadership from Nova Southeastern University. His professional journey continued at Jose Marti Middle School where he served as a teacher and an Administrative Assistant. Upon completing the Miami-Dade County Public Schools Assistant Principal Preparation Program, he decided to venture into the charter school movement and excelled as an Assistant Principal at Mater Academy Middle/High Charter School. Then in 2008, he was selected to lead a unique charter school with an emphasis on public service academies in the same community in which he grew up. He finally had the golden opportunity to give back to his community in his hands as the Principal of City of Hialeah Educational Academy. It was his opportunity to give back to the community that gave him so much.

It is with this visionary spirit that he motivates our faculty and staff to think outside the box and go the extra mile for our students. He instills in the faculty and staff the belief that there are no limits for our children's capacity to learn and the need to create a family oriented culture in our school that is conducive to our students' success. He has advocated on behalf of our school and the charter school movement before legislators in Tallahassee. He has created awareness amongst the community leaders he has built partnerships with about

the contributions of our school to the community. By advocating and creating awareness in the community he solidifies his commitment and loyalty to the mission and vision of the COHEA Family.

Principal Carlos O. Alvarez deserves to be recognized because he has provided the leadership that has been instrumental in propelling City of Hialeah Educational Academy (COHEA) down a path of innovation and achievements since it opened its doors nine years ago. Thanks to the guidance of Principal Alvarez our specialized academy model school has earned the Florida Rating of an A for the past 4 years, has a graduation rate of over 95%, and has been recognized by *Newsweek*, *the Daily Beast*, and the *U.S. News and World Report* for our students' academic accomplishments. However, helping our school earn these accomplishments accounts partially for the reasons why he deserves this distinction. It is the lifelong impact he has had on all the members of the COHEA Family and our community that make him deserving of this distinction. The boy who grew up playing in parks throughout Hialeah is now a man in the relentless pursuit of giving back to the community he has boundless gratitude towards.

Below are some descriptions and accomplishments of COHEA:

- Serving predominantly minority students with a 98% rate and economically disadvantaged students with 90%; which qualify for free and reduced lunch.
- Fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.
- In 2013, COHEA received the prestigious "School of the Year Award" by the City of Hialeah as a testament to its academic excellence and its service to the community.
- Received national recognition in 2013, 2014 and 2015 by *Newsweek Magazine*, having ranked as one of the "Best High Schools in America."
- Received national recognition in 2015, 2016, 2017, 2018 by *US News and World Report* Best High Schools in America
- Presently at 97.44%, and rising from 91%, its extraordinary graduation rate is one of the highest within the state of Florida (presently at 75%) and also within the school district (77% at present).
- Four consecutive years of being awarded an "A" school rating under State of Florida Accountability System.
- 2016, 2017 *US News and World Report*- "Best High School in America" Gold Award
- 100% of seniors enrolled in the Fire Academy graduated with CPR, First Responder and Emergency Vehicle Operator Certifications.

- Executive PASS Partnership with Miami-Dade College-Hialeah Campus.
- Florida Tax Watch- 2016 Principal Leadership Award- Carlos O. Alvarez, Principal- City of Hialeah Educational Academy

Carlos O. Alvarez

8394 NW 144 Street
Miami Lakes, FL 33016
Cell (786) 294-2735
calvarez@coheaedu.com

Education:

2002-2003 Nova Southeastern University Miami, FL
Master of Science **Educational Leadership**

- Administrative Internship- Ben Sheppard Elementary, completed 300 hours of administrative duties and responsibilities that sequenced through all grade levels. Responsible for organizing after-school tutorial programs based on student data and needs assessment. Created professional development workshops for parents to assist students for preparation of science projects. Administered school wide SRI testing, which included training teachers, developing proctor's schedule, room assignments as well as overseeing entire testing process in the capacity of an assistant principal. Also, responsible for planning, implementing and following through in other delegated administrative duties.

1998-2000 St. Thomas University Miami, FL
Bachelor in Arts **Elementary Education**

- Educational Internship- Ernest Graham Elementary, interned at the fourth grade level in all subject areas. Responsible for developing lesson plans using M-DCPS Competency Based Curriculum. Trained in FCAT student preparation using Sunshine State Standards.

1995-1997 Miami-Dade Community College Miami, FL
Associate in Arts **Elementary Education**

Professional Experience

2008- Present City of Hialeah Educational Academy School Hialeah, FL
Principal

- **Manages, supervises, and appraises the performance of all employees**
- **Manages the daily operations of the school**
- **Manages the school finances and budget**
- **Primary and public-facing representative**
- **Maintains communication with stakeholders**
- **Oversees the management, maintenance, and development of school facilities (physical plant)**
- **Develops the broad goals and oversees the implementation of goal driven strategies**
- **Instructional Leader**
- **Insures the implementation of a Progressive Disciplinary Plan of Action**
- **Develops and oversees the implementation of safety and security measures plan**

2006- 2008 Mater Academy Middle/High School Hialeah Gardens, FL
Assistant Principal

- **Attendance/Tardy Policy**
- **Responsible for reporting Full-Time Equivalent (FTE)**
- **Develop Master Schedule for Middle School**
- **Coordinate transportation routes for buses and parents**
- **Implemented cafeteria management system**
- **Responsible for physical plant**
- **Implemented Progressive Disciplinary Plan of Action**
- **Oversee sixth grade operations**
- **Social Studies and Physical Education Department**

2003- 2006 José Martí Middle School Hialeah, FL

Administrative Assistant

- **Participate in planning and preparation for School Improvement Plan**
- **Enforce progressive discipline through Miami-Dade County Public Schools Code of Student Conduct**
- **Planned, developed, and implemented lunch management system**
- **Summer Camp/ After school tutoring/ Saturday FCAT Academy Coordinator**
- **Accountable for supervision of all security monitors**
- **Participated and planned final scope for major school repair and paint job**
- **Monitored Read 180 program, in all reading classes**

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Erin Laura Demirjian

Home Address: _____

Business Name and Address: 14301 SW 42nd St Miami, FL

Phone Number: _____

E-mail address: edemirjian@aol.com

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
1. "Charter school personnel" means a 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 decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
2. "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.
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Erin Demirjian

Erin Demirjian — *Signature*

01 / 14 / 2026 — *Date*

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

Dr. Erin Demirjian has been providing psychological care to clients struggling with varying degrees of mental health and life issues since 1996. Erin works with a diverse population and provides individual, couple and family therapy in an outpatient setting. Erin has had a significant impact in the public sector working as program director of several community programs helping children, adolescents and families who were in crisis and currently in the private sector providing therapy to adults, children and families in her practice in Miami, Florida.

Erin graduated from Roger Williams University with a B.A. in Psychology and a minor in Marketing. She went on to earn an M.A. in Psychology from University of Dayton and completed a M.S and doctorate degree in clinical forensic psychology from Miami Institute of Psychology. Erin completed her psychology internship at Northeastern Ohio Universities College of Medicine. She is also active in her community and serves as a school board member for Pinecrest Academy.

Erin L. Demirjian, Psy. D.

Home Address: 10 Venetian Way #802 Miami, FL 33139
Phone: (305) 761-0809 Fax: (305) 532-9544

Education

December 2002
Miami Institute of Psychology
Psychology Doctorate

Clinical and Forensic Psychology
Miami, Florida

August 1999
Miami Institute of Psychology
Master of Arts and Sciences

Psychology
Miami, Florida

December 1997
University of Dayton
Master of Sciences

General Psychology
Dayton, Ohio

May 1993
Roger Williams University
Bachelor of Arts

Psychology
Minor in Marketing
Bristol, Rhode Island

Honors

· **Psi Chi National Honor Society, Psychology**

Internship

July 2001 – July 2002
Akron, OH
Psychology Intern
Northeastern Ohio Universities College of Medicine

· Individual Therapy
· Group Therapy
· Clinical Interviews
· Psychological Testing
· Preparing Psychological Evaluations

Employment and Work Experience

Nov 2010 – Present
Miami, FL

Private Practice

· Individual, family, couple's therapy
· Psychological testing and evaluations

April 2006 – July 2011
Miami, FL

Director
Alternate Family Care

· Obtain referrals and market program to referral sources
· Oversee program and Provide therapy to Specialized Foster Children
· Manage a multidisciplinary team
· Supervise implementation of treatment goals of the program
· Supervise the day to day operation of a treatment program
· Schedule programming
· Conduct trainings for staff and foster parents
· Audit charts to assure adherence to regulation

April 2004 – Oct 2010
Miami, FL

Therapist
Citrus Health Network

· Individual therapy
· Develop treatment plans
· Prepare monthly summaries

Dec 1999 – Dec 2009
Miami, FL
Dayton, OH

Marketing/ Referral Coordinator
Demirjian Neurology and Pain

· Contacted area physicians to increase referrals
· Marketed private practice
· Developed on-line contacts
· Tracked patient satisfaction

June 2003 – November 2004
Miami, FL

Therapist Supervisor
Village South Treatment Center
Baseline Studies

· Part of a national team conducting the Women's Treatment for Trauma and Substance Use Disorders

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Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Juan Molina

Home Address: _____

Business Name and Address: 14301 SW 42nd St Miami, FL

Phone Number: _____

E-mail address: juan@juanmolina.com

[X] Resume and professional bio are attached here.

[ ] Resume and professional bio are attached elsewhere in the application (specify). _____

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

[ ] Yes [X] No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

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2. "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.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Juan Molina

Juan Molina
Signature

01 / 14 / 2026
Date

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

Juan Molina

530 Wren Avenue, Miami Springs, FL 33166
mobile – 305.975.8897
email – juan@juanmolina.com

PROFILE:



Mr. Molina has a passion for and in-depth experience working in high-paced/fast-growth companies, specifically in Healthcare and Technology sectors. He is currently part of the founding team at CareCloud, a Cloud-based software and services company providing the next generation of practice and clinical management technologies to healthcare providers of all sizes and serves as the company's Director of Business Development and Chief Evangelist.

Prior to CareCloud, Mr Molina was also part of the founding team of Avisena, an ASP revenue cycle management (RCM) company. At Avisena he served the company in several roles beginning in the technology division where he was responsible for the design, development, and implementation of the company's network and application infrastructure. He was later responsible for key aspects of the company's first merger and acquisition and also served as the project manager for the M&A managing keys areas such as human resources integration, change management issues, and technology infrastructure transitions. He also served as Avisena's first Marketing Manager implementing their go-to-market strategy and successfully launching and positioning their products and services in the marketplace. He also played a crucial role in developing the company's strategy for its sales and marketing division. His leadership helped transform sales and resulted in double-digit growth since 2004 where he served as Director of Business Development. In this capacity he helped the company grow and was responsible for over $9M in sales of the company's $15M in revenue at his departure.

Prior to Avisena, Mr. Molina worked at Web, Inc formerly iNNERHOST (NASDAQ: WWWW) and Florida International University's Vice Presidential Offices. At Web, Inc he was a Network Administrator and a Network Operations Center (NOC) Systems Engineer. There he was responsible for maintaining and troubleshooting over 8000 websites hosted on Intel-based, Microsoft web servers, conducting high-level quality assurance tests on over 250 web servers, and managing clients from around the world. At FIU he was responsible for assisting and implementing many university-wide initiatives.

Mr. Molina attended Florida International University, serves on several community boards, is a member of the American College of Healthcare Executives (ACHE) and has been honored by the South Florida Business Journal as the winner of the "Up and Comer" Award in the Professional Services category as well as by South Florida Business Leader as a "Mover and Shaker."

SKILL SET:

- Nine years of healthcare revenue cycle management, physician practice operations, healthcare IT, and business process improvement experience.
- Proven and very successful in sales, marketing, technology, management and leadership roles.
- Excellent strategic planning, critical thinking, communication, and interpersonal skills.
- High integrity individual who earns trust while working with clients, colleagues and team members. Embraces team spirit, is inclusive of others and disparate ideas and creates win-win solutions for all parties involved.
- Strong business and information systems background including HIT systems (PM, EHR, RCM) and cloud computing platforms.
- Expert in understanding physician and medical professional's buying psychology. Proven experience in selling to physicians, practice administrators, and C-level hospital executives.
- Specialist in streamlining and creating cost-efficient operations for healthcare providers.
- Experience in educating workforces in implementing tools and methodologies that increase problem-solving skills and automate processes across the entire organization including, Salesforce.com automation and business process improvement methodologies.
- Ability to identify and execute strategies that create momentum and generate rapid financial results that serve as a foundation for future continual growth.

EDUCATION:

Florida International University, Miami, FL
Management Information Systems 2001

F.I.U., Microsoft Certified Technical Education Center 2002
Microsoft Certified Professional

Monsignor Edward Pace Catholic High School 1996

WORK EXPERIENCE (Condensed):

CareCloud, Miami, FL
Director of Business Development – Chief Evangelist 2010 – Present

Avisena, Miami, FL
Director of Business Development 2001 – 2010

- Demonstrated management expertise or considered expert in :
    - Physician revenue cycle (both administrative/financial and clinical) as related to running a streamlined medical practice
    - In-depth understanding of leading-edge medical software technology (RCM and EMR/EHR), software integration at vendor, hospital, and payer levels.
    - Benchmarking and financial analysis of medical practices on industry standard and internal KPIs and audit controls.
    - Management of large and small group formation, credentialing projects and governmental requirements
- Seven years of experience selling directly to physicians, administrators, and hospital executives.
- Surpassed target sales goals on a yearly basis.
- Negotiated alliances and contracts for service expansion locally and nationally.
- Assist in the development of short-term and long-range company goals and objectives.
- Performed training and provide mentoring/management for all new practice advisors.
- Performed analysis on all key sales and marketing metrics.
- Salesforce.com administrator/expert – Helped develop and maintain corporate CRM solution.

iNNERHOST, Miami, FL
Network Operations Center Systems Engineer & Network Administrator 2000 – 2001

- Responsible for managing network activity, network operations, and infrastructure for clients globally.
- Advanced support, troubleshooting, and overall management of thousands of applications running on Microsoft applications such IIS 4.0 / 5.0, Windows NT, Windows 2000 Professional / Server, SQL Server 7 / 2000, Exchange, Terminal Services, SharePoint Team Services and BizTalk Server.
- Responsible for support for clients on shared and dedicated web-hosting solutions.
- Maintaining and troubleshooting over 8000 websites hosted on Dell, and IBM Intel web servers.
- Conduct high-level quality assurance test on 100+ web servers.

Intelligent Business Solutions Consulting, Miami, FL
Consultant / Project Manager 1999 – 2000

- Project strategist for several company projects that included multi-tiered application systems design, architecture and implementation.
- Responsible for managing teams of consultants on several in-house and offsite projects.
- Managed all aspects of projects including, product life cycle management, risk assessments, contingency planning, data modeling, strategic planning, and resource allocation issues.
- Coordinated user training, established standards, quality control, and team development workshops for use within the organization.

VOLUNTEER EXPERIENCE & PHILANTHROPIES :

Mercy Hospital, Miami, Florida
Treasurer, Board of Directors Mercy Hospital Ambassadors 2006 – Present

Melrose Elementary School, Miami, Florida 2009 – Present
Educational Excellence School Advisory Council

Eugenia B. Thomas Community School, Doral, Florida
Volunteer Webmaster (www.myclassisfun.com), Fifth Grade 2004 – 2006

Sigma Phi Epsilon National Fraternity, Richmond, Virginia
Facilitator, Carlson Leadership Academy 1996 – Present

- Designed and conducted leadership seminars, goal-setting workshops, recruitment clinics, and conferences for groups up to 350 individuals.
- Organized and facilitated goal-setting and evaluative retreats, sales skills presentations, and educational seminars for groups of 15-100.
- Educated and trained participants in intensive development program with emphasis in marketing, sales, management, interpersonal relations, and public speaking.

Sigma Phi Epsilon FL Nu Chapter at Florida International University, Miami, Florida
President of Alumni Advisory Committee, Board of Trustees, Coach 2001 – Present

AWARDS:

- South Florida Business Journal "Up & Comer Award" Winner, 2008
- South Florida Business Leader "Mover & Shaker Award" Winner, 2008
- Rainmaker Award, 2007
- Million Dollar Club, 2005, 2006, 2007, 2008, 2009
- Presidential Circle of Excellence Award, 2005, 2006

LANGUAGES:

- English – native language
- Spanish – fluent

MEMBERSHIPS/AFFILIATIONS:

- Board of Directors, Mercy Hospital Ambassadors
- American College of Healthcare Executives (ACHE)
- Medical Group Management Association (MGMA)
- Next In Line, Young Professionals Networking Organization
- Sigma Phi Epsilon National Fraternity

INTERESTS:

- Cycling
- Healthcare
- Education
- Politics
- Food and Wine

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Shannine Sadesky

Home Address: _____

Business Name and Address: 14301 SW 42nd St Miami, FL

Phone Number: _____

E-mail address: ssadesky@yahoo.com

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a 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 decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "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.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Shannine Sadesky

Shannine Sadesky — *Signature*

01 / 13 / 2026 — *Date*

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

Shannine Sadesky

1201 River Reach Dr., Apt. 504
Ft. Lauderdale, FL 33315
Email: ssadesky@yahoo.com

Cell Phone: (786) 854-8343
Work Phone: (954) 255-9740

OBJECTIVE:
To lead within an organization that promotes excellence in education.

EDUCATION
M.S. in Educational Leadership – Fall 2002
Nova Southeastern University, summa cum laude

B.A. in Elementary Education – Fall 1996
The American University, cum laude

CERTIFICATIONS & ENDORSEMENTS
Florida Department of Education Professional Educator's Certificate

- Educational Leadership (all levels)
- Elementary Education (1-6)
- English Speakers of Other Languages (ESOL) Endorsed
- School Principal (all levels)

WORK EXPERIENCE
Board Member, 2005 – present
Mater Academy, Inc., Miami, FL

Board Member, 2005 - present
Pinecrest Academy, Inc., Miami, FL

School Support Specialist, June 2018 – present
Somerset Academy Riverside, Coral Springs, FL

- Assist with school marketing efforts and community outreach
- Support the Principal with all aspects of preparing the school for its inaugural opening

Principal, August June 2016 – June 2017
Somerset Academy Lakes Charter Elementary, West Palm Beach, FL
Sports Leadership and Management Charter Middle School, West Palm Beach, FL

- Performed all duties of School Principal
- Prepared and launched the opening of the schools during their inaugural year

Board Member, 2014 – 2017
SLAM Charter Schools, Inc., Miami, FL

Mentor Principal, August 2015 – June 2016
Ben Gamla Preparatory Charter School, Hollywood, FL
Ben Gamla Preparatory Charter Middle School, Hollywood, FL
Ben Gamla Charter High School, Hollywood, FL

- Worked collaboratively with Governing Board, administrative team and support agencies to assist with opening of school operations, procedures and training including such things as facilities preparation, registration, purchases, budgeting, staff development and instruction, Human Resources, daily operations guidelines, job descriptions, handbook preparation, scheduling and data management
- Mentored and supported the Principal, Assistant Principal, and Leadership Team

Principal, August August 2012 - June 2015
Somerset Academy Village Elementary, Wilton Manors, FL
Somerset Academy Village Middle School, Wilton Manors, FL

- Performed all duties of School Principal
- Increased middle school grade two letter grades in 2014 – 2015
- Coordinated Somerset Academy District Job Fair which produced hundreds of applicants
- Assisted with the SACS District Accreditation

Principal, June 2012 – June 2013
Somerset Academy Central Miramar Elementary , Miramar, FL
Somerset Academy Central Miramar Middle, Miramar, FL
Somerset Academy Central Miramar High, Miramar, FL

- Opened the Title I schools with approximately 1,000 PK-12 students its inaugural year
- Achieved "A" School Ratings in the elementary and high school and "B" school rating in the middle school
- Worked collaboratively with the Governing Board and support agencies to plan and execute the opening of the schools including such tasks as facilities preparation, registration, purchases, budgeting, staff development and instruction, Human Resources, daily operations guidelines, job descriptions, handbook preparation, scheduling and data management

Principal, June 2006 – June 2013
Somerset Neighborhood School, Miramar, FL
Somerset Academy Miramar Elementary, Miramar, FL
Somerset Academy Miramar Middle, Miramar, FL

- Achieved "A" School Ratings all years, met AYP for Title I schools, and met and exceeded School Improvement Plan goals
- Achieved Gold Seal Award of Excellence for all three schools in 2009
- Awarded highest performing school in the state of Florida for closing the achievement gap in reading and math among low socioeconomic students by the National Title I Association
- Increased enrollment from 75 students in 2005 to over 1200 students in 2009
- Worked collaboratively with Governing Board and support agencies to plan the opening of the schools including such tasks as facilities preparation, registration, purchases,

budgeting, staff development and instruction, Human Resources, daily operations guidelines, job descriptions, handbook preparation, scheduling and data management
- Coordinated Somerset Academy District Job Fair which produced hundreds of applicants
- Assisted with the SACS District Accreditation
- Collaboratively participated in grant writing and was awarded $500,000.00 from the Walton Family Foundation

Elementary Principal, August 2005 – present
Somerset Neighborhood School, Miramar, FL
- Coordinated the opening of our new elementary and middle school expansions and increased the school from 75 students to over 900 students year one
- Instituted a rigorous reading initiative that incorporated community partners, parents, staff, and students that yield large reading gains among all student groups and individual students as evidenced on the SAT-10 and the FCAT
- Achieved significant learning gains, some evidenced with learning gain increases of over 25 percentile points, among all student groups in reading, writing, and mathematics

Assistant Principal, August 2003 – July 2005
Somerset Academy Charter School, Pembroke Pines, FL
- Performed all Assistant Principal duties for over 900 students and more than 60 staff members at the elementary level
- Coordinated extensive School Improvement tasks including an expanded, fully-functioning library, improved transportation procedures, and increased academic achievement among students
- Increased school grade from "B" to "A" and achieved learning gains among the 25% lowest achieving students, including meeting AYP
- Created and implemented the school's S.A.F.E. emergency preparation plan
- Created and managed a 16-week after-school FCAT tutoring program for over 300 students.
- Assisted with secondary school growth and operations

Learning Enrichment After-School Program (L.E.A.P.) Director, August 2001 – June 2005
Somerset Academy Charter School, Pembroke Pines, FL
- Oversaw over 400 students and 20 staff members
- Coordinated and implemented intensive tutoring increasing school learning gains
-

Lead Teacher, August 2000 – August 2003
Somerset Academy Charter School, Pembroke Pines, FL
- Supervised and trained staff and students in grades 3-5
- Developed the school schedule and established a school inventory system
- Lead the data-driven and collaborative decision-making process
- Wrote the SIP, conducted annual climate surveys, and coordinated SACS Accreditation initiatives
- Served as Curriculum Specialist and Dean of Discpline for third through fifth grade students

Lead Teacher and Classroom Teacher, August 1997 – August 2000
Somerset Neighborhood School, Miramar, FL

- Assisted with the inaugural year of the first Somerset Academy school
- Supervised the school of 75 students from 1998 - 1999

Conference Presenter

- Co-presenter at the National Charter Schools Conference in 2008 and 2009 on "NESTing", a formula for creating and replicating successful charter schools
- 2005 – 2008, Presenter for three consecutive years at the Charter School Conference in Broward County, Florida
- September 2004 – Florida Council of Elementary Educators, Orlando, FL
  Workshop Title: "Teacher and Administrator Talk: Power in Effective Communication"
- July 2002 –Florida Charter School Leadership Conference, Miami, FL
  Workshop Title: "Data Driven Decision Making for Teachers and Administrators"
- Summer 2001 - Florida Charter School Leadership Conference, Orlando, FL
  Workshop Title: "Putting the Power in Power Standards"

AWARDS, RECOGNITIONS & ACCOMPLISHMENTS

- Member of Golden Key National Honor Society since 1996
- Broward Education Foundation Science Grant Recipient, 1999
- Annenberg Challenge Grant Project Steering Committee Award for Outstanding Leadership, 2003
- Administrator at a Florida A+ School, 2003 – 2005, 2008
- Recipient of two Walton Grant awards totaling $460,000.00
- Participant in the first ever SACS District Accreditation
- Participated and led the opening of several highly successful charter schools
- Successfully opened new charter schools from the ground up
- Participated in the first charter school Florida SACS Accreditation
- Participated in the first charter school nationally to be district accredited
- Principal within the highest performing (charter) district in the State of Florida

SPECIALIZED TRAINING

- Completion of Broward County School District's LEAD and Interim First Year Principal Program
- Classroom Walkthrough Training 2.0
- Clinical Educator Certified
- Robert Marzano's Classroom Instruction That Works Training
- CHAMPS for Administrators
- S.A.F.E. Schools Training
- Robert Marzano's Effective Educators

REFERENCES

Available upon request

Shannine Sadesky, MS. Ed.

Ms. Sadesky is one of Florida's most experience and accomplished Charter School educators and administrators. She is currently the Principal at Somerset Academy Lakes. She was previously the principal of Somerset's Pembroke Pines Campus, an A+ school for three years in a row.

Prior to becoming an administrator at Somerset's Pembroke Pines campus, Ms. Sadesky was part of the staff that opened the Somerset Neighborhood School, one of Broward County's first charter schools. There, Ms. Sadesky served as Somerset's lead teacher for the multiage, multilevel classroom grades 3, 4, and 5. Her responsibilities included planning for all curriculum levels, parent communication, portfolio development, school administration, and staff selection.

After earning her bachelor's degree (cum laude) in Elementary Education from American University, Ms. Sadesky continued her graduate studies at Nova Southeastern University where she completed the certification program in Educational Leadership.

Ms. Sadesky has served as a Conference Instructor in conferences such as the Florida Council of Elementary Educators, the Florida Charter School Leadership Conference, and in workshops such as *Teacher and Administrator Talk: Power in Effective Communication*; *Data Driven Decision Making for Teachers and Administrators*; and *Putting the Power in Power Standards*. She has also been recognized as a Member of Golden Key National Honor Society, a Broward Education Foundation Science Grant Recipient, and has received an Award from the Annenberg Challenge Grant Project Steering Committee for Outstanding Leadership. Most recently, Ms. Sadesky is credited with writing a competitive grant sponsored by the Walton Family Foundation, which awarded over $300,000 to Somerset's Miramar Campuses.

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

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Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Albert Maillo
   Home Address:
   Business Name and Address: 14301 SW 42nd St Miami, FL
   Phone Number:
   E-mail address: albert.maillo01@gmail.com

[X] Resume and professional bio are attached here.
[ ] Resume and professional bio are attached elsewhere in the application (specify).

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   [ ] Yes [X] No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

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2. "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.
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Albert Maillo

Albert Maillo — *Signature*

01 / 13 / 2026 — *Date*

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

Albert Maillo (Director)

Albert Maillo is an alumnus of Pinecrest Preparatory Academy Charter High School, graduated in May of 2019. Since graduation, he has received his AA from Miami Dade College and is working towards his Bachelors of Arts in Political Science at Florida International University. Albert is currently working with Onsite Permit Consultants, Corp. as an assistant permit expeditor and serves on the Pinecrest Academy, Inc. Governing Board. Albert's professional experience has helped him to develop and promote the Pinecrest network.

Albert Maillo

15437 SW 18 ST
Miami, FL, 33185
(786) 303-5755
albert.maillo01@gmail.com

CAREER OBJECTIVE

~~Undergraduate student majoring in Political Science and Economics, currently attending Florida International University,~~ with 5 months of work experience. Aiming to leverage a proven knowledge of program development, leadership execution, and effective work ethic skills to successfully carry-out my duties and responsibilities at your company. Frequently praised as focused by my peers, I can be relied upon to help your company achieve its goals.

EDUCATION

~~FLORIDA INTERNATIONAL UNIVERSITY~~ **~~Miami, FL~~**
B.A. Political Science and B.B.A. Finance Candidate (Expected graduation Jun 2021)
- **Relevant Coursework:** Pre-Law Certification
- **Scholarships:** Florida Bright Futures- Academic Scholar, FIU Blue & Gold Scholarship award

MIAMI DADE COLLEGE **Miami, FL**
A.A. Pre-Bachelor (Jun 2019)
- **GPA:** 3.8
- **Awards & Honors:** Honors Scholar

PINECREST PREPARATORY ACADEMY CHARTER HIGH SCHOOL **Miami, FL**
High School Diploma (May 2019)
- **Unweighted GPA:** 3.9
- **Weighted GPA:** 5.2
- **Awards & Honors:** Summa Cum Laude, Year-Round Principal's Honor Roll (9th-12th grade), AP Scholar with Distinction, American Legion School Award
- **Extracurricular Activities:** National Honor Society (NHS), STEM Leadership Team , Student Government Association (SGA), Class Officer Board, Cross Country, HOSA Future Health Professionals, Mu Alpha Theta (MAΘ) , Science National Honor Society (SNHS)

PROFESSIONAL EXPERIENCE

~~Pinecrest Academy, Inc. Governing Board~~ **~~Miami, FL~~**
Board Member *Sept 2019 - Present*
- Contribute personal experience and expertise in charter school networks, to create quality assurance structures that support expansion plans to continue to operate academically and financially successful charter schools. As well as, to collaborate with a leadership coalition and our educational service provider, Academica, to develop strategic plans and engage in meaningful relationships with students, parents, teachers, and administrators to promote successful charter school growth.

OnSite Permit Consultants, Corp. **Miami, FL**
Assistant Permit Expeditor *Jun 2019 – Present*
- Assist in the process of obtaining construction permits from the building department of Miami-Dade County and other municipalities that fall under, for project developers. Coordinate and expedite the approval process by reviewing documents, meeting with plan reviewers/inspectors, and following through with new or current submissions. Liaison between client and building department

Academica **Miami, FL**
Special Projects Intern *Apr 2019 – Aug 2019*
- Conceptualize and execute corporate projects, including media development and school development. Data analysis and interpretation for further plan of action. Spearhead initiatives that accomplish the goals of company executives. Provide outreach to schools and surrounding communities.

Nicklaus Children's Hospital **Miami, FL**
Volunteer *Jun 2016 – Sep 2017*

- Gained a diverse amount of experience from a variety of departments, including nurses station, minor procedures suite, and urgent care. Interacted and communicated with patients and their families, as well as to aide nurses and office staff in any jobs they might have. Jobs would vary from cleaning and organizing the floor or taking over for the secretary, during lunch breaks.

CREDENTIALS AND LICENSES

- ~~Adobe Certified Associate- Illustrator~~
- Computer Skills Placement (CSP)

ADDITIONAL SKILLS

- ~~Fluent in Spanish and English~~
- Adaptability to different work environments and responsibilities
- Tech Savvy
- Critical Thinking & Initiative
- Professional communication skills
- Detail-oriented
- Educational leadership
- Corporate teamwork

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Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Sheila Caleo Gonzalez

   Home Address: 221 SW 129 ct. Miami, Fl 33184

   Business Name and Address: Mater Grove Academy 2805 SW 32nd Ave East Bldg. Miami Fl 33133

   Phone Number: (305).442-4992

   E-mail address: Scaleo@matergroveacademy.com

- [x] Resume and professional bio are attached here.
- [ ] Resume and professional bio are attached elsewhere in the application (specify). _____

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   - [ ] Yes
   - [x] ~~No~~ NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
1. "Charter school personnel" means a 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 decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
2. "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.
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Sheila Caleo

Sheila Caleo
Signature

01 / 13 / 2026
Date

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

Sheila Caleo Gonzalez is an accomplished educational leader who has contributed to the field of education for over 25 years. She holds a Bachelor of Science Degree in Elementary Education from Florida International University with an endorsement in English as a Second Language (ESOL) and certification in Primary Education. She continued her studies and earned a Master Degree in Educational Leadership from Florida International University.

Ms. Caleo Gonzalez began her educational career in 1997. She has worked as an educator in the Mater, Somerset, and Pinecrest Charter School system managed by Academica since 1998. In 2009, she became the pre-school director at Somerset Academy South Miami. In her current position, she is the founding principal at Mater Grove Academy, which opened its doors in 2011.

Ms. Caleo Gonzalez lives by the motto, "that every student matters and every moment counts." She prides herself on knowing each of her students and creating a climate of collaboration at her school. It is her belief that children learn best when students, parents, teachers, and staff take part in the learning process. She feels that teamwork is the ultimate way a school can be successful in reaching each child's maximum potential. In 2021, Ms. Caleo Gonzalez was elected to serve as a Governing Board Member of Pinecrest Academy, Inc.

Sheila Caleo Gonzalez

Principal

305-305-6251

scaleo@matergroveacademy.com

Miami, Florida

Skills

Curriculum Implementation

Stakeholder Engagement

School Event Coordination

Teacher Development

Group Facilitation and Presentation

Microsoft Office

Problem Solving Skills

Fluent in Spanish

Education

Master of Educational Leadership
Florida International Education
Miami, Florida
2009-2011

Bachelor of Elementary Education
Florida International Education
Miami, Florida
1992-1996

Professional Summary

Ms. Caleo Gonzalez began her educational career in 1997. She has worked as an educator in the Mater, Somerset, and Pinecrest Charter School system managed by Academica since 1998. In her current position, she is the founding principal at Mater Grove Academy, which opened its doors in 2011. In 2021, Ms. Caleo Gonzalez was elected to serve as a Governing Board Member of Pinecrest Academy, Inc.

Professional Experience

Principal, Mater Grove Academy
Miami, Florida, 2011 – Present

- Carry out the school vision and mission and goals established by School Improvement Plan
- Create, develop, and implement curriculum, goals, and objectives for the School.
- Create and work within the budget guidelines set forth each year
- Prepare registration materials, organize classes, create and maintain student schedules.
- Prepare school parent workshops, parent letters, and school manuals,
- Implement school policies, including the Student Code of Conduct.
- Conduct teacher and staff observations on a regular basis
- Maintain a safe learning environment and conduct safety drills
- Interview and hire faculty and staff.
- Ensure that the school is compliant with required staff certification and organize professional development based on needs of the staff.
- Create meaningful partnerships for the school and implement new programs
- Prepare for and comply with FTE, ESOL, and ESE audit requirements.

Pre-School Director & Teacher, Somerset Academy South Miami,
Miami, Florida 2009-2011

- Curriculum planning and implementation
- Hired teachers for Pre-School positions.
- Observed and evaluated teachers
- Parent conferences with classroom teachers
- Taught Pre-K 4

Teacher, Pinecrest Preparatory Elementary Charter School
Miami, Florida 2000-2009

- Taught Kindergarten, First Grade and Second Grade
- Kindergarten Grade Level Chair

Teacher, Mater Academy Charter School
Miami, Florida 1998-2000

- Taught Kindergarten
- Kindergarten Grade Level Chair

Teacher, St. Agatha Catholic School
Miami, Florida 1998-2000

- Taught Pre-K 4

Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc

NAME OF THE GOVERNING BOARD MEMBER: Erin L Demirjian

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

N/A

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

MIAMI-DADE COUNTY PUBLIC SCHOOLS

Personal

Name of Charter School: Pinecrest Academy Inc

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

Name: ERIN (First) L (Middle) DEMIRJIAN (Last)

Home Address: 10 Venetian Way # 802 (Street Number)

Miami Beach (City) FL (State) 33139 (Zip Code)

Home Phone: 305-532-9544 Work Phone: _____

Fax Number: 305-532-9544 Cellular Number: 305-761-0809

Email Address: EDemirjian@AOL.com

Member's Employment: Self (Employer Name) Therapist - Mental Health (Title/Position)

Employer Address: 10 Venetian Way # 802 (Street Number)

Miami Beach FL (City) FL (State) 33139 (Zip Code)

Spouse's Name: N/A (First) _____ (Middle) _____ (Last)

Spouse's Employment: _____ (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

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

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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☑

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. 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 ☐

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, and/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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

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29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

7/13/18
Date

Restating that all information in this document is still accurate and current.

Erin Demirjian
Signature

7/13/21
Date

Restating that all information in this document is still accurate and current.

Erin Demirjian
Signature

07 / 03 / 2024
Date

Signature Certificate

Document Ref.: HOI4K-YHMD2-8QJ6B-RMVAM

Document signed by:



Erin Demirjian

Verified E-mail:
edemirjian@me.com

IP: 107.77.215.122 | Date: 15 Jul 2021 15:04:51 UTC

Erin Demirjian

Document completed by all parties on:
15 Jul 2021 15:04:51 UTC

Signed with PandaDoc.com

PandaDoc is a document workflow and certified eSignature solution trusted by 25,000+ companies worldwide.

Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc.

NAME OF THE GOVERNING BOARD MEMBER: Carlos O. Alvarez

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

N/A

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Document Ref: G6AI6-TESTN-BKZ25-9VKK8

MIAMI-DADE COUNTY PUBLIC SCHOOLS

Personal

Name of Charter School: Pinecrest Academy Inc.

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

Name: Carlos (First) O. (Middle) Alvarez (Last)

Home Address: 14361 NW 83rd Ave. (Street Number)

Miami Lakes (City) FL (State) 33016 (Zip Code)

Home Phone: (305) 362-4006 Work Phone: (305) 362-4006 Ext. 13

Fax Number: _____ Cellular Number: (786) 294-2735

Email Address: calvarez@coheaedu.com

Member's Employment: City of Hialeah Education Academy (Employer Name) Principal (Title/Position)

Employer Address: 2590 W. 76th St. (Street Number)

Hialeah (City) FL (State) 33016 (Zip Code)

Spouse's Name: Hazel (First) _____ (Middle) Alvarez (Last)

Spouse's Employment: Cargo International (Employer Name) Accounting Manager (Title/Position)

Employer Address: 2351 NW 121st. Ct. #115 (Street Number)

Miami, FL (City) FL (State) 33182 (Zip Code)

Will your child(ren) attend this charter school? No If no, why not? they attend Mater Gardens and Mater Lakes.

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.

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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, or any of your relatives, 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, including advisory boards, 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	Yes ☑	No ☐

Document Ref: G6AI6-TESTN-BKZ25-9VKK8

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

I serve as a Town of Miami Lakes Councilmember

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. 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 ☑

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, and/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.

Document Ref: G6AI6-TESTN-BKZ25-9VKK8

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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

Document Ref: G6AI6-TESTN-BKZ25-9VKK8

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

Document Ref: G6AI6-TESTN-BKZ25-9VKK8

29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.

Signature _____ Date 10/30/20

Restating that all information in this document is still accurate and current.

Signature _____ Date 07 / 03 / 2024

Document Ref: G6AI6-TESTN-BKZ25-9VKK8

Signature Certificate

Reference number: G6AI6-TESTN-BKZ25-9VKK8

Signer	Timestamp	Signature
Carlos Alvarez Email: calvarez@pinecrestacademyschools.org		
Sent:	03 Jul 2024 12:16:11 UTC	
Viewed:	03 Jul 2024 18:10:27 UTC	
Signed:	03 Jul 2024 18:10:40 UTC	
Recipient Verification:		
✔Email verified	03 Jul 2024 18:10:27 UTC	

IP address: 107.122.189.141
Location: Brooklyn, United States

Document completed by all parties on:
03 Jul 2024 18:10:40 UTC

Signed with PandaDoc

PandaDoc is a document workflow and certified eSignature solution trusted by 50,000+ companies worldwide.

Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc

NAME OF THE GOVERNING BOARD MEMBER: Albert Maillo

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Document Ref: ERFGM-BLRF9-V75BW-9KGYZ

Name of Charter School: Pinecrest Academy Inc

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

Name: Albert (First) _____ (Middle) Maillo (Last)

Home Address: 15437 SW 18 ST (Street Number)

Miami (City) FL (State) 33185 (Zip Code)

Home Phone: _____ Work Phone: 305-379-9000

Fax Number: _____ Cellular Number: _____

Email Address: albert.maillo01@gmail.com

Member's Employment: Kluger Kaplan (Employer Name) Legal Assistant (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Spouse's Name: _____ (First) _____ (Middle) _____ (Last)

Spouse's Employment: _____ (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Will your child(ren) attend this charter school? 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.

Document Ref: ERFGM-BLRF9-V75BW-9KGYZ

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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☑

Document Ref: ERFGM-BLRF9-V75BW-9KGYZ

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. 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 ☑

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. A.M. 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, and/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.

Document Ref: ERFGM-BLRF9-V75BW-9KGYZ

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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

Document Ref: ERFGM-BLRF9-V75BW-9KGYZ

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

Document Ref: ERFGM-BLRF9-V75BW-9KGYZ

29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.

Albert Maillo
Signature

08 / 07 / 2025
Date

Document Ref: ERFGM-BLRF9-V75BW-9KGYZ

CERTIFICATE *of* SIGNATURE

REF. NUMBER
ERFGM-BLRF9-V75BW-9KGYZ

DOCUMENT COMPLETED BY ALL PARTIES ON
07 AUG 2025 21:34:31 UTC

SIGNER	TIMESTAMP	SIGNATURE
ALBERT MAILLO EMAIL ALBERT.MAILLO01@GMAIL.COM	SENT 07 AUG 2025 21:20:38 UTC VIEWED 07 AUG 2025 21:33:47 UTC SIGNED 07 AUG 2025 21:34:31 UTC	 IP ADDRESS 104.28.57.247 LOCATION NEW YORK, UNITED STATES

RECIPIENT VERIFICATION

EMAIL VERIFIED
07 AUG 2025 21:33:47 UTC

Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc

NAME OF THE GOVERNING BOARD MEMBER: Sheila Calco Gonzalez

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Document Ref: HBBWM-M9EHB-NOSWC-LGYJF

MIAMI-DADE COUNTY PUBLIC SCHOOLS **Personal**

Name of Charter School: Pinecrest Academy

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

Name: Sheila (First) _____ (Middle) Caleo Gonzalez (Last)

Home Address: 221 SW 129 Ct. (Street Number)

Miami (City) Florida (State) 33184 (Zip Code)

Home Phone: _____ Work Phone: (305) 442-4992

Fax Number: _____ Cellular Number: (305) 305-6251

Email Address: scaleo@matergroveacademy.com

Member's Employment: Mater Grove Academy (Employer Name) Principal (Title/Position)

Employer Address: 2805 SW 32nd Avenue. (Street Number)

Miami (City) Florida (State) 33133 (Zip Code)

Spouse's Name: _____ (First) _____ (Middle) _____ (Last)

Spouse's Employment: _____ (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (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.

Document Ref: HBBWM-M9EHB-NOSWC-LGYJF

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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☑

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charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. 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 ☑

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

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

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

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/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.

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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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

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14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

Document Ref: HBBWM-M9EHB-NOSWC-LGYJF

29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

11/14/2021

Date

Restating that all information in this document is still accurate and current.

Sheila Caleo

Signature

07 / 03 / 2024

Date

Document Ref: HBBWM-M9EHB-NOSWC-LGYJF

Signature Certificate

Reference number: HBBWM-M9EHB-NOSWC-LGYJF

Signer	Timestamp	Signature
Sheila Caleo Email: scaleo@matergroveacademy.com		
Sent:	03 Jul 2024 12:00:11 UTC	
Viewed:	03 Jul 2024 19:47:04 UTC	
Signed:	03 Jul 2024 19:47:31 UTC	
Recipient Verification:		IP address: 50.228.74.38
✔Email verified	03 Jul 2024 19:47:04 UTC	Location: Miami, United States

Document completed by all parties on:
03 Jul 2024 19:47:31 UTC

Signed with PandaDoc

PandaDoc is a document workflow and certified eSignature solution trusted by 50,000+ companies worldwide.

Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc

NAME OF THE GOVERNING BOARD MEMBER: Shannine Sadesky

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

Mater Academy, Inc.

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Document Ref: LAWR2-XOEPN-WENNI-2BBLW

MIAMI-DADE COUNTY PUBLIC SCHOOLS **Personal**

Name of Charter School: Pinecrest Academy, Inc.

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

Name: Shannine (First) _____ (Middle) Sadesky (Last)

Home Address: 721 SE 17TH ST Apt 326 (Street Number)

Ft. Lauderdale (City) FL (State) 33316 (Zip Code)

Home Phone: _____ Work Phone: _____

Fax Number: _____ Cellular Number: 786-853-8343

Email Address: s.sadesky@yahoo.com

Member's Employment: The ACE Foundation (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Spouse's Name: — (First) _____ (Middle) — (Last)

Spouse's Employment: — (Employer Name) — (Title/Position)

Employer Address: — (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

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

N/A

Will you be able to attend regularly scheduled board meetings? Yes X 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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☒

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charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☒

10. 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 ☒

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

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

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/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.

Document Ref: LAWR2-XOEPN-WENNI-2BBLW

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.

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1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
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12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

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14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
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19. 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 1002.33(26));
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21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

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29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.

S Sadesky
Signature

7/12/21
Date

Restating that all information in this document is still accurate and current.

Shawnine Sadesky
Signature

07 / 02 / 2024
Date

Document Ref: LAWR2-XOEPN-WENNI-2BBLW

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Shannine Sadesky Email: ssadesky@materacademy.com		
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Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc.

NAME OF THE GOVERNING BOARD MEMBER: Juan Molina

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Name of Charter School: Pinecrest Academy Inc

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

Name: Juan (First) _____ (Middle) Molina (Last)

Home Address: 31 Hunting Lodge Court (Street Number)

Miiami Springs (City) FL (State) 33166 (Zip Code)

Home Phone: _____ Work Phone: 305-265-4200

Fax Number: _____ Cellular Number: 305-975-8897

Email Address: juan@juanmolina.com

Member's Employment: Atomic Health, LLC / The Molina Group, LLC (Employer Name) Managing Director (Title/Position)

Employer Address: 31 Hunting Lodge Court (Street Number)

Miami Springs (City) FL (State) 33166 (Zip Code)

Spouse's Name: Ilia (First) _____ (Middle) Molina (Last)

Spouse's Employment: Miami Dade County Public Schools (Employer Name) Executive Director, Middle School Redesign (Title/Position)

Employer Address: 1450 NE 2nd Ave (Street Number)

Miami (City) FL (State) 33132 (Zip Code)

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

No Children

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.

Document Ref: YXOLT-EDSHV-YVE4H-B6CSJ

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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☒

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☒ No ☐

10. 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 ☒

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, and/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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.

Juan Molina
Signature

07 / 29 / 2024
Date

Document Ref: YXOLT-EDSHV-YVE4H-B6CSJ

Signature Certificate

Reference number: YXOLT-EDSHV-YVE4H-B6CSJ

Signer	Timestamp	Signature
Juan Molina Email: juan@juanmolina.com Shared via link		
Sent:	29 Jul 2024 19:54:22 UTC	
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Pinecrest Academy - Middle School			2027-28			2028-29		2029-30		2030-31		2031-32	
				75% Enrollment	50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment
ENROLLMENT	**Cost**	**Basis**											
Classrooms			4	3	**2**	8	**4**	12	**6**	12	**6**	12	**6**
6 - 8			88	66	44	176	88	264	132	264	132	264	132
Total Enrollment			88	66	44	176	88	264	132	264	132	264	132
REVENUES													
State Sources with expected enrollment			$ 725,772.00	$ 544,329.00	$ 362,886.00	$ 1,482,221.16	$ 741,110.58	$ 2,266,146.22	$ 1,133,073.11	$ 2,311,469.14	$ 1,155,734.57	$ 2,357,698.53	$ 1,178,849.26
Federal Sources - NSLP funds 40% of students	$ 4.60	40%	$ 29,145.60	$ 21,859.20	$ 14,572.80	$ 59,165.57	$ 29,582.78	$ 90,079.58	$ 45,039.79	$ 91,430.77	$ 45,715.39	$ 92,802.23	$ 46,401.12
Local Sources - Lunch program paid students	$ 4.00	10%	$ 6,336.00	$ 4,752.00	$ 3,168.00	$ 12,862.08	$ 6,431.04	$ 19,582.52	$ 9,791.26	$ 19,876.25	$ 9,938.13	$ 20,174.40	$ 10,087.20
Capital Outlay	$ 2,050.34	Per Student	$ 180,429.92	$ 135,322.44	$ 90,214.96	$ 360,859.84	$ 180,429.92	$ 541,289.76	$ 270,644.88	$ 541,289.76	$ 270,644.88	$ 541,289.76	$ 270,644.88
Operating Grants and Contributions			$ 13,200.00	$ 9,900.00	$ 6,600.00	$ 17,600.00		$ 26,400.00		$ 26,400.00		$ 26,400.00	
Other Revenues			$ 22,000.00	$ 16,500.00	$ 11,000.00	$ 17,600.00		$ 26,400.00		$ 26,400.00		$ 26,400.00	
Other Sources - Referendum	$ 1,400.00	Per Student	$ 123,200.00	$ 92,400.00	$ 61,600.00	$ 246,400.00		$ 369,600.00		$ 369,600.00		$ 369,600.00	$ 13,200.00
			$ 1,100,083.52	*$ 825,062.64*	*$ 550,041.76*	$ 2,196,708.65	$ 957,554.32	$ 3,339,498.07	$ 1,458,549.04	$ 3,386,465.93	$ 1,482,032.96	$ 3,434,364.92	$ 1,519,182.46
EXPENDITURES													
Instruction - 5000													
Salaries (includes classroom teachers, contract or hourly, and teach	See Staffing Plan		$ 235,400.00	$ 176,550.00	$ 117,700.00	$ 477,862.00	$ 238,931.00	$ 846,020.77	$ 363,772.45	$ 858,711.08	$ 369,229.03	$ 871,591.75	$ 435,795.87
Fringe Benefits			$ 56,496.00	$ 42,372.00	$ 28,248.00	$ 114,686.88	$ 57,343.44	$ 203,044.98	$ 87,305.39	$ 206,090.66	$ 88,614.97	$ 209,182.02	$ 104,591.01
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan		$ 90,000.00	$ -	$ -	$ 121,800.00	$ -	$ 247,254.00	$ -	$ 250,962.81	$ -	$ 254,727.25	
Fringe Benefits			$ 21,600.00	$ -	$ -	$ 29,232.00	$ -	$ 59,340.96	$ -	$ 60,231.07	$ -	$ 61,134.54	
Salaries (includes Media Specialist, Librarian)	See Staffing Plan		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Fringe Benefits			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Contracted Professional Services (includes Therapists & other contr	$ 900.00	ESE Student	$ 7,920.00	$ 5,940.00	$ 3,960.00	$ 16,077.60	$ 8,038.80	$ 24,478.15	$ 12,239.07	$ 24,845.32	$ 12,422.66	$ 25,218.00	$ 12,609.00
Classroom Supplies & Equipment	$ 35.00	Student	$ 3,080.00	$ 2,310.00	$ 1,540.00	$ 6,252.40	$ 3,126.20	$ 9,519.28	$ 4,759.64	$ 9,662.07	$ 4,831.03	$ 9,807.00	$ 4,903.50
Teacher Supplies	$ 40.00	Student	$ 3,520.00	$ 2,640.00	$ 1,760.00	$ 7,145.60	$ 3,572.80	$ 10,879.18	$ 5,439.59	$ 11,042.36	$ 5,521.18	$ 11,208.00	$ 5,604.00
Textbooks and/or ebooks/Student Activities	$ 250.00	Student	$ 22,000.00	$ 16,500.00	$ 11,000.00	$ 44,660.00	$ 16,747.50	$ 33,997.43	$ 25,498.07	$ 34,507.39	$ 25,880.54	$ 17,512.50	$ 17,512.50
Supplemetal instructional materials (CIRP/SIRP and Technology)	$ 40.00	Student	$ 3,520.00	$ 2,640.00	$ 1,760.00	$ 7,145.60	$ 3,572.80	$ 10,879.18	$ 5,439.59	$ 11,042.36	$ 5,521.18	$ 11,208.00	$ 5,604.00
Digital Education Content Materials (Leased)	$ 165.00	Student	$ 14,520.00	$ 10,890.00	$ 7,260.00	$ 29,475.60	$ 14,737.80	$ 44,876.60	$ 22,438.30	$ 45,549.75	$ 22,774.88	$ 46,233.00	$ 23,116.50
Computer - Equipment for Instruction	$ 2,700.00	Classroom	$ 10,800.00	$ 8,100.00	$ 5,400.00	$ 21,924.00	$ 10,962.00	$ 33,379.29	$ 16,689.65	$ 33,879.98	$ 16,939.99	$ 34,388.18	$ 17,194.09
Curriculum Planning, Research, Development and Evaluation (part c	$ 110.00	Per Student	$ 9,680.00	$ 7,260.00	$ 4,840.00	$ 19,650.40	$ 9,825.20	$ 29,917.73	$ 14,958.87	$ 30,366.50	$ 15,183.25	$ 30,822.00	
Student Activities	$ 10.00	Student	$ 880.00	$ 660.00	$ 440.00	$ 1,786.40	$ 893.20	$ 2,719.79	$ 1,359.90	$ 2,760.59	$ 1,380.30	$ 2,802.00	
Sub-Total Instruction			*$ 479,416.00*	*$ 275,862.00*	*$ 191,408.00*	*$ 897,698.48*	*$ 367,750.74*	*$ 1,556,307.34*	*$ 559,900.50*	*$ 1,579,651.95*	*$ 568,299.01*	*$ 1,585,834.23*	*$ 626,930.47*
Instructional Support Services - 6000													
Contracted Professional Services (counseling and psychological)	$ 1,100.00	ESE Student	$ 9,680.00	$ 7,260.00	$ 4,840.00	$ 19,650.40	$ 9,825.20	$ 29,917.73	$ 14,958.87	$ 30,366.50	$ 15,183.25	$ 30,822.00	$ 15,411.00
Workshops/Trainings	$ 500.00	Teacher	$ 2,000.00	$ 1,500.00	$ 1,000.00	$ 4,000.00	$ 2,000.00	$ 7,000.00	$ 3,000.00	$ 7,000.00	$ 3,000.00	$ 7,000.00	
Online Assesment	$ 9.00	Student	$ 792.00	$ 594.00	$ 396.00	$ 1,607.76	$ 803.88	$ 2,447.81	$ 1,223.91	$ 2,484.53	$ 1,242.27	$ 2,521.80	
Hardware Maintenance	$ 400.00	Classroom	$ 1,600.00	$ 1,200.00	$ 800.00	$ 3,248.00	$ 1,624.00	$ 4,945.08	$ 2,472.54	$ 5,019.26	$ 2,509.63	$ 5,094.55	
Sub-Total Instructional Support Services			*$ 14,072.00*	*$ 10,554.00*	*$ 7,036.00*	*$ 28,506.16*	*$ 14,253.08*	*$ 44,310.63*	*$ 21,655.31*	*$ 44,870.29*	*$ 21,935.14*	*$ 45,438.34*	*$ 94,376.45*
Board - 7100													
Professional Services (Legal)	$ 2,500.00	School	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,537.50	$ 2,537.50	$ 2,575.56	$ 2,575.56	$ 2,614.20	$ 2,614.20	$ 2,653.41	$ 2,653.41
Insurance (General Liability, D&O, Professional Liability)	$ 1,500.00	Classroom	$ 6,000.00	$ 4,500.00	$ 3,000.00	$ 12,180.00	$ 6,090.00	$ 18,544.05	$ 9,272.03	$ 18,822.21	$ 9,411.11	$ 19,104.54	$ 9,552.27
Network Fee	$ 100.00	Student	$ 8,800.00	$ 6,600.00	$ 4,400.00	$ 17,600.00	$ 101.50	$ 26,400.00	$ 103.02	$ 26,400.00	$ 104.57	$ 26,400.00	$ 106.14
Sub-Total Board			*$ 17,300.00*	*$ 13,600.00*	*$ 9,900.00*	*$ 32,317.50*	*$ 8,729.00*	*$ 47,519.61*	*$ 11,950.61*	*$ 47,836.41*	*$ 12,129.87*	*$ 48,157.95*	*$ 12,311.82*
School Administration - 7300													
Salaries (includes Principal, Secretary & other Office Personnel)			$ 62,500.00	$ 62,500.00	$ 31,250.00	$ 105,663.12	$ -	$ 230,875.07	$ -	$ 234,338.20	$ -	$ 237,853.27	$ 304,188.49
Fringe Benefits			$ 15,000.00	$ 15,000.00	$ 7,500.00	$ 25,359.15	$ -	$ 55,410.02	$ -	$ 56,241.17	$ -	$ 57,084.78	$ 73,005.24
ESP Fees (Portion of the fee charged by ESP)	$ 225.00	Student	$ 19,800.00	$ 14,850.00	$ 9,900.00	$ 39,600.00	$166,749,880.50	$ 59,400.00	$254,941,449.71	$ 59,400.00	$260,040,278.70	$ 59,400.00	
Equipment Rental / Lease	$ 300.00	Per Month	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,654.00	$ 3,654.00	$ 3,708.81	$ 3,708.81	$ 3,764.44	$ 3,764.44	$ 3,820.91	$ 3,820.91
Travel	$ 1,200.00	Administrator	$ 600.00	$ 600.00	$ 600.00	$ 609.00	$ 609.00	$ 618.14	$ 618.14	$ 627.41	$ 627.41	$ 636.82	$ 636.82
Advertising and Promotion	$ 25.00	Student	$ 2,200.00	$ 1,650.00	$ 1,100.00	$ 4,466.00	$ 2,233.00	$ 6,799.49	$ 3,399.74	$ 6,901.48	$ 3,450.74	$ 7,005.00	$ 3,502.50
License Fees	$ 200.00		$ 200.00	$ 200.00	$ 200.00	$ 203.00	$ 203.00	$ 206.05	$ 206.05	$ 209.14	$ 209.14	$ 212.27	$ 212.27
Dues and Subcriptions	$ 4.00	Student	$ 352.00	$ 264.00	$ 176.00	$ 714.56	$ 357.28	$ 1,087.92	$ 543.96	$ 1,104.24	$ 552.12	$ 1,120.80	$ 4.25
Postage	$ 50.00	Classroom	$ 200.00	$ 150.00	$ 100.00	$ 406.00	$ 203.00	$ 618.14	$ 309.07	$ 627.41	$ 313.70	$ 636.82	$ 318.41
Printing	$ 225.00	Classroom	$ 900.00	$ 675.00	$ 450.00	$ 1,827.00	$ 913.50	$ 2,781.61	$ 1,390.80	$ 2,823.33	$ 1,411.67	$ 2,865.68	$ 1,432.84
Office Supplies	$ 25.00	Student	$ 2,200.00	$ 1,650.00	$ 1,100.00	$ 4,400.00	$ 304.50	$ 6,600.00	$ 309.07	$ 6,600.00	$ 313.70	$ 6,600.00	$ 318.41
Office Equipment	$ 1,500.00		$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,522.50	$ 1,522.50	$ 1,545.34	$ 1,545.34	$ 1,568.52	$ 1,568.52	$ 1,592.05	$ 1,592.05
Computer Equipment	$ 1,000.00	Administrator	$ 500.00	$ 500.00	$ 500.00	$ 507.50	$ 507.50	$ 515.11	$ 515.11	$ 522.84	$ 522.84	$ 530.68	$ 530.68
Sub-Total School Administration			*$ 109,552.00*	*$ 103,139.00*	*$ 57,976.00*	*$ 188,931.83*	*$ 10,507.28*	*$ 370,165.67*	*$ 12,546.08*	*$ 374,728.16*	*$ 12,734.27*	*$ 379,359.08*	*$ 389,562.86*
Facilities Acquisition & Construction - 7400													$ 242,897.78
Building Lease (see budget summary for calculation)			$ 149,600.00	$ 112,200.00	$ 35,200.00	$ 305,184.00	$ 50,500.00	$ 466,931.52	$ 76,507.50	$ 476,270.15	$ 103,030.10	$ 485,795.55	$ -
Purchase of Buildings & Fixed Equipment			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Land			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Facilities Acquisition & Construction			*$ 149,600.00*	*$ 112,200.00*	*$ 35,200.00*	*$ 305,184.00*	*$ 50,500.00*	*$ 466,931.52*	*$ 76,507.50*	*$ 476,270.15*	*$ 103,030.10*	*$ 485,795.55*	*$ 242,897.78*
Fiscal Services - 7500													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)			$ 25,000.00	$ 25,000.00	$ 25,000.00	$ 25,375.00	$ -	$ 25,755.63	$ -	$ 26,141.96	$ -	$ 26,534.09	$ 53,068.18
Fringe Benefits			$ 6,000.00	$ 6,000.00	$ 6,000.00	$ 6,090.00	$ -	$ 6,181.35	$ -	$ 6,274.07	$ -	$ 6,368.18	$ 12,736.36
Fee to County School Board - up to 250 students			$ 36,288.60	$ 27,216.45	$ 18,144.30	$ 74,111.06	$ 37,055.53	$ 107,298.59	$ 56,653.66	$ 109,444.56	$ 57,786.73	$ 111,633.45	$ 58,942.46
Planning, Research, Development and Evaluation (Part of ESP's Fe	$ 115.00		$ 10,120.00	$ 7,590.00	$ 5,060.00	$ 20,543.60	$ 10,271.80	$ 31,277.63	$ 15,638.82	$ 31,746.80	$ 15,873.40	$ 32,223.00	$ 16,111.50
Professional Services - Annual Audit	$ 14,000.00		$ 14,000.00	$ 14,000.00	$ 14,000.00	$ 14,210.00	$ 14,210.00	$ 14,423.15	$ 14,423.15	$ 14,639.50	$ 14,639.50	$ 14,859.09	$ 14,859.09
Sub-Total Fiscal Services			*$ 91,408.60*	*$ 79,806.45*	*$ 68,204.30*	*$ 140,329.66*	*$ 61,537.33*	*$ 184,936.35*	*$ 86,715.62*	*$ 188,246.88*	*$ 88,299.62*	*$ 191,617.81*	*$ 155,717.59*

Pinecrest Academy - Middle School				2027-28			2028-29		2029-30		2030-31		2031-32	
					75% Enrollment	50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment
Food Services - 7600														
Salaries (Food Service Workers)				$ -	$ -	$ -	$ 14,461.72	$ -	$ 29,357.29	$ -	$ 29,797.65	$ -	$ 30,244.62	$ 30,244.62
Fringe Benefits				$ -	$ -	$ -	$ 3,470.81	$ -	$ 7,045.75	$ -	$ 7,151.44	$ -	$ 7,258.71	$ 7,258.71
Food, Materials & Supplies - Vendor provided meals 50% Participati	$ 3.80	Per Meal per day		$ 30,096.00	$ 22,572.00	$ 15,048.00	$ 61,094.88	$ 30,547.44	$ 93,016.95	$ 46,508.48	$ 94,412.21	$ 47,206.10	$ 95,828.39	$ 47,914.20
Equipment Rental / Lease (provided by food vendor)														
Inspection fees	$ 75.00	Twice per year		$ 150.00	$ 150.00	$ 150.00	$ 152.25		$ 154.53		$ 156.85		$ 159.20	
Sub-Total Food Services				*$ 30,246.00*	*$ 22,722.00*	*$ 15,198.00*	*$ 79,179.66*	*$ 30,547.44*	*$ 129,574.53*	*$ 46,508.48*	*$ 131,518.15*	*$ 47,206.10*	*$ 133,490.92*	*$ 85,417.52*
Central Services - 7700														
Central services costs				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Sub-Total Facilities Acquisition & Construction				*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	
Pupil Transportation Services - 7800														
Field Trip Expenses for competitions & Events				$ -	$ -	$ -	$ -		$ -		$ -		$ -	
Sub-Total Pupil Transportation Services				*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Operation of Plant - 7900														
Salaries (Custodian, crossing guards, security)	See Staffing			$ -	$ -	$ -	$ 21,112.81	$ -	$ 42,859.01	$ -	$ 43,501.89	$ -	$ 44,154.42	$ 66,231.63
Fringe benefits				$ -	$ -	$ -	$ 5,067.07	$ -	$ 10,286.16	$ -	$ 10,440.45	$ -	$ 10,597.06	$ 15,895.59
Purchased Service (Custodial, fire and alarm, etc)	$ 2,400.00	Per Classroom		$ 9,600.00	$ 7,200.00	$ 4,800.00	$ 19,488.00	$ 9,744.00	$ 29,670.48	$ 14,835.24	$ 30,115.54	$ 15,057.77	$ 30,567.27	$ 15,283.64
Lawn Maintenance	$ 800.00	Per Classroom		$ 3,200.00	$ 2,400.00	$ 1,600.00	$ 6,496.00	$ 3,248.00	$ 9,890.16	$ 4,945.08	$ 10,038.51	$ 5,019.26	$ 10,189.09	$ 5,094.55
Pest Control	$ 40.00	Per Classroom		$ 160.00	$ 120.00	$ 80.00	$ 324.80	$ 162.40	$ 494.51	$ 247.25	$ 501.93	$ 250.96	$ 509.45	$ 254.73
Security Services - SRO	$ 8,333.33	Per Month		$ 100,000.00	$ 100,000.00	$ 100,000.00	$ 101,500.00	$ 101,500.00	$ 103,022.50	$ 103,022.50	$ 104,567.84	$ 104,567.84	$ 106,136.36	$ 106,136.36
Property Insurance	$ 3,500.00	Per Classroom		$ 14,000.00	$ 10,500.00	$ 7,000.00	$ 28,420.00	$ 14,210.00	$ 43,269.45	$ 21,634.73	$ 43,918.49	$ 21,959.25	$ 44,577.27	$ 22,288.63
Telephone Services	$ 300.00	Per Month		$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,654.00	$ 3,654.00	$ 3,708.81	$ 3,708.81	$ 3,764.44	$ 3,764.44	$ 3,820.91	$ 3,820.91
Water & Sewer	$ 425.00	Per Classroom		$ 1,700.00	$ 1,275.00	$ 850.00	$ 3,451.00	$ 1,725.50	$ 5,254.15	$ 2,627.07	$ 5,332.96	$ 2,666.48	$ 5,412.95	$ 2,706.48
Electricity	$ 2,400.00	Per Classroom		$ 9,600.00	$ 7,200.00	$ 4,800.00	$ 19,488.00	$ 9,744.00	$ 29,670.48	$ 14,835.24	$ 30,115.54	$ 15,057.77	$ 30,567.27	$ 15,283.64
Sub-Total Operation of Plant				*$ 141,860.00*	*$ 132,295.00*	*$ 122,730.00*	*$ 209,001.69*	*$ 143,987.90*	*$ 278,125.71*	*$ 165,855.92*	*$ 282,297.59*	*$ 168,343.76*	*$ 286,532.06*	*$ 252,996.14*
Maintenance of Plant - 8100														
Repairs & Maintenance	$ 2.50	Sq. Ft.		$ 14,300.00	$ 10,725.00	$ 7,150.00	$ 28,600.00	$ 2,860.00	$ 42,900.00	$ 4,290.00	$ 42,900.00	$ 4,290.00	$ 42,900.00	$ 3,432.00
Supplies														
Sub-Total Maintenance of Plant				*$ 14,300.00*	*$ 10,725.00*	*$ 7,150.00*	*$ 28,600.00*	*$ 2,860.00*	*$ 42,900.00*	*$ 4,290.00*	*$ 42,900.00*	*$ 4,290.00*	*$ 42,900.00*	*$ 3,432.00*
Administrative Technology Services - 8200														
Systems Operation	$ 750.00	Per Classroom		$ 3,000.00	$ 2,250.00	$ 1,500.00	$ 6,090.00	$ 3,045.00	$ 9,272.03	$ 4,636.01	$ 9,411.11	$ 4,705.55	$ 9,552.27	$ 4,776.14
Systems Planning & Analysis														
Sub-Total Administrative Technology Services				*$ 3,000.00*	*$ 2,250.00*	*$ 1,500.00*	*$ 6,090.00*	*$ 3,045.00*	*$ 9,272.03*	*$ 4,636.01*	*$ 9,411.11*	*$ 4,705.55*	*$ 9,552.27*	*$ 4,776.14*
Debt Service - 9200														
Redemption of Principal							$ -							
Recoverable Grant Expense							*$ 140,000.00*							
Interest *(Interest Only at 6%)*				*$ 8,400.00*	*$ 8,400.00*	*$ 8,400.00*	*$ 8,400.00*							
Sub-Total Debt Service				*$ 8,400.00*	*$ 8,400.00*	*$ 8,400.00*	*$ 148,400.00*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Contingency														
Operating expense contigency - 3% of FEFP - Considered restricted	3%			$ 33,002.51	$ 24,751.88	$ 16,501.25	$ 65,901.26	$ -	$ 100,184.94	$ -	$ 101,593.98	$ -	$ 103,030.95	$ 396.00
Sub-Total Contingency				*$ 33,002.51*	*$ 24,751.88*	*$ 16,501.25*	*$ 65,901.26*	*$ -*	*$ 100,184.94*	*$ -*	*$ 101,593.98*	*$ -*	*$ 103,030.95*	*$ 396.00*
Total Expenditures				*$ 1,092,157.11*	*$ 796,305.33*	*$ 541,203.55*	*$ 2,130,140.24*	*$ 693,717.77*	*$ 3,230,228.32*	*$ 990,566.04*	*$ 3,279,324.66*	*$ 1,030,973.44*	*$ 3,311,709.16*	*$ 1,868,814.76*
Excess of Revenues over Expenditures				$ 7,926.41	$ 28,757.31	$ 8,838.21	$ 66,568.41	$ 263,836.56	$ 109,269.75	$ 467,983.00	$ 107,141.27	$ 451,059.53	$ 122,655.76	$ (349,632.30)

MODEL FLORIDA CHARTER SCHOOL APPLICATION
HIGH-PERFORMING CHARTER SCHOOL SYSTEM REPLICATION

Pinecrest Preparatory Academy Middle School

Exhibit A

Dear Charter School Applicant,

Miami-Dade County Public Schools (MDCPS) will be utilizing electronic mail (email) as the primary mode of communication during the charter application process. This communication will include, but is not limited to, the following:

- Requests for additional information from our office;
- Invitations to the Application Review Committee (ARC) meeting;
- Notifications regarding the presentation of board items to The School Board of Miami-Dade County;
- Distribution of evaluation tools;
- Updates on the status of your application review;
- If applicable, notices regarding the recommendation for denial of an application.

Please ensure that your email address is monitored regularly throughout the application process, as all official communications, including time-sensitive notifications, will be sent via email.

To ensure that we have accurate E-mail information, all applicants must provide the following information:

Name of the individual that will serve as primary contact: Carlos Alvarez cc: Francisco Mestre

Title / affiliation with the school : Board Chair; Authorized Representative

Address: 6340 Sunset Drive

City, State Zip Code: , Miami, FL 33143

Telephone Number: (305) 669 - 2906

E-mail: calvarez@pinecrestacademyschools.org/fmestre@academica.org

This information must be signed and delivered to our office with the application being submitted. Please feel free to provide this form with your application or it can be scanned and sent electronically to Ms. Dahlia Gonzalez at dmgonzalez@dadeschools.net .

Signature: FMestre

Print Name: Francisco Mestre Date: 3/30/2026

Relationship to Applicant: Authorized Representative

Exhibit B

Charter School Compliance and Support

Charter School Receipt/Waiver Application Submittal

This receipt serves to confirm that a charter school application has been submitted by:

Pinecrest Academy, Inc.

(Name of submitting organization/individual)

on behalf of: Pinecrest Preparatory Academy Middle School

(Name of Charter School)

to Charter School Compliance and Support, as stipulated by Section 1002.33 F.S., Charter Schools. The application, if approved, is for a charter school that would be able to first open for the 2026-27 school year.

INDIVIDUAL SUBMITTING APPLICATION:

Carlos Alavarez
Name

__Board Chair_____
Title/Affiliation

(305) 669 2906
Telephone number(s)

calvarez@pinecrestacademyschools.org
E-mail

In accordance with Section 1002.33, F.S., a district school board is required to approve or deny a charter school application no later than 90 calendar days after receipt of the application. However, due to the advance scheduling of School Board meetings and to allow for a thorough review process, applications submitted to the School Board for consideration will be presented for a final decision within the 90-day period or as soon as possible thereafter. This may result in an extension of the review period beyond 90 days, depending on meeting schedules and time availability.

I/We acknowledge receipt of and agree with the aforementioned stipulations.

CSCS Staff Member's Name	Signature	Date
Authorized Signature of Applicant	Signature	Date

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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Pinecrest Preparatory Academy Middle School

NAME OF HIGH-PERFORMING CHARTER SCHOOL SYSTEM SUBMITTING APPLICATION: Pinecrest Academy, Inc.

NAME OF NON-PROFIT GOVERNING BOARD UNDER WHICH CHARTER WILL BE OPERATED: Pinecrest Academy, Inc.

NAME AND MASTER SCHOOL IDENTIFICATION NUMBER (MSID) OF THE HIGH-PERFORMING CHARTER SCHOOL BEING REPLICATED:
Pinecrest Preparatory Academy Charter Middle School 13-7053

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: Carlos Alvarez / cc Frankie Mestre

TITLE/RELATIONSHIP TO NON-PROFIT: Board Chair / Authorized Representative

MAILING ADDRESS: c/o 6340 Sunset Drive, Miami, FL 33143

PRIMARY TELEPHONE: (407)754-6311 ALTERNATE TELEPHONE: (305) 669-2906

E-MAIL ADDRESS: calvarez@pinecrestacademyschools.org/fmestre@academica.org

Names, roles, and current employment of all persons on applicant group, i.e., anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

Full Name	Current Job Title & Employer	Role with Proposed School
Carlos Alvarez	Pinecrest Academy, Inc Governing Board Chair	Pinecrest Academy, Inc Governing Board Member
Shannie Sadesky	Pinecrest Academy, Inc Governing Board	Pinecrest Academy, Inc Governing Board Member
Ana Mendez	Principal, Pinecrest Preparatory Academy	Principal, Educational Support
Jennifer Kairalla	Principal, Pinecrest Academy Charter Middle School	Replicating School Principal, Support
Colette Papa, Esq.	General Counsel, Academica	ESP Support: Legal
Richard Moreno	Vice President, Building Hope	Financial Consultant
Willy Tagle	Safety and Security, Academica	ESP Support
Adriana Lima	Curriculum Support, Academica	ESP Support
Vanessa Mancebo	Legal Representative, Academica	ESP Support
Lilian L. Salazar	Nat'l Dir. of Spec. Ed., Academica	ESP Support
Kelly Mallon	Gov. Board Liaison, Academica	ESP Support: Governance
Ana Martinez	CFO, Academica	ESP Support: Fiscal
Amy Nunez	HR Director, Academica	ESP Support: Human Resources
Vanessa Rodriguez	Pinecrest Cove Academy, Principal	Curriculum Support

Projected Date of School Opening (Month/Year): August 2026

__X__Will contract or partner with an Education Service Provider (ESP). *(See definition of an ESP in the Addendum, which applicant must complete if using an ESP.)*

Name of ESP: Academica

Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.

6th Grade	44	66	66	66	66
7th Grade	0	44	66	66	66
8th Grade	0	0	44	66	66
	44	**110**	**176**	**198**	**198**

Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Carlos Alvarez	*Current*	*Governing Board Chair*	__x_ Information Sheet __x__Resume
Juan Molina	*Current*	*Secretary*	__x_ Information Sheet __x__Resume
Shannine Sadesky	*Current*	*Director*	__x_ Information Sheet __x__Resume
Erin Demirjian	*Current*	*Director*	__x_ Information Sheet __x__Resume
Sheila Caleo Gonzalez	*Current*	*Director*	__x_ Information Sheet __x__Resume
Albert Maillo	*Current*	*Director*	x_ Information Sheet __x__Resume

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

Governing Board Chair
Title

Carlos Alvarez
Printed Name

3/18/26
Date

EXECUTIVE SUMMARY

The charter school application before you is being submitted by the Pinecrest Academy, Inc. Governing Board of Directors. Currently, Pinecrest Academy, Inc. oversees 23 Pinecrest schools in Florida. Pinecrest Academy, Inc. maintains the prestigious accolade of being classified as a High Performing School system in accordance with Florida Statute 1002.332.

The application for Pinecrest Preparatory Academy Middle School will be a replication of Pinecrest Preparatory Academy Charter Middle School and will have a focus on standards-based and research-based instruction. The school will offer grades 6 through 8 and will serve 198 students at full capacity.

Mission: Pinecrest Preparatory Academy Middle School will use differentiated instruction to support individual student growth in a rigorous and challenging learning environment where students are motivated to succeed.

Vision: The core philosophy and vision of Pinecrest Preparatory Academy Middle School is to provide every student with a high-quality education that focuses on academic mastery in an environment where everyone grows and shares responsibility for academic success.

By design, Pinecrest's program is aligned to the Florida BEST Standards and by commitment of the School to the founder's mission and vision, the School will deliver the same high quality middle school program and curriculum of the HP system it seeks to replicate. Pinecrest's "best practices", explained throughout this application and professed by all Pinecrest leaders, are established components of the Pinecrest Academy, Inc. Secondary School program that has yielded fantastic results. Accordingly, the school will combine the best practices developed by the Pinecrest network and those principles driving essential school reform nation-wide. Pinecrest Academy will provide all students with a core curriculum of English/language arts (ELA), Mathematics, Social Science, Science, and a rich array of specials/electives, health, physical education, and world languages and career technical educational with industry certification options and STEM programming, including Project Lead the Way, among other things.

The governing board members of Pinecrest Academy, Inc. believe that the future of education lies in partnerships between communities, parents, and educators and their commitment to prepare lifelong learners. Therefore, Pinecrest Academy, Inc. upholds an educational culture where academic excellence is respected and pursued and caring for others is intrinsic.

Pinecrest Academy, Inc. (the applicant) is a Florida not-for-profit educational institution with a proven track record of successful development and operation of charter schools in Florida. In 2016, Pinecrest Academy, Inc. was designated by Cognia as a fully accredited charter school system.

The applicant has developed a multi-tier system (management, instruction, assessment, and professional development) that has achieved increased performance across many schools, especially Pinecrest middle and high schools, as evidenced by their historical academic student performance, and specifically the success of the HP system to be replicated. Pinecrest Academy stakeholders have become an accomplished and established team, with a track record of academic and financial success that guarantees the human and financial resources to increase, sustain, and ensure the quality and performance of its existing schools. Moreover, Pinecrest has implemented unique and innovative strategies aimed at

improving student performance and achievement and Pinecrest Schools have improved middle and high school graduation rates and increased college readiness; and cultivated not only college-bound culture as early as their elementary schools, proving their model and their chosen strategies are successful. The governing board of the proposed school is comprised of the same individuals responsible for the operation of the existing Pinecrest schools and they have the financial and human resources available to replicate the high-quality model in Miami-Dade County.

Section 1: Replication Overview

A. Identify the High-Performing Charter System that is submitting the application and include as Attachment A the Commissioner of Education letter pursuant to s. 1002.332, F.S., designating the system as High-Performing.

Pinecrest Academy, Inc. – See Attachment A for Commissioner of Education HP System Letter

B. Identify the High-Performing Charter School that the applicant intends to replicate and include as Attachment B the Commissioner of Education letter pursuant to s. 1002.331, F.S., designating the school as High-Performing.

The application for Pinecrest Preparatory Academy Middle School is a High Performing System Replication Pursuant to Section 1002.332. As required, this school intends to replicate Pinecrest Preparatory Academy Charter Middle School - MSID 13-6022. (*Please see Attachment B –High Performing School verification letter).* The school will offer grades 6-8 and will serve 198 students at full capacity.

C. Describe how the proposed school will be substantially similar to the high-performing school that is being replicated.

In alignment with the network's mission and vision and in keeping with the mission and vision of the replicated program, the mission and vision of Pinecrest Preparatory Academy Middle School is as follows:

Mission: Pinecrest Preparatory Academy Middle School will use differentiated instruction to support individual student growth in a rigorous and challenging learning environment where students are motivated to succeed.

Vision: The core philosophy and vision of Pinecrest Preparatory Academy Middle School is to provide every student with a high-quality education that focuses on academic mastery in an environment where everyone grows and shares responsibility for academic success.

The board of the proposed School is comprised of the same individuals responsible for the existing Pinecrest Charter Middle Schools program to be replicated, thus, they have ownership of the program and the experience to ensure the existing school model is replicated with fidelity.

D. If the applicant's projected student population is substantially different than the student population in the high-performing school that is being replicated, describe any modifications to the educational program that are necessary to ensure student success.

Based on the current districtwide traditional public school demographics average that serve the students where the School will be located (Miami Dade County), it is anticipated that the school's demographics will mirror that population. Miami Dade County demographics for the 24-25 year reflect the following: 5.9% White, 76% Hispanic, 16.5% African American, 0.5% Multiracial, 1.0% Asian along with 48% of students identifying as economically disadvantaged; 26% of students being identified as English Language Learners (ELL) and 13% of students being identified as having a disability (SWD).

The school being replicated, Pinecrest Preparatory Academy Charter Middle School, currently serves 98% minority student population; 58% of students identifying as economically disadvantaged; 11% of students being identified as English Language Learners (ELL) and 7% of students being identified as having a disability (SWD).

Pinecrest Academy, Inc. has implemented best practices aimed at positively affecting student performance and achievement. These practices have proven to be successful with all student populations, including minority and economically disadvantaged students as well as students entering Pinecrest schools below grade level.

District Number	District Name	School Number	School Name	Grade 2025	Grade 2024	Informational Baseline	Grade 2023	Grade 2022	Grade 2021	Grade 2019	Percent of Economically Disadvantaged Students
05	BREVARD	6558	PINECREST ACADEMY SPACE COAST	A	A	A	A	A			21.9
13	MIAMI-DADE	0342	PINECREST ACADEMY (SOUTH CAMPUS)	A	A	A	A		A		60.2
13	MIAMI-DADE	0600	PINECREST PREPARATORY ACADEMY	A	A	A	A		A		64.1
13	MIAMI-DADE	2031	PINECREST GLADES ACADEMY	A	A	A	A		A		51.6
13	MIAMI-DADE	5004	PINECREST NORTH PREPARATORY (FONTAINEBLEAU CAMPUS)	A	A	A	A	A			21
13	MIAMI-DADE	5048	PINECREST ACADEMY (NORTH CAMPUS)	A	A	A	A	A	A		67
13	MIAMI-DADE	5049	PINECREST COVE ACADEMY	A	A	A	A		A		58.3
13	MIAMI-DADE	6022	PINECREST ACADEMY CHARTER MIDDLE SCHOOL	A	A	A	A		A		61.2
13	MIAMI-DADE	7027	INECREST GLADES PREPARATORY ACADEMY MIDDLE HIGH SCHOO	A	A	A	A		A		52.5
13	MIAMI-DADE	7053	PINECREST PREPARATORY ACADEMY CHARTER HIGH SCHOOL	A	A	A	A		A		61
13	MIAMI-DADE	7079	PINECREST NORTH PREPARATORY HIGH SCHOOL	A	A						16.8
35	LAKE	9027	PINECREST ACADEMY FOUR CORNERS	A	A	B	B				64.9
35	LAKE	9039	PINECREST ACADEMY TAVARES	A	A	A	A	A			51
35	LAKE	9041	PINECREST LAKES ACADEMY	A	A	A	A	A	A		25.9
35	LAKE	9061	PINECREST LAKES MIDDLE/HIGH ACADEMY	A	A	A	A	B			24.1
48	ORANGE	0155	PINECREST PREPARATORY CHARTER	A	A	A	A	A	A		71.6
48	ORANGE	0203	PINECREST CREEK CHARTER	B	A	B	A		A		94.1
48	ORANGE	0238	PINECREST ACADEMY AVALON	A	A	A	A	A	A		35.8
48	ORANGE	0283	PINECREST COLLEGIATE ACADEMY	A	A	A	A	A			35.7
51	PASCO	4332	PINECREST ACADEMY WESLEY CHAPEL	A	A	B	A	B			31.5
51	PASCO	4339	PINECREST ACADEMY WESLEY CHAPEL HIGH SCHOOL	A	C						41.8

Pinecrest Academy Inc. was designated a high preforming charter school system by the FLDOE based in the success of their program implementation and strong financial success.

That said, the school, like all Pinecrest schools, commits to make any modifications necessary, such as adding additional staff for ESE/ELL and/or providing curriculum support and allocating resources (for interventions services) as needed, to support the needs of the incoming student population and ensure continuous improvement. The School will ensure that all students, including those with special needs, are effectively served in accordance with the policies and procedures of the Sponsor and State.

E. Explain how the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

The Pinecrest Academy, Inc. Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the school including but not limited to academic direction, curriculum, and budgetary functions.

The governing board of directors 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.

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 Principal of the high performing school that is being replicated, as well as other Pinecrest Middle school principals, will serve as a resource and guide to the school's principal. The on-site administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School.

Within Pinecrest exists a culture of collaboration. The new school administrative team and the replication system's team of leaders will work together to ensure a successful program.

Section 2: Mission, Guiding Principles and Purpose

A. Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.

Mission: Pinecrest Preparatory Academy Middle School will use differentiated instruction to support individual student growth in a rigorous and challenging learning environment where students are motivated to succeed.

Vision: The core philosophy and vision of Pinecrest Preparatory Academy Middle School is to provide every student with a high-quality education that focuses on academic mastery in an environment where everyone grows and shares responsibility for academic success.

Through its academic rigor, the school will promote a sense of identity, community, personal integrity, and values that prepare students to become effective leaders.
As such, Pinecrest Schools are required to:

Foster an expectation of student excellence
Instill a college bound mindset
Implement a rigorous standards-based instructional program building college readiness at every level starting at the elementary grades
Partner with parents to support the family through their child's academic career at the school and beyond
Collaborate with various stakeholders and supports to ensure quality outcomes for all students and in turn the school and consequently the entire Pinecrest family.

B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.
In accordance with the law, charter schools shall be guided by the following principles:

- ***Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.*** **PAGE(S) 12-33, 35-40**
- ***Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.*** **PAGE(S) 44-47, 56-61**
- ***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.*** **PAGE(S) 19-20 & Reading Plan**

C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.
In accordance with the law, charter schools shall fulfill the following purposes:

- ***Improve student learning and academic achievement.*** **PAGE(S) 41-43**
- ***Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.*** **PAGE(S) 12-35**
- ***Encourage the use of innovative learning methods.*** **PAGE(S) 33**
- ***Require the measurement of learning outcomes.*** **PAGE(S) 41-43**

Section 3: Educational Program, Curriculum, and Instructional Design

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

The School will deliver the Pinecrest educational program model, successfully implemented at other Pinecrest Academy Schools, wherein students benefit from a program that addresses Rigor, Relevance, and Relationships, in a college preparatory environment in pursuit of Academic Excellence. Pinecrest schools meet high standards of student achievement through the delivery of a rigorous and relevant advanced curriculum, with emphasis on student mastery of the Florida BEST Standards.

The School will offer a rigorous middle school program, aligned to the Florida BEST Standards and tested via high-quality assessments (FAST), that will minimize the academic gap between secondary school and postsecondary education. The School, a "live" community of learners, will assure instructional efficacy by tailoring curriculum, assessment and professional development efforts to capitalize on students' strengths and abilities and target and remediate areas in need of improvement.

To drive instruction, teachers will use data from all available assessments to develop and target their student's needs. Units of instruction, within and across all grade levels/courses, will provide a vertically and horizontally articulated curriculum framework that scaffold on the skills and knowledge required for success in all courses and concomitantly provides teachers with continuous feedback on student progress. As a result, students will be better prepared for success throughout middle and high school (and subsequently college) preparation coursework. These and other Pinecrest "best practices" (described through this application) are established pillars of the Pinecrest Academy, Inc. trademark, and derived from over two decades of experience with innovative board members, parents, and educators working together for a common purpose.

Additionally, the Pinecrest model is unique in that at its core, it affords all students the opportunity to engage in advanced academic coursework. Students who are struggling and/or below-level will be identified; remediation courses, as well as prescriptive classroom-based strategies, will target their gaps; and students who appear to be at or above grade level will also be given opportunities to accelerate. Continuous data analysis by teachers and other support staff, from all available sources, will drive targeted instruction. The School will combine the best practices developed by model schools and those principles driving essential school reform nationwide and which are being implemented at other Pinecrest middle schools. The School will combine the best practices developed by model schools and those Principals driving essential school reform nationwide.

Rigor, Relevance and Relationships (3Rs) - The Rigor, Relevance and Relationships Framework serves as the fundamental core of pedagogy and drives teaching and learning, preparing students for success in meeting the demands of college and careers that have yet to be defined. The school approaches the "3 Rs" by implementing the following best "R" practices:

Rigor:
- Offer advanced and dual enrollment courses, as approved/applicable;
- Offer STEM content course elective options;
- Administer PSAT/NMSQT to 8th grade students;
- Embedded college instruction through College Board Pre-AP programs
- Utilize Reading and Writing in the content area strategies;
- Implement high expectations for all students;
- Encourage participation and competition in Career & Technical Education (CTE);
- Encourage student participation in National Student Organization(s) (e.g. Quill and Scroll International Honor Society, National Honor Societies, FBLA, FEA, etc.);
- Participate in academic competitions at the district, state, national, and international levels;
- Implement instructional pacing of essential standards based on nine-week intervals, per content area and subject; and
- Implement data-driven and differentiated instructional methodologies, including data chats amongst leadership, teachers, and students.

Relevance:
- Implement pacing of essential standards based on nine-week intervals, in each content area;
- Provide group and individualized academic counseling and student data chats;
- Offer Career Technical Education (CTE) courses that lead to successful school to career pathways;
- Offer electives that may lead to industrial certification;
- Offer opportunities for students to exercise curricular **autonomy** (whenever possible):
- Offer an educationally-nurturing environment:
    - Offer opportunities for all students to advance, despite entry level (e.g. Before and After school targeted-tutoring; Saturday tutoring enrichment for FAST, EOC, and Advanced Placement);
    - Build student-teacher relationships;
    - Vertical and horizontal curriculum alignment;
    - Administrative availability and visibility;
        - Walkthroughs; and Open-door policy.

Relationships:
- Deliver Project-Based Learning initiatives emphasizing individual and collaborative projects as the foundation for learning;

- Create a "second home" culture – offering students a sense of belonging;
- Foster student interest driven extra-curricular activities such as: dance, chess club, robotics, drama, photography, art, Students Against Destructive Decisions (SADD), etc.
- Offer student-driven Service clubs (e.g. SGA, Honor Societies, etc.) to encourage community engagement;
- Offer student-driven Service clubs (e.g. SGA, Key Club, SECME, FBLA, Honor societies, etc.) to encourage community engagement;
- Encourage parental and community partnerships; and
- Build student-teacher and student-admin relationships via faculty and administrative availability and visibility through consistent walkthroughs and through an open-door policy.

Through academic rigor, activities that make curriculum relevant to students' lives and through relationship building among all stakeholders, Pinecrest will establish a supportive learning community that extends beyond the classroom. Teachers will serve as role models, principals as mentors, and parents and community members will be active volunteers invested in the common mission of promoting student success and molding future leaders. This will allow the School to provide a unique learning environment for students that: 1) fosters a sense of belonging and an appreciation of student's unique talents and skills; 2) reinforces concepts in the classroom through enrichment activities and real-world learning experiences; and 3) instill character development though community service programs and volunteerism. Through the replication of this "learning community" model, the School will promote a sense of identity, community, personal integrity and values that prepare students to become effective leaders.

B. Describe the basic learning environment (classroom-based, independent study, blended learning, etc.).

The educational program will be classroom–based and structured according to the required daily minutes of instruction and with consideration to expectations in accordance with the Sponsor's *Student Progression Plan.* grade level and course content. In an effort to maintain small class sizes, the School will maintain student-to-teacher ratios in accordance with Florida class size legislation as applied to charter schools. Through academic rigor, activities that make curriculum relevant to students' lives and through relationship building among all stakeholders, Pinecrest will establish a supportive learning community that extends beyond the classroom.

- *Standard Classroom Setting* - The standard classroom setting is structured to reflect and address Rigor, Relevance, and Relationships within every lesson. The focus on the 3R's is to create a quality learning environment in support of the school's mission to serve all students and accommodate the diverse needs of the students learning styles. Classroom teachers will begin the school year with a thorough review of their students' academic data. Within the first weeks of class, the classroom teacher will administer diagnostic assessments in Reading and Math. The results of the diagnostic test will allow the School to gather the most current data in order to determine areas of students' strengths and weakness, allow counselors to make accurate classroom placement decisions, structure teacher lessons using differentiated instructional strategies, and determine the appropriate level and sequence of interventions/support services.

The School will use a continuous improvement methodology wherein student assessment results guide differentiated and targeted instruction, leading to consistent and increased student performance and achievement outcomes. Teachers and other support staff will use data from all available assessments to develop and target instruction in order to meet the needs of all students so that each child can realize his

or her highest potential. Units of instruction, within and across all grade levels/courses, will provide a vertically articulated curriculum framework that scaffolds the skills and knowledge required for success while providing teachers with continuous feedback on student progress.

- *Advanced Learning* - Within the school's mission, we emphasize the goal of providing our students a college and career ready curriculum. As such, the school will offer its students the College Board' s curricula of Pre-Advanced Placement (Pre-AP). On a yearly basis, the school will review its curriculum offering(s) and propose a selected group of courses that both promote academic excellence but also provide students with the tools necessary to transition to a high school setting with ease. Students attending these courses will benefit from the savings in time to degree, offset tuition cost, and present a Middle school transcript that reflects a rigorous Middle school educational experience.

Career Themed Education (CTE) - The school in support of its mission to develop students with a focus on college and career will offer its students a series of elective(s) courses. Several CTE electives will also be made available to students whose schedule can accommodate the CTE electives. These courses will be selected based on industry trends and demands, technological skill development, certifiable employability skills, student interest and the support of extracurricular organizations such as FBLA, robotics, etc. that promote competition and transferability of those skills. The School will offer CTE Academies in response to student's interests.

C. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida B.E.S.T. standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.

The School's curriculum will focus on clear and measurable expectations for student learning. The School's curriculum will address the core subject areas of Reading/Language Arts, Mathematics, Social Studies, Science, and an array of electives both required and optional in order to meet State and District student progression requirements and also maximizing student potential while providing students a well-rounded high school preparatory education. The school will implement state-adopted instructional materials as each Pinecrest Academy school does.

T**he School's educational program will use standards-based, state-adopted texts and research-based instructional materials that are aligned to the adopted Florida Standards.** The School will implement the Pinecrest model with fidelity to all practices and standards described in this petition to ensure that all students who attend the School will have the opportunity to attain and demonstrate mastery of state approved standards - B.E.S.T standards. This will ensure the School prepares its students for success at the next level, without the need for remediation. Teachers will utilize differentiated instruction, research-based and state adopted texts, enhanced by supplementary materials and programs, to ensure student success, as measured by the goals presented herein, Section 4 – *Student Performance, Assessment and Evaluation*. Differentiated instruction across the curriculum and targeted intervention programs will serve as vehicles to increase learning opportunities for all students, including English Language Learners (ELL) and Students with Disabilities (SWD).

Accordingly, all students will have access to every opportunity our teachers and administration can provide to accelerate their academic progress. The School will use an individualized approach for the proper placement of the students in courses, considering test scores, academic history, student interests

and commitment, and both State and District requirements to inform placement decisions. The School will use the Sponsor's *Student Progression Plan* as a vehicle to guide the progression and implementation of the curriculum. Teachers will be encouraged to use the FLDOE's vetted resources and interactive tools available on CPALMS.ORG to effectively implement teaching strategies and address learning standards for mastery.

Methods & systems for providing differentiated instruction to meet the needs of all students
In order to assist struggling students, the School will also implement a Response to Intervention (RtI)/Multi-Tier System of Supports (MTSS) Framework to effectively meet the academic and behavioral needs of all students. Students entering the School below grade level will be engaged in and benefit from the curriculum by receiving immediate and appropriate interventions and support through the RtI/MTSS process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student success as part of the RtI/MTSS process. Students not meeting specific levels of performance in content areas for each grade level (or not meeting specific levels of performance on statewide assessments) will receive additional diagnostic assessments to determine the nature of the students' difficulty and areas of academic need. Students needing remediation or intensive instructional/behavioral support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

Teachers will be trained to continuously monitor student progress and make data-driven decisions for effective delivery of instruction. The School's RtI/MTSS team will determine the interventions matched to student needs using learning rate over time and level of performance. Through this process the team will plan, evaluate, and revise all tiers of instruction.

- *Tier I* is inclusive of all students. All students in Tier 1 will receive high quality, scientifically based instruction, differentiated to meet their needs and will be screened at minimum in a bi-weekly basis to identify struggling learners who need additional support. Core academic interventions include the use of the core curriculum and whole-class instruction and interventions, following research-based instructional strategies and best practices. Core behavioral interventions would include school-wide discipline policies and procedures, as well as positive behavior supports. Academic assessments at Tier 1 include interim and benchmark assessments, like Topic Tests for Math, classroom and textbook assessments as well as summative/end of year assessments. Behavioral assessments at the Tier 1 include observational data, parent conference records and disciplinary data.
- *Tier 2* is inclusive of students not making progress in the core curriculum. The School will provide these students with increasingly intensive instruction matched to their needs including, but not limited to: small group instruction, one-to-one re-teaching, pull-out intervention, individualized, intensive interventions that address each student's needs; and additional tutoring opportunities with qualified interventionist using research based interventions. Assessments at this level include behavioral observations, intervention data and gap analysis, in accordance with District guidelines, and progress monitoring through data tracking logs. The School will provide academic support through Intensive Reading and Intensive Mathematics courses to all eligible students. Students will receive Intensive courses in Reading (and Mathematics) with appropriate curriculum and interventions per the Sponsor's Reading Plan.
- *Tier 3* interventions are introduced when students need a more frequent, intense and individualized instructional setting, which may include but would not be limited to: Pull-out tutoring conducted daily, or one-on-one instructions; behavior intervention plan or individualized counseling (if applicable); intensive individualized academic plans following assessments such as Functional Behavioral Analyses (FBA).

In implementing Pinecrest's "push and pull" philosophy, the School will encourage all students to maximize their academic potential by taking the most rigorous program they can handle. Students who wish to pursue an advanced academic program will have options to pursue at the Honors, Advanced,

Gifted and high school credit courses levels (as applicable). The frequency of administration of progress monitoring assessments by Tier level is further explained in the Sponsor's Student Progression Plan.

Support for English Language Learners (ELL)

The proposed Pinecrest Middle School educational program will fully support English Language Learners (ELLs) through implementation of a comprehensive **English for Speakers of Other Languages (ESOL) program** aligned to **Florida Statute 1003.56, Florida Administrative Code 6A-6.0900–6A-6.0909, and the META Consent Decree**. These requirements ensure that ELL students are properly identified, assessed, and provided with equitable access to all instructional programs. The school will adopt the Sponsor's ELL Plan. The school will use the Sponsor's ELL Plan to develop programs and services for students classified as ELL including the following coursework M/J Language Arts through ESOL, M/J Developmental Language Arts through ESOL 1-4.

All students will be screened using the Home Language Survey and, when applicable, assessed for English language proficiency. ELL students will receive **comprehensible instruction through ESOL strategies embedded across all content areas**, including sheltered instruction, differentiation, and language scaffolds to support reading, writing, listening, and speaking. Instruction will integrate the Florida B.E.S.T. Standards with English language development standards to ensure both academic achievement and language acquisition.

Consistent with Pinecrest's model, ELL students will have **full access to rigorous, college-preparatory coursework, electives, and enrichment programs**, with appropriate accommodations. The school will also ensure **parent communication in the home language**, and active participation in ELL Committee meetings to support student progress.

Support for ELL and ESE Populations

The school will implement a **Multi-Tiered System of Supports (MTSS)** to address the academic, linguistic, and social-emotional needs of both ELL and Exceptional Student Education (ESE) populations. This integrated framework will provide tiered interventions, data-driven instruction, and continuous progress monitoring.

ELL and ESE students will benefit from:

- Differentiated instruction aligned to individual needs
- Targeted small-group interventions and progress monitoring
- Collaboration between general education teachers, ESOL specialists, and ESE personnel
- Appropriate testing accommodations and instructional supports

The program ensures that language proficiency or disability does not limit access to grade-level content or enrichment opportunities, consistent with Florida requirements for **equal access to appropriate programming** .

Provision of Services to ESE Students

The school will provide a continuum of ESE services in accordance with **IDEA and Florida statutes**, ensuring a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Services will be individualized based on each student's Individual Educational Plan (IEP) and may include:

- **Support Facilitation:** ESE specialists will provide in-class support alongside general education teachers to ensure access to grade-level curriculum.
- **Consultation:** Ongoing collaboration between ESE staff and teachers to implement accommodations, modifications, and behavioral supports.
- **Collaboration:** Regular data meetings and co-planning to align instruction, interventions, and progress monitoring.
- Related services (e.g., speech-language, occupational therapy) will be provided as required by the IEP. The school will also implement **positive behavioral supports and social-emotional interventions** to ensure student success.

The following is an **overview of the core curriculum that will be offered in each content area**. However, other core courses may be offered as electives, in response to student needs and interests--always for the benefit of students. **The courses listed herein are subject to change pending District student progression decisions, legislative and state mandates.** Courses listed herein may also not be offered if there is insufficient student interest in a particular course or if student needs and interest merit the consideration of other elective offerings. The primary instructional strategies listed under each subject area below have proven to be highly successful with economically disadvantaged and primarily minority student populations at existing Pinecrest Academy schools. Teachers will be trained to use these primary instructional strategies, as well as Pinecrest's best practices to effectively serve the target population.

Standards **-** Teachers will provide instruction for mastery of the of ELA B.E.S.T. Standards to promote academic excellence in Reading, Speaking & Listening, Language and Writing. The grade specific state adopted standards will guide instruction at each grade level and help ensure that students gain adequate exposure to an increasing complex range of texts and tasks as they progress through the middle school grades. The Language Arts program will reflect critical and creative thinking and a harmonious balance of its several components, including reading, writing, speaking, listening, viewing and oral interpretation of literature. Teachers will address state adopted standards instruction and will prepare students for mastery of those standards. Language Arts instruction will also cover the application of the writing process, effective use of speaking and listening and language skills, higher-order critical thinking and literacy skills, enabling future success in middle school and subsequently high school and beyond.

Instructional Strategies - The School's Language Arts program will include strategies for students reading at grade level or higher, as well as for students who are reading below grade level. It is expected that students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas. The program emphasizes critical and creative thinking skills through instruction aligned to state adopted Florida Standards, as applicable. Lessons will be based on broad topics covering the reading process, literary analysis, the writing process, communication, information and media literacy. Some of the instructional strategies the School will employ include:

- *Differentiated Instruction (DI):* For optimal instruction, students will be grouped in various ways and in flexible settings to accommodate varying reading levels and learning styles. Teachers will utilize the methods of whole-group instruction, small-group instruction, individual instruction, and independent reading to address the various needs of the students. Teachers will set specific reading goals with

students during data chats and will monitor the reading goals as a part of their independent reading and accountability strategies embedded into their weekly instruction.

- *Cross curricular literacy Strategies:* Literacy strategies designed to help students of all abilities learn content information across the curriculum and throughout the grade levels, like word walls, graphic organizers, marginal note taking, reader response logs, two column notes, to name a few. Teachers will these and other support literacy strategies in their lessons.
- *Universal Design of Learning*: The School will use the Universal Design of Learning as a guide to instructional design and delivery in all curriculum development. Universal Design of Learning is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, to ensure all students (e.g., Students With Disabilities, ELLs) can participate fully in core instruction.
- *Writing Strategies*: Writing will be incorporated across the curriculum and specifically during ELA instruction. Writing strategies may include reader response logs, two-column notes, perspective journal entries, completing framed paragraphs, or RAFT (essay writing that includes a role, audience, format and a topic, plus a strong verb). Students writing after reading may include quick-writes, mapping, brainstorming, essay questions and/or journal entries, writing a summary, developing a learning log entry, writing peer responses, or creating a summary poem.
- *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.
- *Professional Learning Community* - As a resource for English/Language Arts teachers, the School will select teachers to join the network of ELA/Reading Coaches as well as the Math, Science and Social Studies Professional Learning Communities, respectively, wherein the respective groups of teachers work together to prepare pacing guides, discuss network and school data, identify student level of understanding, set goals for students, and share best practices. The model is also implemented at the administrative level for Principals, APs, LTs, etc. and this PLC is called the *Pinecrest Principals Coalition*. *Technology integration* - The School also plans to implement and use technology across all disciplines, especially in English/Language Arts, through real world application activities. For example, students will use technology resources to supplement instruction, digital texts, hyperlinks, videos and audio websites such as YouTube and other mediums for students to publish and make their class presentations. Students will also have opportunities to develop group forums, communicate with teachers and other students, providing for in-depth, real world application, and multi-level sensory application of acquired skills, knowledge, and material. Technology will also be integrated within the lesson as one of the methods used to diagnose student's curricular gaps (e.g. i-Ready, Achieve 3000 Math iXL).
- *Systematic & Explicit Instruction:* Systematic instruction refers to the explicit sequence of instruction and the emphasis upon providing guided practice. Systematic instruction is a more descriptive term than direct instruction and is less ambiguous. The School will use formative and summative assessment data to realign the instructional framework and provide systematic and explicit instruction for text-based vocabulary acquisition and close reading models using complex text that is grade appropriate. Explicit instruction is teacher-led, interactive instruction where the words and actions of the teacher are unambiguous and direct. The teacher begins with a clear explanation of the targeted skill, followed by modeling of the skill. Ample practice opportunities, including guided practice with corrective feedback, supported application and student independent practice using aligned student materials help

the student to apply what they have been taught. The purpose of explicit instruction is to convey the content and skills clearly so that students can be led to mastery of the information.

- *Individualized Course Placement* - The curriculum is designed to serve students of all levels. All students will have access to every opportunity our teachers and administration can provide to accelerate their academic progress. Students who wish to pursue an advanced academic program will be provided with Honors, Advanced, Gifted (if and as may be applicable) and high school credit course options, as applicable and eligible. The School will utilize an individualized approach for the proper placement of the students in their courses, considering test scores, academic history and both state and district requirements to inform placement decisions. All students at the School will be encouraged to maximize their academic potential by taking the most rigorous program they can handle.

Coursework to assist in meeting the needs of all students (whether below, at/or above grade level):
The emphasis of the Pinecrest framework is to maximize student potential, starting and meeting the students at whatever level they are (in need of remediation, proficient, etc.) and consistently moving towards supporting them to attain a level of mastery and ensuring personal growth, therein encouraging students to pursue the most rigorous and challenging academic program they can handle, while students who are struggling and/or underachieving are gently guided and/or assisted towards achieving proficiency and mastery through remediation via a targeted intensive tutoring program and taught using supportive learning strategies. As a result, students will be better prepared to have success during middle and subsequently in high school/college preparation coursework.

E/LA Instructional Materials for some of the E/LA courses the School plans to offer. The school plans to use state-adopted instructional materials, similar to those used at other Pinecrest schools, including digital software and multimedia in the instruction of English/Language Arts and Reading to differentiate between the regular and advanced curriculum (Intensive Reading Materials will be those implemented by the Sponsor). The school commits to use these or other digital state-adopted materials as approved by the district/state for use by the charter school, as follows:

Grades/ Course	Materials	Supplementary/ Technology	Rationale
Gr. 6-8 M/J Language Arts	- - myPerspectives Florida English Language Arts	-iReady -Wordly Wise Vocabulary -Select Novels for Independent Reading	The curriculum listed is aligned to current FS and is included in the Sponsor's Evidence-Based Reading Plan.
Gr. 6-8 M/J Intensive Reading	-HMH FL Intensive Reading--Curriculum & Associates iReady	-iReady - Read 180 -Wordly Wise	-Materials aligned to current Florida Standards and the Sponsor's Evidence-Based Reading Plan. - Also, materials are used by Pinecrest schools .
Gr. 6-8 M/J Lanaguage Arts through ESOL	myPerspectives Florida English Language Arts	-iReady -Wordly Wise	Materials are aligned to current Florida Standards and the Sponsor's Evidence-Based Reading Plan.

			-Also, most materials are used by Pinecrest schools .
Gr. 6-8 M/J Developmental Lanaguage Arts through ESOL	Impact, 2017, 1st edition	-iReady -Wordly Wise	Materials are aligned to current Florida Standards and the Sponsor's Evidence-Based Reading Plan. -Also, most materials are used by Pinecrest schools.

**Please Note – The materials listed herein are those utilized by the School to be replicated and which the school also hopes/plans to use. However, as adoptions expire, and new standards are implemented, the School will adopt core instructional materials that meet the requirements of s. 1001.215(7), F.S., and thereby continue to utilize instructional materials that incorporate explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text comprehension and incorporate decodable or phonetic text instructional strategies as jointly identified by the Just Read, Florida! Office and the Florida Center for Reading Research.*

Writing —The writing standards focus mainly on text types, responding to reading, and research. To build a foundation for college and career readiness and success. Students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. The expectation is that students learn to appreciate that a key purpose of writing is to communicate clearly to an external audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. It is also important that students develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, teachers will be expected to provide students significant opportunities and time and to writing, producing numerous pieces over short and extended time frames throughout the year.

Teachers will deliver lessons that focus on the following areas:
Purpose, Focus, and Organization: These lessons will enable the student to write sustained and consistently focused within the purpose, audience, and task; and the student has a clearly stated controlling idea and effective organizational structure creating coherence and completeness.
Evidence and Elaboration: The main focus in this area is to provide additional resources to enable students to elaborate within their responses providing thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details.
Conventions of Standard English: Additional lessons will focus on grammar usage and conventions both written and via the use of technological tools. This will enable students to respond demonstrating an adequate command of basic conventions.

Other primary instructional strategies include: **Kinesthetic Aids**- Prewriting and organizational skills are taught through the use of a graphic organizers; **RACE** -(restate, answer, cite and explain) responses will be expected from students to instill the need for evidence-based answers; **RAFT** - essay writing that includes a role, audience, format and a topic, plus a strong verb; **SPADE** *(Survey, Predict, Annotate + Analyze,*

Additional Reads, Dissect Questions, Evidence) reading strategy for teachers to use to improve reading comprehension. This strategy directly ties to the reporting categories of assessments to be administered. For example, during the 1st read of the Annotation & Analysis step, students are asked to determine the general meaning of the text.

Mathematics

Standards - The School will implement the BEST Math Florida Standards as the base for instruction. The standards describe the mathematical skills and concepts all students need for success in college and careers. The *Mathematical Content Standards* describe what students should be able to do (the "what?"). *Standards for Mathematical Practice* describe the ways in which Mathematical Content Standards should be approached (*the "how?"*). The Standards for Mathematical Practice are the same at each grade level; however, students will engage with and master new and more advanced mathematical ideas as they progress through each grade (Mathematical Content Standards). Accordingly, the Mathematical Practice Standards will be taught in conjunction with the Content Standards at each grade level. Teachers will pace instruction using curriculum pacing guides by subject or grade level, that aligns the State adopted textbook to the standards to provide the timeline for instruction and ensure the course material is taught sequentially, consistently and in a challenging format.

Instructional Strategies - Through a rich Mathematics curriculum and research-based instructional strategies, the School aims to develop students' mastery of mathematical concepts as well as their ability to engage mathematics to reason, communicate, and problem-solve making them able to remain competitive in an ever changing, fast-paced and technology-rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel at or above grade level expectations.

Further, the School will commit to focus on STEM initiatives, with the ultimate goal of growing the proficiency level of students in the areas of science and mathematics, preparing them for a competitive global marketplace, that will require students to excel in science, math, technology and engineering to become a contributor therein. Some of the strategies the School will use include:

Some of the strategies the School will use include:

- *Literacy Integration* - The School will infuse literature and technology into Mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g. word walls, journals for hypothesizing and/or subsequent reflection of mathematical conclusions, graphing software, interactive white boards, to name a few.)
- *Differentiated Instruction* – Classroom teachers design lessons that recognize the diverse learning style of students and afford opportunities for student choice and creativity (e.g. some strategies include prior knowledge assessment, graphic organizers, collaborative mathematical discourse, higher order thinking, continuous assessment of learning, etc.). Math intervention courses will be designed to assist students in strengthening their individual areas of identified need/deficiency as well as Advanced courses will be offered for students who have mastered grade level/content standards, as applicable, and are in need of instruction at a higher level of mathematics. Pinecrest schools commit to differentiated instruction as a means to ensure every child is growing and making continuous improvement and maximizing on their own mathematical potential.
- *Cooperative Groups of Mixed Ability* – Classroom teachers place students in cooperative groups of mixed abilities to complete a daily activity. Students who are struggling can benefit and learn from students with a greater mastery of the skill or better grasp of the subject matter.

- *Coordinated Intervention/Support from School Staff* – Utilize the School's staff to plan intervention strategies for individual students. One example that typifies this intervention, the School's counselor will check on struggling students on a weekly basis and communicate with the parent and teacher. Communication between teachers and parents of struggling learners, provides a safety net for the struggling student and/or advanced students get additional support for enrichment.
- *Student-generated word problems - S*tudents create word problems for a specific math skill. Through the construction of a problem, students learn what to look for when solving word problems, they are assigned. It also makes mathematics relevant to their own lives.
- *Think-Pair-Share:* This strategy gets students to think critically and use each other as resources before going to the teacher. Students will think independently about the answer to a question with which they were prompted. After, students share their response with a partner, they have an opportunity to discuss whether their answers agreed or if one or both need to go back to the drawing board. Next, they share responses with the entire class.
- *Think-alouds:* using explicit explanations of the steps of problem solving through teacher modeling metacognitive thought. Often students see a problem and hear the answer but don't know what happened in between. When a teacher works through what is going on in his/her brain (and models) as a problem is solved, students can begin to fill in and apply the gaps.

Technology Integration: The School plans to use state-approved instructional materials, including digital and multimedia software in the instruction of Math to encourage and enable students to explore, visualize, solve, and better describe the concepts they are learning. Graphing software, calculators, computers, and interactive white-boards are some of critical technology tools that will be used as part of the School's effective mathematics program. Additionally, the School may utilize specific software to support the teaching and learning of mathematics.

Methods for Differentiated Instruction -

- *Placement & Courses* – The Mathematics program has been designed to serve students of all ability levels. All students will have access to every opportunity our teachers and administration can provide to accelerate their academic progress. Students who wish to pursue an advanced academic program will be provided with Gifted (if applicable), Honors, Advanced, Intensive, and/or high school credit courses. The School will utilize an individualized approach for the proper placement of the students in their courses, considering test scores, teacher recommendation, academic history and both State and District requirements to inform placement decisions. Teachers will pace instruction using curriculum pacing guides for alignment of the State adopted textbook to the standards, as well as to maintain the timeline for instruction and ensure the course material is taught sequentially, consistently and in a challenging format. Math courses will provide instruction and promote academic excellence in basic mathematical skills, such as geometry, algebra, problem solving, and mathematical reasoning, etc.

Meeting the Needs of All Students (Whether Below, At/or Above Grade Level):

- *Students in need of Intervention/Remediation* - Students will likely have one of their electives replaced with an Intensive Mathematics class. The intensive class will support the regular class. Teachers of the regular classes will provide data to the intensive teacher to cover topics that students didn't master. iReady support will consist of 45 minute weekly intervention support to be accomplished via home learning. In addition to time during school hours for intervention, students will participate in afterschool and Saturday tutorial sessions, as may be necessary/applicable, whenever possible. *Advanced/Gifted* - The School will also address the needs of advanced learners at all grade levels, via rigorous and relevant coursework offered to students, who by virtue of outstanding abilities, are capable of high performance and require a variety of educational programs beyond those normally provided by the regular school program in order to realize their contributions to self and society. Some of these options may include enrolling in honors and/or Gifted program courses (for eligible students); and selecting high school courses at the middle school level for the purposes of pursuing a more rigorous program of study. Students in Grades 6-8 taking any course

designated as a grade 9-12 course will receive high school credit and meet middle grades subject area requirements upon receiving a passing course grade and meeting requirements related to statewide, standardized EOC assessment, as applicable.

Instructional Materials for some of the Mathematics courses the School will offer - The School will use research-based materials that is rigorous and standards-driven. Some of the curriculum, programs, texts, and curriculum supplements the School intends to use to deliver Mathematics instruction to aide student achievement/mastery of state approved standards, include:

Course	Main Text	Technology/Supplements	Rationale
M/J Math Grades 6-8 Regular Advanced	enVision Florida B.E.S.T. Mathematics HMH Florida's B.E.S.T. Into Math Accelerated	iXL Math iReady Math	State-adopted & other instructional materials have resulted in a track record of outstanding success across Pinecrest Academy schools Selected texts, supplements and materials are aligned to Florida Standards.
Algebra 1	Florida's B.E.S.T. Standards for MATH Algebra 1 with CalcChatand CalcView, Larson, R., et al, Big Ideas Learning, 2023, 1st edition	-Coach Digital -IXL -USA Test Prep-Instructional coach Workbooks	
Geometry	Florida's B.E.S.T. Standards for MATH Geometry with CalcChat and CalcView, Larson, R., et al, Big Ideas Learning, 2023, 1st edi	- USA Test Prep -Instructional coach Workbooks	
Foundational Skills in Mathematics	SuccessMaker Math, Savvas	-iReady Math -iXL Math	

Science

Standards - The School will deliver a science curriculum that will prepare students to achieve mastery of the Florida Standards in Science, or other FLDOE standards proffered in the future, by providing cutting edge science instruction and utilizing instructional strategies and varied resources to deliver science curriculum. All science courses and science curriculum content will be inquiry-based and hands-on in nature. All science classrooms will utilize strategies such as wide reading from complex texts, emphasize text-specific complex questions, and provide extensive research and writing opportunities.

Instructional Strategies – Teachers will provide opportunities for emphasis on text-specific complex questions and give emphasis on students' supporting answers based upon evidence from text and provide extensive opportunities for research to increase content literacy by providing reading and writing opportunities throughout each of the science courses. The School will use curriculum pacing guides, aligned to the Florida Standards and State adopted textbooks to deliver course content (as per the FLDOE course content guidelines) to pace instruction for each academic area, thus ensuring the course material is taught sequentially, consistently and in a challenging format. The following strategies, proven successful at the other Pinecrest high performing schools, will be utilized in science classrooms by the School:

- *Inquiry based learning* - This student-centered strategy in Science 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, especially through the scientific method.

- *Cross Curricular Alignment and Planning* - Allocate time for science and mathematics (and ELA) teachers to work together to plan the integration of science and mathematics (and literacy) to support the curriculum of their specific courses. Mathematics and science teachers at the School will include meaningful mathematics and science projects that emphasize the content strands and incorporate into classroom and home learning assignments, reinforcing and integrating various subject matters, thus capitalizing on time, increasing exposure and presenting material in a different manner.

- *STEM Focus* - Teachers (science and non-science teachers) will use STEM-like resources to aide in planning lessons and increase access in an effort to "capture natural curiosity and stimulate interest, thereby building better understanding and quality performance." Several Pinecrest schools are currently implementing PLTW (Project Lead The Way) curriculum and currently employ teachers who have been trained and are incorporating PLTW instructional strategies in their classrooms. The School may consider such an endeavor, bearing the continued success of implementation of the program at other Pinecrest schools-with the potential end goal of STEM integration to ultimately increase interest in STEM careers.

- *DBQ Type Questioning* - the School will introduce the data-based questions format to help students develop their ability to write using scientific terms, references, and using multiple scientific sources of information. Data-based questions technique will address Science Learning Standards, themes and concepts. The students will engage and focus on critical thinking skills and be taught to ask students, to make comparisons, draw analogies, apply knowledge to the given data, and teach students to apply scientific analysis. Questions posed will engage students to take positions on issues or problems and teach them to support their conclusions, as well as to look at issues from multiple perspectives. Questions will be criterion-based, therein teaching students to use the rubric to approach their work since it will be used for scoring.

- *Literacy Integration in Science* - Teaching scientific literacy skills and processes will not occur separate from the teaching of content. Instead teachers will embed the literacy skills in the content by developing lessons mindfully and using strategies that incorporate the following essential Science components/strategies**:**
  - *Preparing Students for Learning and Prior-Knowledge Assessment:* "frontloading" to elicit prior knowledge related to real-life experiences and applications. Strategies: Using graphic organizer, Concept Mapping, KWL, showing a video clip, conducting a demonstration, using literature to introduce a lesson or Science topic.
  - *Developing Active Learners:* Providing opportunities for students to construct their own understanding. These situations would require students to organize, classify, interpret, and draw

conclusions about real-life mathematical and scientific problems. Strategies: Posing open-ended questions, real-life scenarios to solve, or situations requiring higher order thinking skills.

- *Differentiated Instruction:* Strategies: Using scientific laboratory equipment in learning centers that build in difficulty, hands-on activities in groups to encourage collegiality, and technology-based activities to support familiarity with technology to introduce perhaps an unfamiliar or difficult new concept and address a different learning modality; assignation of open-ended projects, "teaching up…start with what we consider to be high-end curriculum and expectations -- and then differentiate to provide scaffolding, to lift the kids up" to name a few.
- *Integrated Teaching:* Strategies: Posing authentic problems to solve; bridging activities that involve students in critical thinking, process skills, and product development; CRISS strategies for math and science.
- *Critical Thinking and Higher-Order Questioning:* Teachers will encourage students to pose their own questions, evaluate the information presented, and make informed decisions about the information. Examples would include, "How would you solve a similar situation?" or "What criteria would you use to ...?" Strategies: Elaborating, analyzing, hypothesizing, and evaluating.
- *Continuous Assessment of the Learning:* Strategies: Using performance tasks, essays, portfolios, video presentations, and demonstrations.

o *Methods for Differentiation* –The School will offer science courses as a solid foundation for students to be able to pursue the advanced science/high school level courses with success whenever they are ready to do so and their schedule lends itself. All of the School's science courses are designed to promote a sense of inquiry through laboratory experiences and to develop critical thinking skills.

o *Placement and courses* – The science program has been designed to serve students of all ability levels and all students will have access to a variety of opportunities that will support and/or accelerate their academic progress. Students who wish to pursue an advanced academic program will be provided with Honors/Advanced, Gifted (as applicable), and high school credit courses. The School will utilize an individualized approach for the proper placement of the students in their courses, considering test scores, academic history and both State and Sponsor requirements to inform placement decisions.
Instructional Materials - The School will use research-based, State-adopted materials for science instruction that are rigorous and standards-driven. Classroom instruction in all courses will include scientific investigations using the inquiry approach and scientific method via science lab experiences. Students will explore science concepts through hands-on experiences, formulate and test hypotheses, solve problems as well as learners will give priority to evidence when responding to questions. The resources and instructional materials listed below, are currently being used at other Pinecrest Academy Schools and yielding success:

Science Instructional Materials

Course	Main Text	Technology/ Supplements	Rationale for selected Materials
M/J Comprehensive Science Grades 6-8 Regular and Advanced	Florida Savvas Science Explorations, Comprehensive Courses 1-3, 2025 1st Edition	Gizmos Penda	State adopted texts, rich in STEM connections and aligned with FL Standards. Gizmos provides a variety of interactive tools to help support, extend, & enrich classroom instruction.
		-Coach Digital	State adopted texts, rich in STEM connections and

Physical Science Honors	McGraw Hill Florida Physical Science		aligned with Florida Standards Selected texts, materials & supplements support standards mastery, and course content.
Honors Biology	Florida Miller & Levine Experience Biology	-Coach Digital -Gizmos*	

Additional Science instructional materials will be gathered for lesson plans using the following resources: Florida Association of Science Teachers; National Institute for Science Education; National Science Teachers Association, STEM TIPS, and Discovery Learning: STEM, Everglades Literacy Program.

Social Studies

The School will deliver a Social Studies curriculum that will prepare students to achieve mastery of Social Studies Florida Standards as well as support content area literacy standards for Language Arts Florida BEST Standards. Social Studies education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in democratic and 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 instill an understanding of the world beyond their borders. Among the many goals of the Social Studies program, include mastery of Social Studies Standards with support for Florida BEST Standards, as well as tencouraging students' civic responsibility; promote high expectations for all students; promote understanding of social, political, and economic institutions; encourage student involvement in community service; and focus on the identification of the potential solutions to local, national, and world problems.

Instructional Strategies - The Comprehensive Social Studies program will emphasize content, concepts, and skills from the social sciences, the humanities, and, wherever appropriate, mathematics, and the natural sciences. The school will also support literacy via the Social Studies content as children will experience wide reading from complex texts, address text-specific complex questions, emphasizing students support their answers based upon evidence from text and students will be given opportunities for extensive research and writing opportunities throughout each of the social studies courses. Teachers will also engage learners in "broad questions" with the aim of teaching a large concept, deconstructing the sum of its parts and later rejoining the individual concepts to create a deep understanding. The School commits to utilize instructional pacing guides, as a means to ensure course material is taught sequentially, consistently and in a challenging format and covering the necessary concepts using materials aligned to the Florida Standards in Social Studies. The following strategies, will be implemented by the School as part of their Social Studies program:

- *Inquiry-based learning* – through primary sources of information - allowing students to: *Connect* to prior knowledge, interpreting and questioning an information source; *Wonder:* by developing focused questions to guide their inquiry investigations; *Investigate:* by using a combination of primary and secondary sources to pursue their questions in depth; *Construct:* by organizing and drawing conclusions from the information to confront conflicting ideas and form and defend their evidence-based opinions; *Express:* by developing a product to demonstrate their new understandings and share with others, they solidify their own learning; and *Reflect:* by encouraging students to think about what they have learned about the topic or idea and about inquiry itself.

Infusing Literacy skills: Teachers will incorporate reading comprehension strategies, including vocabulary development, and reading comprehension strategies, in the delivery of Social Studies curriculum. These will include the following: monitoring comprehension, connecting, questioning, visualizing, inferring, determining importance, and summarizing with emphasis on vocabulary.

- *History Labs:* require in-depth learning and thinking on the part of the student guided by an essential question, analysis of primary or secondary source documents, and ending in a rigorous writing assignment or other rigorous learning task. History/Social Studies labs ensure that engaging lessons are designed to increase student skill level in interpreting documents.
- *Stimuli Based Instruction* – using primary or secondary sources of information, emphasizing content/skills explicitly stated in standards/benchmarks, to increase student content knowledge, analytical skills, and engagement (e.g., political cartoons, graphs, quotes, etc.)

- *Use of Item Specifications* - for 7th grade Civics (and mid-year Assessment Test Map and Skills Guide).

- *Use of visuals* - such as graphs, maps, information and digital materials (google earth) in Social Studies instruction. The School will also use Newspapers as a literacy enrichment supplement and to incorporate data analysis daily by means of graphs and charts and will integrate Reading and Writing strategies within the Social Studies Content using Literacy Standards for Social Science.

- *Claim Evidence Reasoning (C-E-R)* - requiring students to state a *claim* (may be in response to a question); provide *evidence* **t**o support the claim and state a *reason* why the evidence answers the question.

- *Horizontal curriculum planning* - Cross Curricular Alignment between Social Studies and Language Arts will benefit student writing and comprehension skills, reference and research skills, identifying primary sources and secondary sources, and proper citations of sources will further solidify the effectiveness of core instruction. Students will be given instruction in Informational Text and Research Process skills and will also be given various opportunities to apply these skills.

Assessments will be aligned to Benchmarks in order to maximize opportunities for students to master content**.** The content in these courses will also allow for students to master such skills, including but not limited to: Analyzing primary and secondary sources of information; Interpreting trends in government that span across multiple time periods; Evaluating Civics from political, economic, and social perspectives; Understanding, evaluating, and interpreting graphic information (e.g., from charts); Drawing conclusions from multiple pieces of complex information; Researching and writing about important historical tie periods; Understanding and being able to explain the meaning of political cartoons.

- *DBQ Type Questioning/Short Response* - the School will introduce the Document Based Questions (DBQ) methodology (similar to (DBQ) in Advanced Placement (AP) Social Studies) to help students develop their ability to write using historical terms and sources in multiple forms. The Data-based questions technique will address Social Studies Learning Standards, themes and concepts and will engage and focus on critical thinking skills. The DBQ assignment will require many of the same skills used in developing a research paper (such as - interpreting primary and secondary sources, evaluating sources, considering multiple points of view, using historic evidence, developing and supporting a thesis). These questions will ask students to take positions on issues or problems and support their conclusions, as well as require students to look at issues from multiple perspectives, to apply skills they will use as adults. Questions will be criterion-based, therein teaching students to use the rubric to approach their work since it will be used for scoring.

Methods for Differentiation:
Placement - The School is committed to treat learners as individuals; therefore, one of the responsibilities the School commits to take most seriously is the proper class placement of each student in coursework. Each child will be evaluated for course placement individually, taking into account test scores, past performance,

personality, development, and state requirements.

Differentiated Instruction - The School will use state-approved texts to differentiate between the regular and honors curriculum in the area of Social Studies. The School plans to mirror the Social Studies curriculum offerings and instructional materials being utilized and implemented at Pinecrest middle schools which have proven effective, as follows:

Social Studies Instructional Materials

Grades	CORE	Supplementary/ Technology	Rationale
M/J U.S. History, Advanced, Gifted.	*McGraw-Hill Discovering Our Past: A History of the United States-Early Years – Florida Edition*	-USA Test Prep-Civics -Annenberg Classroom National Constitution Center -Podcasts -Videos -Charts/graphs -Oral arguments of SC cases -Library of Congress -Primary Sources	Standards-based District adopted materials aligned to Florida BEST Standards. Selected texts, materials & supplements support standards and required course content mastery
M/J Civics Regular and Advanced, Gifted	*-Gateway to American Government: Bridge to Success on Florida's EOC Test* *-McGraw-Hill Civics, Economics, and Geography Florida Edition (used as supplement)*		
M/J World History, Advanced, Gifted	*McGraw-Hill Discovering Our Past: A History of the World-Early Ages-FL Ed.*		

D. Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment C.

The applicant acknowledges that Reading is a critical foundational piece for success in every subject, at every grade level and in every content area and therefore the School will provide extensive and explicit instruction in comprehension and analysis strategies with complex and rigorous texts, be they literary or informative. At the School, teachers will use a variety of research-based proven instructional strategies to reach all level of learners with the goal that all students become successful, independent, and comprehensive readers. To that end, the School will adopt the Sponsor's Comprehensive Research-Based Reading Plan to provide teachers with a systematic framework for literacy instruction. The goal of all instruction is to improve student achievement through mastery of the Florida BEST Standards , as applicable. Attachment C – Reading Curriculum

E. Describe how the educational program, curriculum and instructional design is substantially similar to the high-performing charter school that is being replicated.

All Pinecrest Academy schools share: a common philosophy/expectation of student excellence; an expectation of parental commitment; and a collaborative decentralized management infrastructure, which was established at the inception of the Pinecrest model over two decades ago and has historically yielded success for the Pinecrest schools. These factors support the organization's capacity to replicate the Pinecrest model and specifically, the School commits to replicate Pinecrest Preparatory Academy Charter Middle School's design, including the aforementioned details and in addition to substantially replicate their curriculum focus, instructional materials selection, teaching strategies and philosophy, which feature: a high school preparatory environment (instilling a college mindset) – wherein commitment to rigor, relevance and relationships serve as the pedagogical compass. The School will also use an advancement mindset, wherein rigorous coursework will prepare and allow students to have a seamless transition successfully into the next level of their schooling.

The administrators, coaches and teachers at the School will engage in many of the same professional developments as that of the staff of the school being replicated, including the Opening of Schools professional development, which is mandatory for all Pinecrest staff members, including staff of the future School, for which this petition is being submitted. New staff members will be matched with staff of the replicated school for peer tutoring and mentoring. Throughout the year, teachers of the new school will work together with other Pinecrest school teachers during Pinecrest-wide professional developments. In addition, the School will work directly with the administration of other Pinecrest schools, to align and mirror horizontal and vertical teaming, such as: Pinecrest Reading Coach PLC Dialogues, Pinecrest Math and Science PLC Dialogues, and in-school vertical teams of Reading/LA/and a Math and Science PLCs. The School will also participate in similar educational training and shared PDs amongst the Pinecrest network. The School will also replicate the Parental Involvement Component with the creation of their School Advisory Council, as well as offer the same Open House and quarterly parent-teacher conference structure that is offered at other Pinecrest schools.
As previously stated, the School will maintain Pinecrest's underlying purpose, which is Academic Excellence with a push towards high school preparation (and subsequently Post-Secondary and Career Readiness). The emphasis of the Pinecrest framework is a "push and pull" method of preparing students to maximize upon their potential, wherein students are pushed to pursue the most rigorous and challenging academic program they can handle, while students who are struggling and/or underachieving are pulled (and given support) whether it be support through remediation via an intensive and targeted tutoring program wherein they are taught using supportive learning strategies. As a result, students will be better prepared for success at the next level and ultimately in college and/or career.

To that end, in order to ensure the educational program proposed by the applicant will replicate the Pinecrest program, the governing board will oversee implementation of the following best practices of the replicated school, including but not limited to:

- ensuring fidelity of instructional programming, and utilizing appropriate grade/subject level pacing guides utilized by other Pinecrest Academy Schools, especially the school to be replicated;
- meeting periodically by grade level and/or subject to plan and share best practices and creating lesson plans to be submitted to department heads for review;
- utilizing the common board configuration - outlining the objectives, agenda, essential questions, and home learning assignments for each class;

- ensuring teachers are on task and effective, utilizing various processes such as: formal observations conducted at least once a year, classroom, walkthroughs conducted daily, and ongoing review of student performance data and results as a means to inform instruction;
- using qualitative and quantitative data to inform and guide instructional planning and practices that are aligned with the adopted Florida Standards;
- using numerous data results from state summative assessments – and collecting, disaggregating and compiling data binders to use for data chats inclusive of all stakeholders;
- ensuring the School engages in the same student data-driven continuous improvement methodology that is utilized at all Pinecrest Schools as a part of their continuous improvement plan (and detailed as part of their accreditation plan and commitments);
- engaging in professional development for implementation of curriculum for instruction of regular and advanced English/Language Arts courses, etc.;
- implementing the same cornerstone elements: high expectations (through a push and pull philosophy) like targeted tutoring and parental involvement;
- recruiting faculty and staff that are committed to deliver a rigorous curriculum, and maintain a differentiated instructional approach to ensure student success;
- providing access to supervised study time and tutoring after school (and possibly on Saturdays as well) to accelerate student progress; and
- availing access and offering support for students who wish to pursue advanced academic program.

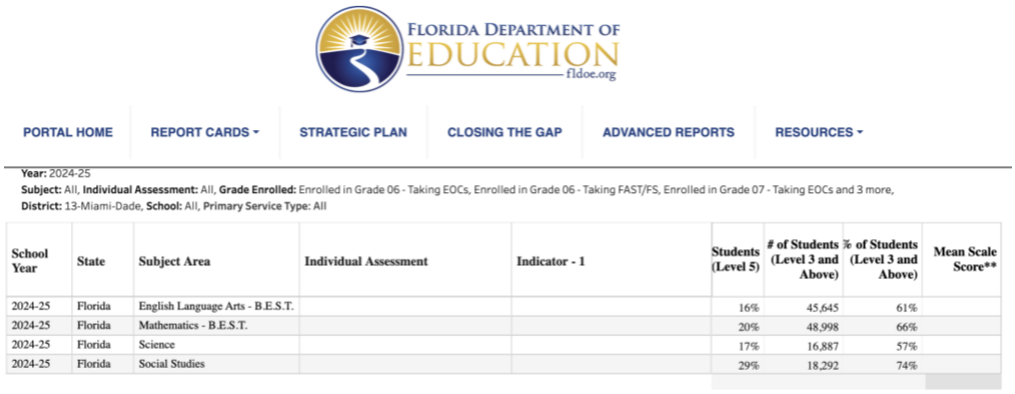
In essence, the principal and the teachers of the School will be held accountable to the same expectations and level of professionalism as those of other Pinecrest schools, including the School to be replicated. The School principal will work with the administration and staff at the replicated school and other Pinecrest middle schools in an effort to align and mirror all areas of the Pinecrest program.

Section 4: Student Performance, Assessment and Evaluation

Performance Goals

A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the specific results to be attained through instruction.

The expected incoming baseline for Year 1 is determined using the Sponsor's average performance in the 2024-2025 assessment year. The rationale is that the School's incoming students are presumed to be representative of the demographics of Miami Dade County.

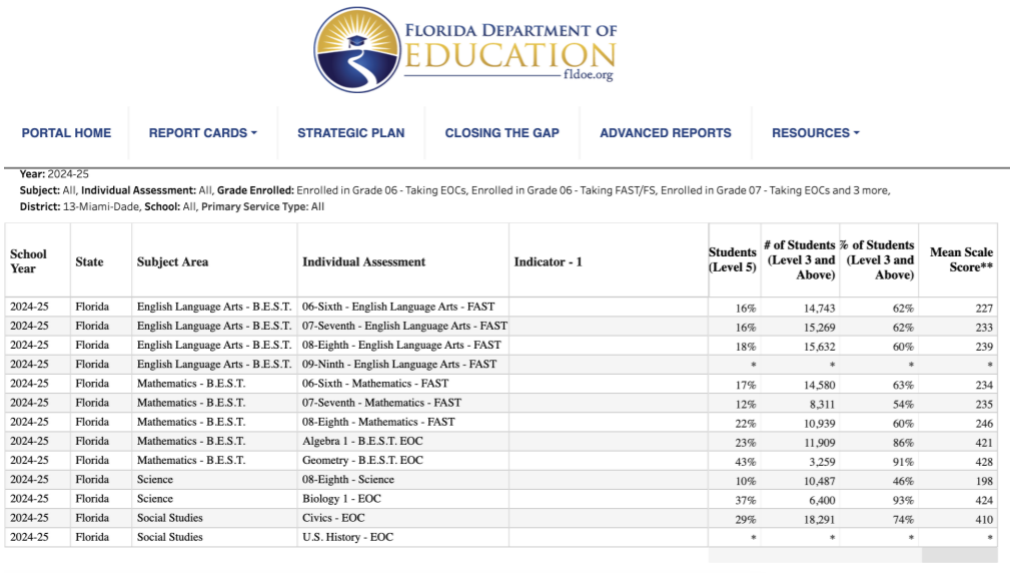


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Year: 2024-25
Subject: All, **Individual Assessment:** All, **Grade Enrolled:** Enrolled in Grade 06 - Taking EOCs, Enrolled in Grade 06 - Taking FAST/FS, Enrolled in Grade 07 - Taking EOCs and 3 more,
District: 13-Miami-Dade, **School:** All, **Primary Service Type:** All

School Year	State	Subject Area	Individual Assessment	Indicator - 1	Students (Level 5)	# of Students (Level 3 and Above)	% of Students (Level 3 and Above)	Mean Scale Score**
2024-25	Florida	English Language Arts - B.E.S.T.			16%	45,645	61%	
2024-25	Florida	Mathematics - B.E.S.T.			20%	48,998	66%	
2024-25	Florida	Science			17%	16,887	57%	
2024-25	Florida	Social Studies			29%	18,292	74%	

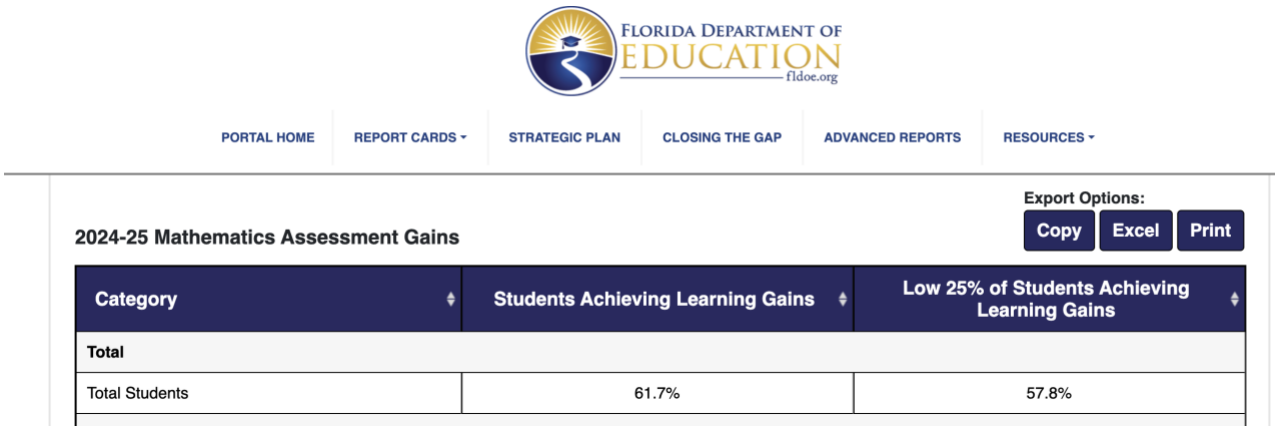


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Year: 2024-25
Subject: All, **Individual Assessment:** All, **Grade Enrolled:** Enrolled in Grade 06 - Taking EOCs, Enrolled in Grade 06 - Taking FAST/FS, Enrolled in Grade 07 - Taking EOCs and 3 more,
District: 13-Miami-Dade, **School:** All, **Primary Service Type:** All

School Year	State	Subject Area	Individual Assessment	Indicator - 1	Students (Level 5)	# of Students (Level 3 and Above)	% of Students (Level 3 and Above)	Mean Scale Score**
2024-25	Florida	English Language Arts - B.E.S.T.	06-Sixth - English Language Arts - FAST		16%	14,743	62%	227
2024-25	Florida	English Language Arts - B.E.S.T.	07-Seventh - English Language Arts - FAST		16%	15,269	62%	233
2024-25	Florida	English Language Arts - B.E.S.T.	08-Eighth - English Language Arts - FAST		18%	15,632	60%	239
2024-25	Florida	English Language Arts - B.E.S.T.	09-Ninth - English Language Arts - FAST		*	*	*	*
2024-25	Florida	Mathematics - B.E.S.T.	06-Sixth - Mathematics - FAST		17%	14,580	63%	234
2024-25	Florida	Mathematics - B.E.S.T.	07-Seventh - Mathematics - FAST		12%	8,311	54%	235
2024-25	Florida	Mathematics - B.E.S.T.	08-Eighth - Mathematics - FAST		22%	10,939	60%	246
2024-25	Florida	Mathematics - B.E.S.T.	Algebra 1 - B.E.S.T. EOC		23%	11,909	86%	421
2024-25	Florida	Mathematics - B.E.S.T.	Geometry - B.E.S.T. EOC		43%	3,259	91%	428
2024-25	Florida	Science	08-Eighth - Science		10%	10,487	46%	198
2024-25	Florida	Science	Biology 1 - EOC		37%	6,400	93%	424
2024-25	Florida	Social Studies	Civics - EOC		29%	18,291	74%	410
2024-25	Florida	Social Studies	U.S. History - EOC		*	*	*	*



https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=13

Because the incoming baseline projected here may not actually be the exact student population in year 1 of the School, the projections below establish the basis for academic growth and improvement that students are expected to show each year, but will be realigned once the School collects baseline data after the first year of operation.

The School's educational goals for improving student achievement each year will aim to increase student proficiency from year to year; aspire to remain competitive with district/state achievement targets; and seek to increase student performance and learning gains from year to year. Performance goals will be developed with the rationale of reaching, at least, the average proficiency levels of Pinecrest Academy middle schools as compared to the district average after a few years of Pinecrest program implementation. By replicating and implementing the same best practices and curriculum design while serving similar student populations, the School expects to have a similar rate of academic growth and improvement as the existing Pinecrest Academy schools beyond the first year of inception.

Instruction and assessments in Reading, Writing, and Mathematics will be aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.). The Florida Assessment of Student Thinking (FAST), will be administered as a progress monitoring assessment, which students will participate in three times per year.

Goals for Academic Growth

ELA Baseline: 61% based on Miami Dade County 2024-25 ELA FAST Assessment
Goal: At least 63% of students in 6th – 8th grade, will perform on grade level in ELA, as evidenced by their scores on the FAST PM3 ELA assessment.
Rationale: The School commits to achieving a similar proficiency level or learning gains and attain a school average in excess of the District and/or statewide average (whichever is higher). The replicated model is an established school implementing the program for many years, and we anticipate the School will grow to replicate their success as a result of program implementation.

Mathematics Baseline: 66% based on Miami Dade County 2024-25 FAST Math Assessment.
Goal: At least 68% of students in 6th – 8th grade, will meet high standards in Mathematics, as evidenced by performing at grade level or higher on the PM3 FAST assessment in Mathematics.
Rationale: The School commits to achieving a similar proficiency level and attain a school average in excess of the District and/or statewide average (whichever is higher. This goal will remain competitive with District and State as well as be competitive with Pinecrest-wide average after implementing the program for 3 years.

Civics EOC Baseline: 74% based on Miami Dade County 2024-25 Civics EOC Assessment result.
Goal: At least 76% of students enrolled in Civics will achieve a passing score on their respective Civics EOC Assessment.
Rationale: The School commits to achieving a similar proficiency level and attain a school average in excess of the District and/or statewide average (whichever is higher. This goal will remain competitive with District and State as well as be competitive with Pinecrest-wide average after implementing the program for 3 years.

Science Standards Baseline: 57% based on Miami Dade County 2024-25 Statewide Science Assessment Proficiency Rate
Goal: At least 59% of eight grade students enrolled in Comprehensive Science will meet high standards in Science, as evidenced by scoring proficient or higher on the FSA in Science within the first year of operation.
Rationale: The School commits to achieving a similar proficiency level and attain a school average in excess of the District and/or statewide average (whichever is higher. This goal will remain competitive with District and State as well as be competitive with Pinecrest-wide average after implementing the program for 3 years.

Learning Gains Goal for students scoring in the lower quartile:
Goal: At least 58% of students in grades 6-8, will make learning gains in Math by:

- Improving one or more achievement levels from one year to the next; or
- Level 1 and 2 students increasing their score from one subcategory to a higher subcategory; or
- Level 3-4 students maintaining a Level 3 or 4 and improving their score by at least 1 point from one year to the next; or
- Level 5 students, maintaining a level 5 from one year to the next.

Rationale - The School's educational goals for improving student achievement each year:
aim to increase student proficiency from year to year; aspire to remain competitive with district/state achievement targets; and seek to increase student performance and learning gains from year to year.

For middle school students enrolled in high school courses:
Algebra I EOC Baseline: 86% based on Miami Dade County 2025 Algebra 1 EOC Assessment.
Goal: At least 86% of middle school students enrolled in Algebra I will achieve a passing score on the Algebra I BEST EOC. The school goal is set to mirror or exceed the district average.
Rationale The School commits to achieving a similar proficiency level and attain a school average in excess of the District and/or statewide average (whichever is higher) and competitive with the school model's average it seeks to replicate.

Geometry EOC Baseline: 91% based on Miami Dade County 2025 Spring BEST Geometry EOC Assessment.
Goal: At least 91% of middle school students enrolled in Geometry will achieve level 3 or above on the Geometry EOC. The school goal is set to mirror or exceed the district average.
Rationale: The School commits to achieving a similar proficiency level and attain a school average in excess of the District and/or statewide average (whichever is higher) and competitive with the school model's average it seeks to replicate.

Biology 1 EOC Baseline: 93% based on Miami Dade 2025 Biology EOC Results.

Goal: At least 93% of students enrolled in Biology 1, will achieve a passing score on the Biology 1 EOC. The school goal is set to mirror or exceed the district average.
Rationale: The School commits to achieving a similar proficiency level and attain a school average in excess of the District and/or statewide average (whichever is higher) and competitive with the school model's average it seeks to replicate.

***If actual incoming baseline is substantially different than the expected baseline*:** As previously intimated, annual learning goals should be written to ensure the students who are being served are growing and in a mode of continuous improvement. The School will establish educational goals for improving student achievement each year. These educational goals will reflect the School's commitment to continuous improvement and will aim to increase student proficiency from year to year as well as remain competitive with district/state achievement targets. If the actual incoming baseline is substantially different than the expected baseline, the School's academic goals and objectives will be revised depending on the need for setting higher targets than expected.
In addition to the specific goals for Academic growth enumerated above, we will also establish baselines in student process dimensions during the first month of the Academic year and will expect to see steady growth from these initial baselines over the course of the year. Process baselines will be established for each course in which a student is enrolled, and will include the following:

- Engagement - in addition to taking attendance, teachers will record at the end of each class the degree to which students were engaged in the class
- Learning Skills - for all assessed work, in addition to being assessed on the degree to which student work product exhibits the intended learning, students will be assessed on the degree to which they exhibit mastery on the different categories of learning skills: Investigate, Analyze, Reason, Communicate, and Reflect.
- Work Process Skills - in addition to the learning skills students will also be assessed on the degree to which they have mastered the work process skills, namely: focus, plan, manage resources, work efficiently, and document.

By tracking performance across these dimensions we will able to monitor students carefully to ensure that they are growing in their performance and to provide focused intervention in specific areas as needed.

B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

Parent Satisfaction Goal:

- At least 80% of parents/guardians of students enrolled at the School will indicate a high level of satisfaction with their child's schooling experience, evidenced by positive feedback on Stakeholder Satisfaction Survey administered in the second semester of each school year.

Revising academic goals for improving student learning – The School will establish educational goals for improving student achievement each year through Annual Measurable Objectives (AMO). The AMOs and goals will reflect the School's commitment to continuous improvement and in accordance with their Cognia (formerly AdvancED) Accreditation, and will aim to increase student proficiency from year to year as well as remain competitive with district/state achievement targets. If the actual incoming baseline is substantially different than the expected baseline, the School's academic goals and objectives will be revised depending on the need for setting higher targets than expected. In addition to increasing performance on external benchmarks the School will track performance on internal measures to ensure

that students are remaining on the predicted learning growth trajectory or are demonstrating improved rates of growth.
Desired Overall Results and Evaluating Success - The School's overarching goal for academic growth and improvement is to increase student proficiency from year to year and demonstrate mastery of the Florida BEST Standards.. To achieve this, the School will set realistic AMO targets for Year 2 based on actual student performance results of the School's population in Year 1 (as detailed above). Classroom-based, district-adopted, statewide assessments, and national assessments will measure student progress toward mastery of the standards, mastery of course content as outlined by the FLDOE across all grade levels served. Using each previous year's results on all applicable assessments, the School will compare student progress from year to year to determine growth and areas in need of instructional focus. Student academic progress will be compared from quarter to quarter and from year to year as a means to determine whether students are continuously improving and making learning gains (i.e. baseline established during Year 1 will be used to determine student academic improvement in Year 2). The School will use this data to evaluate the effectiveness of the curriculum by determining the extent to which the School is meeting the Annual Measurable Objectives (AMO) each year. Data will be used to determine annual student growth and to inform stakeholders to the extent which the School's educational goals and performance standards are being met each year.

Assessment and Evaluation

C. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments). Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.

The School will participate in the statewide assessment program created under section 1008.22, F.S. and comply with all applicable requirements under 1003.43, F.S. The School will also participate in all federal, state, and district assessment programs as directed by the Sponsor following all required policies and procedures with regard to administration of tests and standardized practices. The School will administer and use state standardized assessment scores and district-adopted assessments in each course offered (as required) to measure mastery of Florida BEST Standards across all grade levels and monitor student performance.
Furthermore, the School will implement the Sponsor's testing calendar and measurements, and frequency of assessments therein as amended from time to time in accordance with district and/or statewide assessments.

Baseline assessments – The School will use diagnostic screening assessments in ELA and Math to establish baseline at the beginning of the school year. Diagnostic assessments may include, but **are not limited to**: teacher assessments, placement tests, diagnostic software, Math XL, IXL, etc. In addition, any available data from previous school year and teacher made pre-tests will help to form individual baseline. The baseline will allow teachers to plan for intervention and differentiation to remediate or enrich students' instruction and inform class placement.
Interim/progress monitoring assessments currently available, and which School will utilize include:

- F.A.S.T. Progress Monitoring Assessment (PM1 and PM2)
- Mid-Year Assessments (MYA)- Administered in the second semester of the school year as follows: Algebra I, Geometry and Civics and Science for students enrolled in respective EOC component courses. Results will be used to target instruction for mastery of BEST Standards, respectively and to monitor ongoing student progress.
- Benchmark Topic Tests
- Publisher progress monitoring assessment

- MYA results reports - Generated at the student, classroom and school level, will be utilized for differentiation of instruction, progress reporting, and as a PM measure for SIP goals/objectives.

The school will also use progress monitoring assessment data to communicate with parents on whether their child is reading at grade level. Additional evaluation methods to monitor student progress throughout the school year include: Teacher-generated quizzes and Assessments Rubric; Textbook adopted assessments, Quarterly Examinations, projects/investigations; Portfolios and presentations; and UDL Design Framework (adaptations for ELL and SWD students).

Pinecrest utilizes a comprehensive, state-aligned assessment system to identify, monitor, and support English Language Learners (ELLs) at the middle school level. Upon enrollment, students whose Home Language Survey indicates exposure to a language other than English are assessed using the WIDA Screener, the state-approved tool for determining English language proficiency and eligibility for ESOL services. Students identified as ELLs participate annually in the WIDA ACCESS assessment, which measures progress in listening, speaking, reading, and writing and serves as the primary basis for determining continued services or exit from the ESOL program. For students with significant cognitive disabilities, the WIDA Alternate ACCESS is administered as appropriate. In addition, ELL students participate in all required state academic assessments, including the Florida Assessment of Student Thinking (FAST) for English Language Arts and Mathematics and the Grade 8 Statewide Science Assessment, with appropriate accommodations. Together, these assessments ensure compliance with state and federal requirements while providing a comprehensive picture of each student's language development and academic progress.

Assessment Schedule - The School will adopt the Sponsor's Assessment schedule, which directly aligns with FLDOE requirements and the School's standards-based program.
Rationale for assessments - The School is accountable to all stakeholders (students, parents, community, et. al.) in its responsibility to provide a good education for all students. Thus, the School will participate in the statewide assessment program created under section 1008.22, F.S. and utilize state standardized assessment data and results to inform instruction. The school will also use district-based publisher generated assessments to monitor progress towards mastery of the Florida BEST Standards in each course. The School will implement other standardized assessments including nationally recognized standardized assessments and in-school (teacher-made) formative and summative assessments to measure mastery of standards and course content.
All assessments align with the School's curriculum, performance goals, and state standards in that they specifically assess mastery attainment of the standards, skills, and content within specified timeframes. The results will also allow the School to assess, how the School is progressing towards meeting AMO targets, enabling the School to inform students and their parents as to whether or not the student is: gaining at least a year's worth of academic growth for each year spent in the School, meeting requirements to be on track for graduation, and demonstrating college-ready skills.

D. Describe how student assessment and performance information will be shared with students and with parents. Describe how the school will 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.

Data used to evaluate and inform instruction – Student assessment and performance data will be used to not only evaluate school effectiveness but more importantly to inform instruction and continuous improvement efforts. The school's comprehensive assessment program will be used to inform students, parents, and teachers where a student is succeeding and what are areas that need strengthening. Assessment will serve as a feedback system to guide: 1) administrators in instructional focus areas and inform them which teachers need additional PD and support; 2) teachers in lesson planning and individualizing instruction efforts, 3) students in understanding their own progress towards achieving

mastery of each respective standard and 4) parents in being informed about their child's progress and achievement towards goals.

Pinecrest Academy Inc. has access to a data specialist to assist the School in collecting, disaggregating and processing school wide and individual teacher/student performance and achievement data, on an on-going and consistent basis. State standardized assessments will be used to determine mastery of content standards and make decisions regarding school-wide improvement from year to year. The data specialist will also share data with schools and with the governing board to identify trend data and assist the governing board to identify necessary and targeted support that might be needed across Pinecrest schools;

Who will be responsible for managing data - The responsibility to manage, evaluate and interpret student data will be addressed collaboratively, as follows:

- Data Specialists, from Pinecrest Inc. assists the School in collecting, disaggregating and processing school wide and individual teacher/student performance and achievement data on an on-going and consistent basis (after every quarterly assessment and also throughout the school year). The data specialists share data with schools and with the governing board to identify trend data and assist the governing board to identify necessary and targeted support.
- *Administrative staff and lead teachers* also collect and disaggregate student data on an on-going and consistent basis (bi-weekly, after every quarterly assessment, and ongoing throughout the school year). Data tracking reports are generated by student, standard, teacher, and school-wide results will be available to teachers to inform and target instruction and make adjustments, as necessary; and teachers are trained on how to properly analyze data and implement a data chat.
- *The school leadership team* will meet weekly to: Evaluate data and correlate and inform instructional decisions; Review progress-monitoring data at the grade level and classroom level to identify students and their academic progress; Identify professional development to enhance students' achievement levels; Collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; Facilitate the process of building consensus and or determine need to enhance infrastructure, and make decisions about implementation.
- *Department Chairs* will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results.
- *Teachers* will communicate with their students (and their parents as applicable) to inform them of their strengths and opportunities for improvement so they are aware where to concentrate their effort to learn and grow.

The aforementioned process has proven to be highly effective in Pinecrest Academy Schools, as it gives students, parents and teachers a clear understanding of how students are performing and facilitates open communication and an understanding, by all parties, as to how to best support students.

Section 5: Student Recruitment and Enrollment

A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.

In accordance with federal and state anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2)(a), the School will not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation or disability against a student in the admission process. Moreover, Pinecrest Academy will make great efforts to reach families reflective of the demographic of the Miami Dade county community as a whole.
A comprehensive advertising and promotional plan will include the use of digital and print media to disseminate information about the School and open enrollment periods.
Examples of social and digital marketing/ads include: Google ads, Facebook/Instagram Ads. Site signage will be placed with relevant information including grade levels and website URL. Promotional flyers and/or postcards will be distributed via direct mail, penny-saver publications, and/or directly to community groups through partners in the community, to ensure that harder-to-reach families are aware of the School and their eligibility to apply for enrollment.
The School will distribute press releases and/or public service announcements to various media outlets to promote the open enrollment period, open house and other essential details about the School and its programs. This information will also be posted in local public facilities such as community centers, local churches, parks/recreation centers, libraries and other locations of public access as permitted by local regulations.
Also, 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 also capitalize upon the success and presence of the Pinecrest brand in the Florida community and tap the "word of mouth" and social media frenzy that has already embraced the Pinecrest brand.

Pinecrest Preparatory Academy Middle School is designed to build upon the strong foundation established at the existing elementary campus while responding directly to the needs and preferences of the school community. Through ongoing engagement and enrollment interest, families have consistently expressed a desire for their children to remain at the current location for middle school, allowing for continuity in academics, school culture, and peer relationships. Pinecrest is committed to supporting this continuity by creating a seamless K–8 pathway whenever possible, enabling families to keep siblings together on one campus and simplifying the educational experience for parents.

To support this transition, students enrolled in the Pinecrest elementary program will have the opportunity to apply to the middle school, and a formal articulation agreement will be established between the elementary and middle school. This agreement will ensure alignment in curriculum, expectations, and student support systems, promoting a smooth and consistent progression from elementary to middle school. Through this approach, Pinecrest reinforces its commitment to family-centered planning, academic continuity, and a cohesive school community.

The goal is to reach parents by using various means and formats of information delivery. Also, 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 make a concerted effort to make this educational option known and available to the harder-to-reach families, including families living in poverty, academically low-achieving students; students with disabilities and ELL students. The school will do their due diligence to enroll students that reflect the population of the comparable schools.

Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about Pinecrest and its programs. Local elected officials and community leaders will be invited to visit the School. They will also be given an update on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings. Costs for advertising and promotion of the School are listed in the School's startup and operating budget.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

As mentioned above, the School will be nonsectarian in its programs, admission policies, employment practices and operations. Accordingly, students will be enrolled without regard to ethnicity, national origin, gender, or achievement level. The marketing and recruitment plan is designed to reach the entire community and thereby designed to reach all racial/ethnic groups within it. The school will do their due diligence to hire and recruit staff that are reflective of the school's ethnic population. Informational and Promotional meetings will be held in a variety of community forums (ex: parks, church groups, and community centers, etc.), to ensure that a diverse set of families are reached and given the opportunity to learn about the educational opportunity at the School.

The governing board and administrators will also work with established partners and with local social service agencies and community organizations to disseminate information. By publicizing the availability of the School in various formats and venues as described above, and throughout Florida, as well as by employing a non-discriminatory admissions policy, the School expects to have a racial/ethnic balance equivalent to that of public schools currently serving the community.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment D.

Admission Policy - 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, or disability against a student in its school admission process. 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 F.S.§1002.33(10), who submits an application (prior to the posted deadline) 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/lottery 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.

Enrollment Preferences - In accordance with Section 1002.33(10)(d) F.S., the School will give enrollment

preference to the following student populations:
- 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.
- Students who are children of an active-duty member of any branch of the U.S. Armed Forces.
- Students who attended or are assigned to failing schools pursuant to s. 1002.38(2)

Enrollment Limitations - In accordance with Section 1002.33(10)(e) F.S., the School may limit the enrollment process to target the following student populations:
- Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c) of F.S.1002.33. Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district;
- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.

**1002.31 Controlled Open Enrollment* – In accordance with 1002.31(2)(a), the charter school shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child as part of the charter school's controlled open enrollment process, if the School has not reached capacity. In accordance with 1002.31(2)(b) and (c), the charter school's governing board will determine the School's capacity based upon its charter school contract and post current capacity determinations on the School's website. As part of its controlled open enrollment process, the School will annually post on its website the application process required to participate in controlled open enrollment, consistent with s. 1002.31 and s.1002.33. Students residing in the district will not be displaced by a student from another district seeking enrollment under the controlled open enrollment process as per 1002.31(2)(a (e). As part of its controlled open enrollment process, the School may provide preferential treatment (within its controlled open enrollment participation process) to the enrollment preferences and limitations pursuant to s. 1002.33(10) as described above.

Enrollment Timeline (*Approximate Dates)*
May 13, 2026 - Student Registration Begins
June 15 , 2026- Students who have registered will be officially enrolled. If the number of applicants exceeds capacity, a lottery will be conducted.

June 16 1, 2026- Second Registration Period Begins as needed

D. Provide the school's projected population of students with disabilities and English Language Learners 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 the Miami Dade County, the School's demographic composition should mirror that of the local community. Therefore it is anticipated that the School's total enrollment should include approximately 11% of Students with Disabilities (SWD) and 15% English Language Learners (ELL). The School has based its projections on the average current enrollment in the District. The data was derived from Florida Department of Education Bureau of Exceptional Education and Student Services 2025 LEA Profile: *https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=13*

E. Describe how the school will ensure that students with disabilities and English Language Learners 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 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. This process doesn't take into account a student's background, ethnicity, race, socio economic status or disability, and therefore allows for every student who applies to have an equal opportunity to enroll in the school.

Section 6: Management and Staffing

A. **Describe the management structure of the school.**

The management structure for the school's day-to-day operations will be as follows:
The Governing Board will hire and oversee the school principal. The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines for the school's operation. The Principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc. The principal will report to the board on the school's operations and finances and is expected to communicate with the board as often as needed by the School and/or board members in order for school's operational needs to be met.
The administration will implement policies and procedures for the daily operations of the school. The principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies and procedures are being implemented in accordance with the school's mission. Faculty and staff will be responsible for carrying out these procedures in their day-to-day duties, activities, and interactions with students, teachers, and parents of the school.

The Board expects it will contract with Academica, an Educational Services and Support Provider, to provide off-site support to the school.

The Governing Board has the ultimate responsibility of ensuring that the school's finances are managed properly. The Board will annually adopt and maintain an operating budget and maintain oversight of all school-based finances. The Governing Board will ensure that the charter school has retained the services of a certified public accountant for the annual financial audit. The ESP, as contracted by the Board, will assist the School with additional preparation and reporting of the school's finances. The board has also established financial policies and internal controls for the school's operational and internal accounts.

B. **Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application.**

Refer to Staffing plan provided in Attachment H (Operating Budget/Staffing Plan)
Pinecrest Preparatory Middle School will leverage the existing capacity and established staffing infrastructure of its current K–5 program to ensure appropriate staffing for all proposed instructional programs. As an experienced operator with an existing campus, the school has well-developed recruitment pipelines, onboarding systems, and staffing models that allow for efficient and strategic hiring aligned to enrollment and budget projections.

C. **Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?**

The School will be a not-for-profit, private employer, and will not participate in the Florida Retirement System. Full time, salaried employees will be entitled to Health Insurance and other benefits as detailed below. 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.

Compensation structure
The proposed school will use its Governing Board's adopted performance-based salary schedule for instructional personnel and school administrators, in accordance with s. 1012.22(1)(c) relating to *Compensation and Salary Schedules*. The Board's plan includes a base salary schedule for classroom teachers, other instructional personnel, and school administrators in which annual adjustments are based on performance as follows:

- An employee who is "**highly effective,"** as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the board.
- An employee who is **"effective,"** as determined by his or her evaluation, would receive a salary increase that will be 50% of the annual salary increase provided to a highly effective employee.
- An employee who is in **"need of improvement (or developing)"** or is **"unsatisfactory,"** as determined by his or her evaluation would not be eligible for a salary increase.

Please note: percentages are subject to change and will be determined according to the approved budget once all evaluation data and the number of eligible staff determined.

Such adjustments will be in addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s.121.021(22). Advanced Degrees will not be used for base salary calculations, but may be used for supplements. Supplements will be annual additions to the base pay, but will not be part of the continuing base salary.

All entering new hire teachers are placed at a base salary unless creditable years of experience are applicable. Once base salary is determined calculating creditable years of experience (if any), then any applicable credential supplement is added to the new base salary for total compensation. Teacher salaries reflected in the budget are based on an average salary for teachers with 4-5 years of experience. Please see attached *Budget.*

Employee Benefits

Employee health benefit options are structured as follows:

Carrier	UNITED HEALTHCARE							
Plan Name	UHC CP BTUT/136 1000/80%		UHC BTWQ/128 2,500/80%		UHC CP BTVK/998 4,000/80%		UHC HDHP BTVD/136 2800 Embedded	
Plan Type	Choice Plus		Choice Plus		Choice Plus		High Deductible Health Plan	
In vs. Out of Network	In	Out	In	Out	In	Out	In	Out
Primary Care Copay	$25	40% after ded	$30	50% after ded	$30	40% after ded	$30 after Ded	50% after ded
Specialist Copay	$50	40% after ded	$30/$60	50% after ded	$60	40% after ded	$60 after ded	50% after ded
Virtual Visits (Telehealth)	$0	Not covered	$10	Not covered	$10	Not covered	$10 after ded	Not covered
Referrals Required	No	No	No	No	No	No	No	No
Hospital Inpatient Deductible/Copay	20% after ded	40% after ded	$500 + 20% after ded	50% after ded	20% after ded	40% after ded	$500 after ded	50% after ded
Hospital Outpatient Deductible/Copay	20% after ded	40% after ded	$250 + 20% after ded	50% after ded	20% after ded	40% after ded	$300 after ded	50% after ded
Calendar Year Deductible - Individual	$1,000	$2,000	$2,500	$5,000	$4,000	$6,000	$2,800	$5,000
Calendar Year Deductible - Family	$3,000	$6,000	$5,000	$10,000	$8,000	$12,000	$5,600	$10,000
Coinsurance	80%	60%	80%	50%	80%	60%	100%	50%
Calendar Year Out of Pocket Max Individual (inc. ded)	$3,500	$6,000	$6,000	$10,000	$7,900	$12,000	$6,000	$10,000
Calendar Year Out of Pocket Max Family (inc. ded)	$7,000	$12,000	$12,000	$20,000	$15,800	$24,000	$12,000	$20,000
Diagnostics (X Ray & Lab)	No addt'l charge	40% after ded	No addt'l charge	50% after ded	No addt'l charge	40% after ded	No addt'l charge after ded	50% after ded
Imaging (CT/PET/MRI)	20% after ded	40% after ded	20% after ded	50% after ded	$200 copay	40% after ded	$300 after ded	50% after ded
Prescriptions Tiers	$10 / $35 / $60		$15/$45/$65		$20/ $50 / $80		$10 / $35 / $60 after ded	
Emergency Room Copay	$200		$250		$350		$350 after ded	
Urgent Care Copay	$75	40% after ded	$75	50% after ded	$75	40% after ded	$75 after ded	50% after ded
HSA Contribution	N/A		N/A		N/A		$300	N/A

The compensation and benefits structure mentioned above offers teachers and staff with an attractive program which the school believes contributes to their high teacher/staff retention rate. For example, teachers may participate in a 401K in which they are immediately 100% vested in any employer contributions and those related earnings, there is no vesting period. Contribution is optional. The employee may roll over his/her 401K plan or roll it over into an IRA should they change or leave jobs. Said benefits offer the employee lower co-pays, lower family plan rates, low out of pocket maximum and desirable coinsurance rates.

D. **Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.**

The school will adhere to all antidiscrimination provisions of section 1000.05, F.S. The school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the School may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

All instructional and non-instructional personnel who are hired or contracted to fill positions and members of the governing board of the school must undergo background screening as required by Section 1012.32, F.S. The school will be a safe, Drug-Free and Tobacco-Free Environment. All employees will be required to undergo background checks and drug-screenings.

Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in FAC Rule 6A – 10.080.

Section 7: Facilities

If the site is acquired:

A. **Describe the proposed facility, including location, size, and layout of space.**

The school will be located at 14301 SW 42nd St. Miami, FL 33175.

Size and Layout of Space: 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 proposed facility will include program elements such as traditional classrooms, art, science and computer labs, multi-media instructional areas, lunch / multi-purpose room, food prep areas, and indoor and outdoor activity spaces.

In accordance with 1002.33(18)(a)(b) F.S., The school facility will comply with the Florida Building Code pursuant to chapter 553, except for the State Requirements for Educational Facilities. The school's facility will comply with the Florida Fire Prevention Code, pursuant to Section 633.208, F.S

B. **Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.**

The facility will meet all requirements for educational facilities in accordance with 1002.33(18)(a)(b) - the Florida Building Code pursuant to chapter 553, with the exception of SREF, and state minimum fire protection codes pursuant to Section 633.028, F.S., as adopted by the County. The facility will meet all such requirements for education facilities, including but not limited to, restrooms, fire safety, campus security, air quality control, weather proofing, etc.

The School will participate in the Sponsor's annual site compliance visits for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety requirements. Other inspection agencies may include inspections of kitchens and related spaces as well as Department of Labor and Employment to for OSHA compliance. The School will show proof of the annual inspections prior to the first day of operations.

C. **Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.**

The facility contains all the requisite programmatic components the needs of the Pinecrest program (classrooms for core and elective classes, administrative offices, playground). The full facility is designed at capacity for about 650 (K-8 at full capacity) students and is thereby more than suitably aligned to the school's enrollment plan. This is in compliance with class size mandates as it allows sufficient space for class sizes ratios.

D. **Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment E. If renting an existing facility, provide draft lease agreement as Attachment F.**

Estimate of Costs - These Budget projections have been derived from actual historical data from other comparable charter school facilities leased by the board, and 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. The forecast base rent and all other facilities costs are included for all years of the charter in the proposed budget are as follows:

Lease of Facilities: Pinecrest's board will provide the Lease agreement prior to charter contract negotiations with the Sponsor.

The lease amount has been budgeted and at an average cost of $1,500 per student station in the budget. 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.

Utilities and maintenance cost estimates are shown in the budget as follows:

Operation of Plant is detailed in the Facilities Decision section of the budget and includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance, General Repairs and Maintenance, and Utilities.

E. **Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?**

In the event that the facility for any reason not available, the Board will direct the ESP to locate alternative facilities options suitable for school use immediately for the Board's review. Any such alternate facility shall be zoned for educational use and contain the adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency.

Section 8: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c), F.S.

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(20)(c), F.S. The School's plan for providing reasonable and equitable transportation opportunities for all students is as follows:

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 or who otherwise are entitled to transportation by law. In these situations, the School may provide transportation by contracting with an independent private transportation provider approved by the Sponsor.

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.

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.

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.

Section 9: Food Service

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

An organized, healthy meal service that meets local health, state and federal regulations and adheres to 7 CFR Parts 210 and 220 will be offered at the school site. Healthy, well-rounded, nutritious meals will be provided in accordance with The Healthy, Hunger-Free Kids Act of 2010 and the USDA Dietary Guidelines of meal component and portion size requirements. The School will participate in the free/reduced priced meal program and will provide free and reduced priced meals for eligible children. Eligible children are children from households with gross incomes within the free and reduced limits on the Federal Income Guidelines. All Healthy meals will be distributed to students using a point of sale accountability procedure.

The school will participate in the National School Lunch Program (NSLP). The school will either prepare its own food, in which case the school will have a food service preparation area with all of the necessary equipment for preparing and holding the food, or the school will contract with a FDACS registered vendor or District to provide the food and equipment necessary for holding the food at required temperatures.

The school will implement a Verification plan and during the verification period, the confirmations of eligibility for free and reduced priced meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR). Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits.

The School will process all necessary lunch applications; adhere to program operation and record keeping requirements; and use of the Florida Automated Nutrition System (FANS). The School will implement the following procedure for processing Free/Reduced Lunch Applications: 1) Disseminate lunch applications to all students upon enrollment; 2) Collect lunch applications and determine applications, according to Florida Income Eligibility Guidelines, published in the Federal Register by Food & Nutrition Service, USDA; 3) Enter determinations for each child into the district mainframe or report the information to the district as required; 4) Provide students with notice of eligibility; 5) Serve/Charge student lunches in accordance with determined eligibility; 6) Submit claims for reimbursement within 30 days of the following month for each approved month of the school year once approved by the NSLP.

Contracting Services - The School may contract with an independent provider to prepare and provide meals, or the school may prepare and serve the meals to students. If an independent provider is required, the school will solicit bids from registered vendors for food service. The private vendor selected by the school will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and Business Regulations. The private vendor will be required to maintain and supply the school with equipment to hold the meals and daily records of all lunches served and current copies of inspection and insurance certificates.

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

Section 10: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ. A full plan that also includes procedures for unanticipated emergency situations will be required prior to school opening.

The School will cooperate with the Sponsor and law enforcement to provide the safest school possible for the staff and students. The school will incorporate all applicable and appropriate District-approved emergency efforts to maintain a safe school environment. The administrative team will conduct ongoing trainings for all staff on safety protocols and emergency action plans for emergency situations. Procedures and plans will be provided to teachers and the staff through the faculty handbook. Parents and community members will receive information regarding emergency procedures via newsletters, the parent handbook and routinely scheduled school meetings.

The Governing Board and the School will ensure that all provisions of the Jessica Lunsford Act and the Marjory Stoneman Douglas High School Public Safety Act are adhered to at the school in ensuring the safety of all faculty, staff and students on the property. With input and assistance from the network's National Director of Safety & Security and the Governing Board, the school will establish a School Based Safety Team.

In order to establish if a facility is secure and to identify areas of strength and weakness, the school administration and personnel will complete the Readiness Emergency Management Facility Security Checklist. The checklist will ensure that administration is always on top of the status of the security of the building. Security designees will be accountable for the safety and security of all students and staff. As a whole, the safety and well-being of the students will be the number one priority of all staff members. Results of the checklist will establish where the school needs to tighten security and establish procedures to do so quickly. The forms will be completed on an ongoing basis to ensure the safety of the facility is never compromised.

The checklist includes, but is not limited to:
Outer Perimeter Security Check: Perimeter Property Inspection – Fencing/Gates, Bus drop-off/Pick-up zone, Vehicles/Emergency Vehicles – Parking
Building Exterior Security Check: Signage, Landscaping, Exterior Lighting, Video Surveillance Cameras, Exterior Building Components
Building Interior Security Check: Interior Building Components: Single Point Entry, Security Monitor Station, Camera Control Room/Control Room Monitor, Visitor Management System, Access Control/Photo ID for Visitors
Identification: Student/Staff Identification Procedures and policies
Evacuation Plans: Evacuation Procedures: Drills, Plan for Disabled Students, Accounting Procedures for students & Staff
Building Access/Notification: Keys & Access Cards/Announcements

The School will maintain a log of all fixed and roaming security post locations including the exact location on the campus, name of the security monitor and times (start to finish) the individual will be present. The building will be monitored at all times while students are on campus. A log of who is

responsible for management of school safety site logistics including but not limited to: cameras, media, parent staging off-site, reunification off-site, bus staging, etc. will be kept and updated on an ongoing basis.

The Board will secure all required permitting and insurance coverage for the facility (as described herein) to operate safe and orderly school. All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Students and staff will be trained in planning for these events through routine drills and practice. A detailed security plan outlining all procedures will be established prior to school opening. The detailed plan will not be made available to the public in order to protect the safety of the students, teachers and staff.

Alyssa's Law/Alyssa's Alert – In accordance with Section (s.) 1006.07(4), Florida Statutes (F.S.), the school will implement a mobile panic alert system capable of connecting diverse emergency services technologies to ensure real-time coordination between multiple first responder agencies. Such system, "Alyssa's Alert," will integrate with local public safety answering point infrastructure to transmit 911 calls and mobile activations.

School staff will have the capability to summon the police quietly and quickly through an application on their cellphone or computer, silently alerting law enforcement of emergencies or life-threatening situations on all public and charter school campuses. The application can also be used to alert of medical emergencies and fights occurring at the school. GPS will track the location of the person making the call, and transmit a signal to law enforcement. The caller, who might be in a panic or unable to make noise, won't have to speak.

The steps the School will take to assure there is a Safe-School Officer (SSO) present while School is in session include:

1. The applicant's National Director for Safety and Security (NDSS) will establish agreements with the police municipalities and security armed guard companies on behalf of the School to ensure the requirement of the SSO is contractually established.
2. The SSO will complete the "Safe School Officer Sign-In Log" form once he/she arrives at the School site located in the main office for the purpose of documenting the SSO is on campus. The form has the following information: Date, First and Last Name, Arrival and Departure time, and a Signature.
3. The Administration is responsible for making direct contact with the SSO in the morning and throughout the entire instructional day.
4. If the SSO is not present 15 minutes prior to the school day, the Administration must immediately complete the 'Missing School Safety Officer Alert From" on applicant's online alert platform so that the NDSS is alerted. Once alerted, the NDSS contacts the appropriate entities on rectifying the issue, whenever there is a missing SSO at the site.

The Active Assailant Response Plan serves the purpose of providing guidance to staff on the circumstances under which they may initiate an on-campus active assailant response. The explanation on how the School will adopt the plan includes:

a) The NDSS will present to the Schools' Board the two options available for the Active Assailant Response Plan: The Active Assailant Response Plan created by the NDSS, or the plan created by the School District.
b) The Board will review both plans and adopt one of the options.
c) The Administrator will present the adopted plan to the entire faculty and staff and obtain a signature from each employee that they have participated in the training for this statutory requirement.
d) Documentation of the training will be provided to the District as per their expectations and the Administrator will also maintain a file for supporting documentation.
e) The Administrator will contact the NDSS at any time during the process for training support and specific faculty/staff needs.

Faculty and staff will participate in C.R.A.S.E. - Civilian Response to Active Shooter Events – Training during the professional development week prior to opening of schools. The school intends to form a relationship with local law enforcement to ensure the safety of all on campus. As such, the school will arrange to have a member of local law enforcement present during active assailant trainings. In addition, the school commits to participate in any district mandated active assailant training if different from C.R.A.S.E.

Law enforcement officers responsible for responding to the school in the event of an active assailant emergency, as determined necessary by the sheriff, and in coordination with the district's school safety specialist, will be physically present on campus and directly involved in the execution of active assailant emergency drills. The school will notify law enforcement officers at least 24 hours before conducting an active assailant emergency drill at which such law enforcement officers will be expected to attend, in accordance to section 1006.07(4)(a), F.S.

Pursuant to section 1006.07(6)(e), F.S., the Board will adopt, in coordination with local law enforcement agencies and local governments, a family reunification plan to reunite students and employees with their families in the event that a school is closed or unexpectedly evacuated due to a natural or manmade disaster. This reunification plan will be reviewed annually and updated, as applicable.

In accordance with the Marjory Stoneman Douglas Act, the school will establish a School Based Threat Management Team (SBTMT). In accordance with section 1006.07, Florida Statutes, teams consist of the CORE 4, persons with expertise in:

i. School Administration
ii. Law enforcement
iii. Counseling
iv. Instruction

Each team member will be trained in Florida Harm Prevention and Threat Management. Certificates for training completion will be kept on file at the Charter School. The team will meet monthly to review any school and/or student safety concerns. All participants at the SBTMT meeting shall sign the document acknowledging their presence at the meeting.

In 2023, the legislature amended Section 1001.212(12), F.S. to task the Department of Education's Office of Safe Schools with developing a statewide behavioral threat management operational process, a Florida-specific behavioral threat assessment instrument, and a threat management portal. The threat management process, is designed to identify, assess, manage, and monitor threats to schools, school

staff, and students. The goal of all school safety efforts is to *prevent* violence or harm to members of the school community. Threat management uses a methodology that identifies students exhibiting threatening or other concerning behavior, gathers information to assess the risk of harm to themselves or others, and identifies appropriate interventions to prevent violence and promote successful outcomes. The process applies a non-punitive assessment to distinguish between innocuous and serious situations. The aim of the threat management process is to intervene at the earliest stage to provide assistance to students and to alter or disrupt concerning behavior for the benefit of the student and school.

All threat assessment team members are trained on Florida Harm Prevention and Threat Management. Threat assessment teams will be fully staffed and all team member have completed Florida Harm Prevention and Threat Management before the start of the school year. Those appointed to threat assessment teams after the start of the school year will complete Florida Harm Prevention and Threat Management training within thirty (30) days of appointment.

The School Based Threat Management Team (SBTMT) will meet monthly and/or as often as necessary to fulfill its duties of assessing and intervening with person whose behavior has indicated a level of concern (LOW, MEDIUM, HIGH). The Charter School will maintain documentation of their meetings, including meeting dates and times, team members in attendance, cases discussed, and actions taken.

Administrators at the school will address the staff and student body regarding the reporting of threats. As a school community, everyone will have the responsibility to report and share any concerns regarding the safety and well-being of all on campus.

Additionally, the School intends to participate in the district's plan to train school staff on youth mental health awareness and assistance. In addition, the applicant's National Director for Special Education and Student Support is a certified Youth Mental Health First Aid (YMHFA) trainer and may provide the training for the School upon request. All trainers have been officially trained through the FLDOE YMHAT Administration Program located in the Bureau of Exceptional Education and Student Services and can be located on the National Council for Behavioral Health's website: https://www.mentalhealthfirstaid.org.

Pursuant to F.S. 1006.07(9), the school will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data. The school Principal or TAT designee shall be responsible for receiving complaints related to school safety. Immediately upon hearing of such threat, concern, or complaints, the individual will be responsible for initiating the reporting of such to law enforcement and any other appropriate officials/individuals.

Reports will be made for serious incidents of crime, violence, and disruptive behaviors as identified by the state. The school will consult with local law enforcement where applicable. All reports in the SESIR system will be submitted to the State in a timely manner of the incident occurring.

The school will report any incident using the Sponsor's Charter School SESIR Event and Discipline Data Report Form and shall adopt any other Incident Reporting System being utilized by the District (Sponsor). The School will abide by the protocols and utilize the process and procedures set forth and mandated by the Sponsor, and as may be amended by the Sponsor, in the future.

Section 11: Budget

A. Provide as Attachment H an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment G for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.

See Attachment H

B. Provide a start-up budget as Attachment I that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of full-time equivalent (FTE) payments in which the school will expend funds on activities necessary for the successful start up of the school.

See Attachment I

C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g., MOU, letters) as Attachment J.

See Attachment J

D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

See Attachment H

E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.

See Attachment H

F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

See Attachment H – Year 1 Budget Monthly

G. Provide monthly cash flow projections for the school's start-up period (i.e., from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

See Attachment H – Start Up

Section 12: Financial Management and Oversight

A. **Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.**

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

The School has established sound financial policies and accounting procedures to safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on at least a quarterly basis during regularly scheduled Board Meetings.

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

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

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

General Accounting - utilization of accepted state codification of accounts pursuant to the *Financial and Program Cost Accounting and Reporting for Florida Schools* in all transactions pertaining to its operations.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

For receivables, all cash payments will be logged, coded by source and deposited in a timely manner. Deposits are reconciled to cash receipt logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement 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 packages are reviewed and approved by the Principal and the ESP. For internal accounts,

all disbursements require two signatures. For operating and lunch accounts, disbursements require two signatures for any check in the amount of $10,000 or above. Checks in the amount of $25,000 or above require that one of the signatures be that of the Board Chair, with the exception of certain previously board-approved expenses such as facility leases, inter-entity shared expense reimbursements, and other contracted services. Authorized signatures on checks are limited to the Chair of the Governing Board, the School Principal/designee, ESP representative, and others, as approved by the Governing Board.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

Wire Transfers - copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.

Internal Revenue Collection - funds collected at the school (i.e., lunch monies, fundraisers, field trips) will be initially collected by designated school staff. These funds along with supporting documents are submitted to the Financial Manager/Treasurer 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 sent to the vendor and ESP, and copy retained 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.

Authorized Check Signers - authorized signers on school accounts are limited to certain specified individuals as approved by the Board of Directors.

Segregation of Duties relating to financial controls – The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the Principal, who then reports to the Governing Board. The ESP, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue,

expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter school's sponsor
7. overseeing the school's principal and all financial matters delegated to the principal, and
8. reviewing and approving the monthly financial statements submitted to the school board. The governing board may review/approve all monthly financial statements for the months between two successive board meetings. The governing board will record the review/approval of these statements (month/year indicated) in its minutes.

All expenditures, with the exception of exempt items as listed in the board's Financial Policies and Procedures manual, require a purchase order, which is approved by the School Principal. Expenditures are incurred based on the board-approved annual budget. Expenditures outside of the board-approved budget that exceed $10,000 must be presented to the board for approval and inclusion in the budget.

Invoices are received by the ESP, linked to the approved purchase order, and routed to the School Principal for approval. Upon approval, payment may be processed by the Accounts Payable Representative. Disbursements for approved invoices (checks/ACHs/wire transfers) are approved by the ESP's Chief Financial Officer. Second signatures from authorized signers on the bank accounts are obtained based on the established dollar thresholds.

Bank statements are reconciled by the Financial Specialist. The person processing payments shall not be the same person to reconcile the bank statements. The person processing payments and reconciling bank statements shall not be an authorized signer on the bank accounts.

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.

B. **Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.**

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 with assistance from ESP, 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.

C. **Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.**

The Board of Directors selects an external independent audit firm through a formal RFP process. The selected firm performs an independent examination of financial statements and internal controls on an annual basis for the period ending June 30th.

D. **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.

Additionally, these policies, identified in the Board's Policies and Procedures Manual, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a monthly basis to ensure compliance with all statutory and regulatory authorities.
Among others, these procedures require the school to:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.
- Open an operating bank account, lunch bank account (if applicable), and a school fundraising account with an FDIC insured institution
- Record transactions managed by these accounts in a QuickBooks, MRI, or Nexus accounting software program
- Reconcile monthly reports and bank statements and maintain these records in hard copy form and/or electronically.
- Record and log all cash and checks received and deposit daily.
- Require dual signatures for all checks over $10,000.00 disbursed from the operating account, and dual signatures for all checks regardless of amount, disbursed from internal accounts, as established by the Board
- Prepare disbursement packages at school site for internal and special accounts as authorized by the Principal.
- Maintain supporting documentation electronically within MRI and/or Nexus software for all disbursements made from the operating account, as authorized by the Principal
- Make disbursements only to authorized/approved vendors. *A Form W9 must be obtained for any and all vendors before payment may be released.*
- Conduct physical property inventories at the beginning and end of every school year to safeguard

fixed assets.

- Categorize, label, and record all fixed assets in an Inventory Log, and/or in a fixed asset management software such as Real Asset Manager, which is updated throughout the school year as items are purchased and disposed. School administration must ensure it is following both district and funding source inventory requirements (Example, CSP, Title I, etc.)
- Follow the procedures for proper disposal of inventory as detailed in the board's financial policies and procedures manual.
- Retain documents for a specified amount of time

E. **Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.**

Monthly and quarterly (unaudited) financial statements are prepared and submitted to the Sponsor, as well as to the school's Board of Directors, for review and approval and its compliance. Budgets are also prepared and presented to the Board of Directors for review and approval at regularly scheduled board meetings. Upon adoption, the budget is posted to the school's website. In addition, annual budgets are submitted to the Sponsor. Annual Audited Financial Statements are presented to the Board of Directors upon completion, and submitted to the Sponsor and Auditor General per reporting requirements.

F. **Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.**

The ESP provides services to the school per the Educational Service and Support agreement, including but not limited to facility design, staffing recommendations, human resources coordination, regulatory compliance, legal and corporate upkeep, maintenance of books and records, bookkeeping, budgeting, and financial reporting. The PEO is selected through a competitive process, where cost and scope of services of the various providers in this field are compared.
In addition, the Board of Directors publishes an RFP in a local newspaper soliciting proposals from qualified firms of certified public accountants to annually audit their financial statements. After receipt and review of proposals, the Board ranks the top three firms, and subsequently selects the highest ranked firm with which to enter into an Engagement. Costs for audit and tax services are provided within the formal proposals, and within the Engagement Letter.

Chart of Attachments

Please tab or separate attachments as noted below

A. High-Performing System Letter
B. High-Performing School Letter
C. Reading curriculum
D. Student enrollment application
E. Evidence of facility funding sources, if applicable
F. Draft rental agreement or lease for facility, if applicable
G. Florida Charter School Revenue Estimating Worksheet
H. Proposed Operating Budget
I. Proposed Startup Budget
J. Evidence of external funding (e.g. foundations, donors, grants), if applicable.
K. Applicant history worksheet (*Form IEPC-M1A,* found at: http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference)
L. Draft of the proposed ESP management agreement, if applicable

`STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Pinecrest 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.
- Will not charge tuition or registration fees, except those fees normally charged by other public schools.

The governing board, at its discretion, allows Charles Gibson, Esq to sign as the legal correspondent for the school.



Signature

3/18/26

Date

Carlos Alvarez, Governing Board Chair

Printed Name

Addendum: EDUCATION SERVICE PROVIDERS

An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to the Addendum, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP.

ESP Background

A. **Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference and attach as Attachment K.**

See Attachment K – Form IEPC-M1A / Applicant History Worksheet.

B. **List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.**

See Attachment K – Form IEPC-M1A / Applicant History Worksheet.

Legal Relationships

A. **Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.**

The Governing Board is self-governing and independent from the ESP, and no member of the Governing Board is employed by the ESP or related to any owner or manager of the ESP.
The ESP is hired by the Governing Board of the school to perform specific duties, at the discretion of the Board. The ESP does not manage the day-to-day operations of a school, but rather provides "back office" support and independent accountability for the Board. The ESP provides teams with expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance. The ESP charges a flat annual fee per student enrolled at the school.
An "arm's length " performance-based relationship exists between the governing board and the ESP. The Boards annually evaluate the ESP and determines continuation and renewal of services based on the ESP's performance.
The ESP is hired by the Board to provide services which support the operations of the school. The principal, as the leader, is the individual responsible for the day-to-day operations of the school.
Both the ESP and the principal report to the Governing Board, which has the ultimate authority to hire and fire them. The ESP, at the direction of the Governing Board, provides support and guidance to principals. Principals are hired by and report directly to their Governing Boards. The ESP does not sign off on annual performance evaluations for principals or staff.

B. **Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated[1] with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe**

1 The term "affiliated" means and includes one or more corporations or entities under the same or substantially the same control of a group of business entities which are connected or associated so that one entity controls or has the power to control each of the other business entities. The term "affiliated" includes, but is not limited to, the officers, directors, executives, shareholders active in management, employees, and agents of the affiliated corporation. The ownership by one business entity of a controlling interest in another business entity or a pooling of equipment or income among business entities shall be prima facie evidence that one business is affiliated with the other.

how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

The school may lease its facilities from an entity which may be deemed "affiliated" with the school's ESP. The provisions of the lease, including without limitation, the creation and continuity of the leasehold estate, rent reserved and quiet enjoyment, will be independent of the existence or status of the contract with the ESP, and vice versa, including the absence of any cross-default terms in either such document. The board does not enter into tie-in contracts, such as a facility lease which would require the board to have an education services contract with a particular entity, or an education services contract which would require the board to obtain supplies or FF&E from a particular entity. The board retains independent counsel and other advisors on an as-needed basis to analyze and provide advice with respect to its long-term physical plant needs and long-term service needs. In addition, the board has adopted a "Conflict of Interest" policy which is attached as Attachment K.

C. If the school's governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:

- **Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.**
- **Provide evidence that the agreement was or will be reviewed by the governing board's independent legal counsel or attorney and subject to a fair market analysis.**
- **Describe how such agreements will be repaid. Repayments should be reflected in the budget.**

Not applicable: the school's board does not intend to enter into a financing agreement with its ESP or any entity affiliated with its ESP.

Organizational Structure

A. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

Academica charges a flat fee of $475 per student FTE, per year during the term of the agreement. The service fee may be payable in equal monthly installments. The ESP does not receive any other compensation from the school.

B. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.

See Attachment L – Sample ESP Service Agreement

Term of Agreement –Attachment L. Section 22
Renewal/Termination of agreement –Attachment L. Sections 23-24 of
Conditions/Procedures for renewal/termination – Attachment L. Sections 23-24
Grounds for termination – Attachment L. Section 24D
Indemnification – Attachment L Section 30.

C. **Provide as Attachment L a draft of the proposed management agreement with the ESP.**

See Attachment L – Sample ESP Service Agreement

ATTACHMENT A

High-Performing Systems Letter

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

State Board of Education

Tom Grady, *Chair*
Ben Gibson, *Vice Chair*
Members
Monesia Brown
Marva Johnson
Ryan Petty
Andy Tuck
Joe York

Richard Corcoran
Commissioner of Education

October 18, 2021

Carlos Alvarez
Chairman
Pinecrest Academy, Inc.
6340 Sunset Drive
Miami, Florida 33143

Dear Mr. Alvarez:

This letter serves as notification that the Department of Education has verified that Pinecrest Academy, Inc., currently meets the criteria for high-performing charter school system status pursuant to section 1002.332, Florida Statutes.

If you have any questions, please contact the Office of Independent Education and Parental Choice at 850-245-0502, or via email at charterschools@fldoe.org.

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

Sincerely,

Richard Corcoran

RC/ae

ATTACHMENT B

High-Performing School Letter

FLORIDA DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

KATHLEEN SHANAHAN, Chair
ROBERTO MARTÍNEZ, *Vice Chair*

Members

GARY CHARTRAND
DR. AKSHAY DESAI
BARBARA S. FEINGOLD
JOHN R. PADGET

John L. Winn
Commissioner of Education

Just Read, Florida!

July 29, 2011

Ms. Judith Marty, Board Chair
c/o Michael Diaz de la Portilla
Pinecrest Academy Charter Middle School (13-6022)
6340 Sunset Drive
Miami, Florida 33413

Dear Ms. Marty:

This letter serves as notification that the Department of Education has verified that Pinecrest Academy Charter Middle School (13-6022) currently meets the criteria for high-performing charter school status pursuant to s. 1002.331, F.S.

If you have any questions, please contact the Office of Independent Education and Parental Choice at (850) 245-0502, or via e-mail at charterschools@fldoe.org.

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

Sincerely,

John L. Winn

Cc: Mr. Alberto M. Carvalho, Superintendent
Ms. Tiffanie Pauline, Executive Director of Charter Schools

ATTACHMENT C

READING CURRICULUM

Pinecrest Academy Middle Schools' Reading Plan

The School will follow the Sponsor's Evidence-Based Reading Plan for the instruction of Reading using the Sponsor's placement procedures for Intensive Reading and following the same frequency of delivery, data collection and timelines for progress monitoring, and as may be amended in the future. The School will apply scientifically researched and evidenced-based reading instructional strategies that improve reading performance for all students, including explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text comprehension and multisensory intervention strategies.

The Reading Plan will provide teachers a systematic framework for literacy instruction and will align all departments to focus on the teaching of reading and writing throughout all areas of the curriculum. Teachers will address all English Language Arts /Reading B.E.S.T. Standards, including literacy instruction, and will prepare students for mastery of those standards. The School intends for all students to be proficient in all aspects of reading to ensure they are successful in whatever career they choose to pursue. Reading instruction will be the focus in the promotion of student achievement through mastery of the Florida B.E.S.T. Standards and applicable Florida Literacy Standards across the curriculum.
Pinecrest Schools commit to implement the Sponsor's state-adopted Comprehensive Evidence-Based Reading Plan for the instruction of reading, and especially for students who have demonstrated proficiency levels that require Tier 2 and/or Tier 3 interventions and support and for which the instruction will be differentiated and aimed at remediating, intentionally and specifically, the learners' exact deficiencies.
Instructional Strategies—In order to build skills and accelerate academic growth in phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension, some of the strategies/programs that will be used, include but are not limited to:

- *Standards driven instruction*- Teachers will provide instruction for mastery of the of ELA B.E.S.T. Standards to promote academic excellence in Reading, Speaking & Listening, Language and Writing. The grade specific State adopted standards will guide instruction at each grade level and help ensure that students gain adequate exposure to an increasing complex range of texts and tasks as they progress through middle school (6-8) grades. The Language Arts program will reflect critical and creative thinking and a harmonious balance of its several components including reading, writing, speaking, listening, viewing and oral interpretation of literature. Teachers will address state adopted standards instruction and will prepare students for mastery of those standards. Language Arts instruction will also cover the application of the writing process, effective use of speaking and listening and language skills, higher order critical thinking and literacy skills, enabling future success, respectively through middle school and subsequently through the post-secondary school level.
- *Universal Design of Learning*- Used as a guide for instructional design and delivery in all efforts for curriculum development. Universal Design of Learning is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (including Students

With Disabilities (SWD) and English Language Learners (ELL) can participate fully in core instruction.

- *Cross curricular literacy Strategies* - Literacy strategies designed to help students of all abilities learn content information across the curriculum and throughout the grade levels, like word walls, graphic organizers, marginal note taking, reader response logs, two column notes, to name a few. Pinecrest teachers will use these and other support literacy strategies in their E/LA lessons.
- *Literacy Rich Environment*- Reading classrooms will maintain a classroom library that includes 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 to support their individual interests, abilities, and interaction with fictional and non-fiction text. Frequent successful reading experiences using appropriate grade level texts will provide the opportunity to improve students' reading proficiency with regard to fluency, vocabulary and comprehension. The classroom will provide access to additional age-appropriate texts that students can explore in English and/or in their native language as a means to encourage literacy.
- *Professional Learning Community* - As a resource for professional development and sharing of best practices, English/Language Arts teachers at Pinecrest Academy will join the Pinecrest Reading Coaches' Professional Learning Community (PLC). This community of learners is represented by reading coaches and reading teachers (and E/LA teachers, are invited to participate as well) working together in designing curricular alignments both vertically and horizontally, identifying student levels of understanding based on data, setting appropriate goals for students, disaggregating performance data and analyzing/discussing student performance trends across the Pinecrest schools as a means to identify and share best practices and identify opportunities for improvement.
- *Systematic & Explicit Instruction*- Systematic instruction refers to the explicit sequence of instruction and the emphasis upon providing guided practice. Systematic instruction is a more descriptive term than direct instruction and is less ambiguous. The School will use formative and summative assessment data to align the instructional framework and provide systematic and explicit instruction for text-based vocabulary acquisition and close reading models using complex text that is grade level appropriate. Explicit instruction is teacher-led, interactive instruction where the words and actions of the teacher are unambiguous and direct. The teacher begins with a clear explanation of the targeted skill, followed by modeling of the skill. Ample practice opportunities, including guided practice with corrective feedback, supported application and student independent practice using aligned student materials, help students apply what they have been taught. The purpose of explicit instruction is to convey the content and skills clearly so that students can be led to mastery of the information.
- *Methods for Differentiated Instruction (DI)*- For optimal instruction, students will be grouped in various ways and in flexible settings to accommodate varying levels and learning styles. Teachers will implement various teaching methodologies, such as whole-group, small-group and individual instruction to address the various needs of the students. Teachers will set specific reading goals with students during data chats and will monitor attainment of reading goals as a part of their independent reading and accountability strategies embedded into their weekly instruction. The School will implement DI strategies and utilize interventions and supplemental materials for students reading at grade level or higher, as well as, for students who are reading below grade level. Students will master reading, writing, and verbal skills

through continuous infusion of and integration of reading and literacy skills across all subjects.

Reading centers will be set up in classrooms 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 words. For example, during:

- guided reading center, students work with the teacher to read and practice the weekly reading strategies and skills using text at their level.
- writing center, students are practicing their writing skills related to the week's writing focus. Students are moving through the writing process at their own pace.
- test prep center, students are participating in practice of reading skills and strategies relevant to their grade level grade reading. Students work independently and alongside a teacher when it is time to review the content
- technology center, students onto computer assisted instructional (CAI) programs where they are challenged according to their reading rate and comprehension level.

.
Teachers will model effective reading strategies and guide students through pre-reading, during reading, and post-reading techniques that will strengthen metacognition and help students self-monitor their own comprehension.

Reading Curriculum Structure—The Multi-Tiered System of Supports/Response to Intervention framework will be used as a school-wide, multi-level instructional system for screening, progress monitoring, data-based decision making for instruction and movement within the multi-level system. Key elements of a multi-tiered system in Reading involve:

- Providing effective core instruction for all students;
- Administering high quality assessments to monitor progress and identify students and systems in need of intervention;
- Instructional use of a wide variety of complex texts to challenge student vocabulary and comprehension learning; and
- Designing and implementing interventions that are matched to student needs.

The Reading Plan ensures that individual needs of students are being met with instructionally appropriate materials. The instructional framework provides students with the opportunity to examine subjects from multiple perspectives and through different mediums with a focus on informational and opinion/argumentation tasks. The School will continually assess the instructional materials and tools and identify any gaps or needs for additional complex texts used in teaching complex comprehension tasks.

The School RtI/MTSS Team will implement a tiered approach to instructional delivery. The RtI/MTSS at the school will provide high quality instruction and interventions matched to student needs using learning rate over time and level of performance to inform instructional decisions. This multi-tiered approach to providing services and interventions to students at increasing levels of

intensity is based on progress monitoring and data analysis. Supplemental reading resources will differentiate instruction for all students across the continuum of Tiers 1, 2 and 3.

Initial Instruction
Tier 1—The School will use the Comprehensive Evidence-Based Reading Program, practices and supports designed to instruct students on grade level and provide initial and differentiated reading instruction based on needs of students. Instruction will build student capacity to think as they read and deepen content understanding through text-based content area instruction. The reading block will include whole group instruction using the Reading Plan and small group differentiated instruction in order to meet individual student needs. Key components of reading courses are as follows:
Immediate, Intensive Interventions--Students who fail to achieve the required Level 3 (Satisfactory) score for Reading or have otherwise been identified as deficient and who have intervention needs in the areas of decoding and/or fluency will continue to receive strong core instruction and receive additional supplemental instructional and behavioral interventions. All immediate interventions will infuse the Florida Standards in Literacy across the curriculum (specifically in subjects such as Science, Social Science, and Technical Subjects) with a focus on text complexity aligned to Florida BEST Standards expectations and matching expected assessment samples.

Tier 2—Students whose literacy development is determined to be 'at risk' or who are not adequately progressing in the core curriculum, will continue to receive strong core instruction and additional supplemental interventions at Tier 2. At Tier 2, on-going progress monitoring involves reviewing group data, or data of the individual student's performance (formative & outcome data) at both Tiers 1 & 2. State Standardized Assessment data (Formative/Diagnostic Assessments, ELL and IEP plans) will be considered when selecting the appropriate interventions.

The intervention program is designed to meet the specific diagnosed needs of each individual student. Teachers select research–based strategies and materials proven to be effective for most students at this Tier 2. If the data demonstrates that Tier 2 interventions are not working for a student or if a student requires more intensive support, individualized instruction is provided as documented in a student's intervention plan at Tier 3 to overcome significant barriers and accelerate learning.

On-going progress monitoring data will be used to modify the intervention schedules and strategies, as well as, to monitor fidelity of implementation. On-going progress monitoring is done more frequently at Tier 2 than Tier 1. Data gathered through Tier 2 on-going progress monitoring allows the problem solving team to determine if any changes need to be made to the intervention plan or identify individual students who continue to struggle despite Tier 1 & 2 supports.

Tier 3—Tier 3 intensive supports are intended for students who demonstrate more severe deficits and are not demonstrating a positive response to generally effective Tier 2 interventions. These students will require curriculum and instruction that is more explicit and intense. These interventions will be designed to meet individual student needs by identifying and targeting the specific skill deficits of the student. The goal is to accelerate a student's rate of learning by: (1) increasing the intensity of the intervention; (2) increasing the frequency and duration of individualized interventions; (3) decreasing group size; or (4) increasing academic engagement.

Progress Monitoring Frequency - Tier 1 – Data is collected at least 3-4 times during the school year and is used for screening and benchmarking for all students. Tier 2 – Data is collected as frequently as every two weeks to determine if the extra instruction and interventions are making a difference or if changes are needed. Additionally, growth monitoring data is collected every 21 days to track student progress within the trajectory to narrow the achievement gap. Tier 3 – Data is collected for the same reason as Tier 2, but it is collected more frequently so that decisions and possible changes to the student's instructional plan can be made quickly.
Additionally, growth monitoring data is collected every 21 days to track student progress within the trajectory to narrow the achievement gap.
Early Warning System - The school plans to implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school as may be required by the Sponsor.

- The School's RtI/MTSS team will oversee and monitor the early warning system including collecting and analyzing data on the number of students identified by the system as exhibiting two (2) or more early warning indicators, and the number of students by grade level who exhibit each early warning indicator(s).
- Preparing a description of all intervention strategies employed to improve the academic performance of students identified by the early warning system.

Determining, in consultation with the parent, appropriate intervention strategies based on data from the early warning system for each student who exhibits two (2) or more early warning indicators (unless the student is already being served by an intervention).
Per the Sponsor's K-12 Comprehensive Evidence-Based Reading Plan, the School will use the general framework of the District's Curriculum Decision Tree.

Reading teachers will be at minimum, endorsed, although it is preferred they are certified. For students without FSA scores, all other available data will be considered, including national or state tests, report card grades, and the level of coursework successfully completed at the previous school.

Reading Courses
Intensive Reading Courses–Intensive Reading courses will be offered in addition to the required ELA courses. All students who scored below the required FSA Level 3 (Satisfactory) on the previous year's administration of the ELA FAST assessments will be placed in an Intensive Reading course. Intensive Reading teachers will be minimally Reading endorsed. All students who exhibit significant risk will be given intensive intervention as soon as that risk is identified in accordance with the Sponsor's state-adopted Comprehensive Evidenced-Based Reading Plan. .
The School will implement the Sponsor's English Language Learner (ELL) Plan to support the academic and linguistic needs of students identified as English Language Learners. Based on assessment data and the decision tree for English Language Learners, eligible students will receive appropriate coursework including Language Arts through ESOL and/or Developmental Language Arts through ESOL. Additionally, the School will apply targeted instructional strategies and evidence-based ELL resources to ensure that all ELL students demonstrate continuous growth and progress toward language proficiency. The school will further support and monitor the implementation of the ELL plan by reviewing master schedules , analyzing progress monitoring data for each tier of instruction and providing professional learning support as needed.

The School will address the need of students reading at or above grade-level by offering advanced and or gifted coursework including a range of grade level complex texts, including exemplar text selections aligned to the rigor of the Language Arts Florida Standards. Teachers will be guided in providing opportunities for close, analytical reading which will require comparing and synthesizing ideas across text.

Assessments to Guide Instruction:
Screening: Students will be screened using FAST PM3 English Language Arts administered annually in the Spring to determine Tier placement for intervention purposes.
Progress Monitoring: The FAST English Language is administered three times in the academic calendar year (PM1, PM2, PM3). The first and second progress monitoring assessment will be used to drive instruction in the classroom such as standard based instruction and instructional groupings based on student deficiencies and proficiencies. The third progress monitoring given in the Spring (PM3), will be used to determine Tier placement for intervention purposes.

- *Data Collection and Analysis*: Administrative staff and lead teachers are provided data for their schools and they review, disseminate, discuss and disaggregate data on an on-going (weekly, monthly and after assessment, etc.) and consistent basis throughout the school year. Data tracking reports are generated by student, by standard, by teacher, and school-wide results are immediately available to teachers to target instruction and make adjustments as necessary. When the data evidences that reading intervention is not meeting a student's unique needs, the intervention plan is adjusted to better meet student needs in order to effectively close the achievement gap.
- *Administrative Support* - The principal and his or her designee will review lesson plans, conduct walkthroughs to observe teachers and perform informal and formal observations in monitoring interventions. Teachers will keep data folders of student assessment results and progress in their classrooms to provide additional data of student progress for District and school-based monitoring.

The principal, literacy coach and lead teachers, as applicable, will conduct classroom visitations, monitor lesson plans and ensure that reading strategies are implemented across the curriculum. The principal will identify teachers in need of support and provide assistance through reading coaches, veteran mentor teachers and the team members. The School will monitor the use of data through Data Chats and through the implementation of RtI/MTSS in order to make decisions regarding differentiation of instruction. ELA lead teacher and literacy coach will analyze progress-monitoring data on a quarterly basis. As student data is collected and analyzed, these will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for focused professional development (including site-based modeling and coaching).
Data chats: RtI/MTSS Team including the principal will hold data chats with teachers (minimally three (3) times per year) on a full array of classroom data, while teachers conduct on-going individual data chats with students. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for focused professional development (including site-based modeling and coaching).
Reading/Literacy Coach –,
The School will identify a literacy coach to serve as a stable resource for professional development throughout the School to generate improvement in reading and literacy instruction and student

learning. The coach will provide direct instructional services related to improving and supporting classroom instruction. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.

In addition, the literacy coach will work with students in whole and small group instruction in the context of modeling, co-teaching, and coaching in other teachers' classrooms. The literacy coach is responsible for working with all teachers (including ESE, content as well as elective areas) and will be expected to prioritize their time to those teachers, activities, and roles that will have the greatest impact on student learning, namely coaching and mentoring in classrooms.
The principal will actively promote school-wide literacy reform by:

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

Teachers will receive regular professional development in Reading instruction and how to review and use data to guide their instructional decision-making. The School's leadership team will conduct a Needs Assessment in order to identify areas of need and create action plans to offer uniform and cross-curricular professional development sessions for all instructional staff. These will include but not limited to:

- Instruction in the use of screening, diagnostic and classroom-based progress monitoring assessments;
- Procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties;
- Literacy - Analyzing informational text across the curriculum;
- Implementation of all instructional materials, data analysis and Differentiated Instruction (DI);
- All reading programs and strategies based on evidence-based reading research, including early intervention, classroom reading materials and accelerated programs; and
- Immediate intensive intervention programs, UDL and multi-sensory instructional strategies.

As recommended by the FLDOE, professional development will also include opportunities for modeling in classrooms, books studies, data analysis, small group professional development, etc. For further intensification, demonstration lessons, in-class coaching, peer observation and additional professional development opportunities will be made available to the faculty. The reading/literacy coach will also design workshops to address the individual needs of teachers to emphasize literacy/reading instruction in all content areas.

ATTACHMENT D

STUDENT ENROLLMENT APPLICATION

PINECREST ACADEMY

2026 – 2027 Student Application
Pinecrest Preparatory Academy Middle School

Upon completion of this application, your child will be considered for the 2026 - 2027 school year registration. A random selection process will be utilized to admin eligible applicants.

PLEASE SUBMIT AN APPLICATION FOR EACH STUDENT
POR FAVOR PRESENTE UNA SOLICITUD PARA CADA ESTUDIANTE

***Today's Date**: _____

STUDENT INFORMATION

_____ _____ _____
*Student's Last Name Student's Middle Name *Student's First Name

*Student's Date of Birth: ___/____/_____

*Grade Level for 2026-2027 School Year: _____

*Address 1: _____

Address 2: _____

*City: _____ *State: _____ *Zip Code: _____

*Has the student ever attended a public school in Florida: Yes No

*Name of school student is attending: _____

*Select One: Public Private

PARENT INFORMATION

*Parent/Guardian's Name: _____

*Home Phone: (_____)- _____- _____ *Cell Phone: (_____)- _____- _____

Other Phone: (_____)- _____- _____

Email:_____

SAMPLE

PINECREST ACADEMY

*Parent/Guardian's Name: _____

*Home Phone: (_____)- _____- _____ *Cell Phone: (_____)- _____- _____

Other Phone: (_____)- _____- _____

Email:_____

SIBLING INFORMATION

Please List Any School-Age Siblings

Name:_____

Date of Birth: _____

Current School: _____

Current Grade: _____

Name:_____

Date of Birth: _____

Current School: _____

Current Grade: _____

General Info:

*How did you hear about us?

_____

Were you referred by someone? If so, who? _____

*Please state your reason for choosing us:

_____

*Verification Code: _____

Please enter characters in the image above. Letters are case sensitive.

Submit
*Indicates required field.

SAMPLE

ATTACHMENT E

EVIDENCE OF FACILITY FUNDING SOURCES

Not Applicable

ATTACHMENT F

DRAFT RENTAL AGREEMENT OR

LEASE FOR FACILITY

Not Applicable

ATTACHMENT G

FLORIDA CHARTER SCHOOL REVENUE

ESTIMATING WORKSHEET

Revenue Estimate Worksheet for Pinecrest Preparatory Academy Middle School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	0.00	1.108	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.108	0.0000	$ -
102 Basic 4-8	32.00	1.000	32.0000	$ 176,857
112 Basic 4-8 with ESE Services	5.00	1.000	5.0000	$ 27,634
103 Basic 9-12	0.00	0.972	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	7.00	1.165	8.1550	$ 45,071
130 ESOL *(Grade Level 9-12)*	0.00	1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	44.00		45.1550	$ 249,562

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE *Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.*	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds $ -
Total Funded Weighted FTE	45.1550	Total Base Funding $ 249,562

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$ 249,562	X	6.67%	$	16,646
Growth Portion (0.54% of Conference Base Funding)	(a)	$ 249,562	X	0.54%	$	1,348
Total Salary Increase Allocation					$	17,994

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	0.00	PK-3	251	$ 1,070	$ -
		PK-3	252	$ 3,455	$ -
		PK-3	253	$ 7,050	$ -
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above, less any 113 gifted FTE.	5.00	4-8	251	$ 1,200	$ 6,000
		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	5.00			Total ESE Guarantee	$ 6,000

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 44.00 ÷ District's Total UFTE: 396,765.50 = 0.0111%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 45.16 ÷ District's Total WFTE: 423,446.13 = 0.0107%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 44.00 ÷ Scholarship UFTE: 324,592.25 = 0.0136%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 44.00 ÷ District's Total Non-Virtual UFTE: 395,547.22 = 0.0111%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 44.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97 = 0.0136%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0111%	$	14,281
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.0111%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0136%	$	5,064
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0136%	$	2,728
8. Academic Acceleration Options Supplement (Value share)	(g)					

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$	-
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0107%	$	44,841
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0107%	$	-
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0111%	$	-

12. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors		
PK - 3	0.0000		1.0287		958.42	=	0
4-8	45.1550		1.0287		915.09	=	42,507
9-12	0.0000		1.0287		917.30	=	0
Total *	45.1550					Total Class Size Reduction Funds	$ 42,507

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

13. Student Transportation	(h)					
Enter All Adjusted Fundable Riders	0	x	552	$	-	
Enter All Adjusted ESE Riders		x	1,675	$	-	

14. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		$0.00	$0.00	$ -
Civilians on Federal Lands		$0.00	$0.00	$ -
Students with Disabilities			$0.00	$ -
Total				$ -

15. Food Service Allocation	(j)		Total	$ 364,983
16. Total Less Salary Increase Allocation (for administrative fee calculation)		(k)		$ 346,989
17. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:		(l)		$ -
			Average Revenue per Student:	$ 8,295
			Revenue Increase from Previous Year	0.00%
			Adjusted Revenue Per Student	$ 8,295.07

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Pinecrest Preparatory Academy Middle School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	0.00	1.108	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.108	0.0000	$ -
102 Basic 4-8	81.00	1.000	81.0000	$ 447,670
112 Basic 4-8 with ESE Services	12.00	1.000	12.0000	$ 66,322
103 Basic 9-12	0.00	0.972	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	17.00	1.165	19.8050	$ 109,458
130 ESOL *(Grade Level 9-12)*	0.00	1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	110.00		112.8050	$ 623,450

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE *Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.*	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds $ -
Total Funded Weighted FTE	112.8050	Total Base Funding $ 623,450

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$ 623,450	X	6.67%	$	41,584
Growth Portion (0.54% of Conference Base Funding)	(a)	$ 623,450	X	0.54%	$	3,367
Total Salary Increase Allocation					$	44,951

2. ESE Guaranteed Allocation:

FTE	Grade Level	Matrix Level	Guarantee Per Student	
0.00	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
12.00	4-8	251	$ 1,200	$ 14,400
	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	$ -
12.00			Total ESE Guarantee	$ 14,400

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above, **less any 113 gifted FTE**.

Total FTE with ESE Services

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 110.00 ÷ District's Total UFTE: 396,765.50 = 0.0277%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 112.81 ÷ District's Total WFTE: 423,446.13 = 0.0266%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 110.00 ÷ Scholarship UFTE: 324,592.25 = 0.0339%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 110.00 ÷ District's Total Non-Virtual UFTE: 395,547.22 = 0.0278%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 110.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97 = 0.0340%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0278%	$	35,766
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.0277%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0340%	$	12,659
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0339%	$	6,800
8. Academic Acceleration Options Supplement (Value share)	(g)					

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$	-
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0266%	$	111,473
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0266%	$	-
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0277%	$	-

12. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	0.0000		1.0287		958.42	=	0	
4-8	112.8050		1.0287		915.09	=	106,189	
9-12	0.0000		1.0287		917.30	=	0	
Total *	112.8050						Total Class Size Reduction Funds	$ 106,189

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

13. Student Transportation	(h)					
Enter All Adjusted Fundable Riders		0	x	552	$	-
Enter All Adjusted ESE Riders			x	1,675	$	-
14. Federally Connected Student Supplement	(i)					

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		$0.00	$0.00	$ -
Civilians on Federal Lands		$0.00	$0.00	$ -
Students with Disabilities			$0.00	$ -
Total				$ -

15. Food Service Allocation	(j)		
		Total	$ 910,737
16. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)		$ 865,786
17. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)		$ -
		Average Revenue per Student:	$ 8,279
		Revenue Increase from Previous Year	2%
		Adjusted Revenue Per Student	$ 8,445.02

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Pinecrest Preparatory Academy Middle School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	0.00	1.108	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.108	0.0000	$ -
102 Basic 4-8	131.00	1.000	131.0000	$ 724,010
112 Basic 4-8 with ESE Services	19.00	1.000	19.0000	$ 105,009
103 Basic 9-12	0.00	0.972	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	26.00	1.165	30.2900	$ 167,407
130 ESOL *(Grade Level 9-12)*	0.00	1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	176.00		180.2900	$ 996,426

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE *Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.*	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds $ -
Total Funded Weighted FTE	180.2900	Total Base Funding $ 996,426

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$	996,426	X	6.67%	$ 66,462
Growth Portion (0.54% of Conference Base Funding)	(a)	$	996,426	X	0.54%	$ 5,381
Total Salary Increase Allocation						$ 71,843

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	0.00	PK-3	251	$ 1,070	$ -
		PK-3	252	$ 3,455	$ -
		PK-3	253	$ 7,050	$ -
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above, less any 113 gifted FTE.	19.00	4-8	251	$ 1,200	$ 22,800
		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	19.00			Total ESE Guarantee	$ 22,800

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 176.00 ÷ District's Total UFTE: 396,765.50 = 0.0444%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 180.29 ÷ District's Total WFTE: 423,446.13 = 0.0426%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 176.00 ÷ Scholarship UFTE: 324,592.25 = 0.0542%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 176.00 ÷ District's Total Non-Virtual UFTE: 395,547.22 = 0.0445%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 176.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97 = 0.0544%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0445%	$	57,252
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.0444%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0544%	$	20,254
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0542%	$	10,872
8. Academic Acceleration Options Supplement (Value share)	(g)					

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$	-
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0426%	$	178,524
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0426%	$	-
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0444%	$	-

12. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors		
PK - 3	0.0000		1.0287		958.42	=	0
4-8	180.2900		1.0287		915.09	=	169,717
9-12	0.0000		1.0287		917.30	=	0
Total *	180.2900					Total Class Size Reduction Funds	$ 169,717

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

13. Student Transportation	(h)					
Enter All Adjusted Fundable Riders		0	x	552	$	-
Enter All Adjusted ESE Riders			x	1,675	$	-
14. Federally Connected Student Supplement	(i)					

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation		Total
Military and Indian Lands		$0.00	$0.00	$	-
Civilians on Federal Lands		$0.00	$0.00	$	-
Students with Disabilities			$0.00	$	-
Total				$	-

15. Food Service Allocation	(j)		
		Total	$ 1,455,845
16. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)		$ 1,384,002
17. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)		$ -
		Average Revenue per Student:	$ 8,272
		Revenue Increase from Previous Year	2%
		Adjusted Revenue Per Student	$ 8,606.03

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Pinecrest Preparatory Academy Middle School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	0.00	1.108	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.108	0.0000	$ -
102 Basic 4-8	146.00	1.000	146.0000	$ 806,912
112 Basic 4-8 with ESE Services	22.00	1.000	22.0000	$ 121,589
103 Basic 9-12	0.00	0.972	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	30.00	1.165	34.9500	$ 193,161
130 ESOL *(Grade Level 9-12)*	0.00	1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	198.00		202.9500	$ 1,121,662

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE *Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.*	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds $ -
Total Funded Weighted FTE	202.9500	Total Base Funding $ 1,121,662

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$ 1,121,662	X	6.67%	$	74,815
Growth Portion (0.54% of Conference Base Funding)	(a)	$ 1,121,662	X	0.54%	$	6,057
Total Salary Increase Allocation					$	80,872

2. ESE Guaranteed Allocation:

FTE	Grade Level	Matrix Level	Guarantee Per Student	
0.00	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
22.00	4-8	251	$ 1,200	$ 26,400
	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	$ -
22.00			Total ESE Guarantee	$ 26,400

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above, **less any 113 gifted FTE**.

Total FTE with ESE Services

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 198.00 ÷ District's Total UFTE: 396,765.50 = 0.0499%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 202.95 ÷ District's Total WFTE: 423,446.13 = 0.0479%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 198.00 ÷ Scholarship UFTE: 324,592.25 = 0.0610%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 198.00 ÷ District's Total Non-Virtual UFTE: 395,547.22 = 0.0501%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 198.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97 = 0.0612%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0501%	$	64,457
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.0499%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0612%	$	22,786
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0610%	$	12,236
8. Academic Acceleration Options Supplement (Value share)	(g)					

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$	-
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0479%	$	200,735
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0479%	$	-
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0499%	$	-

12. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	0.0000		1.0287		958.42	=	0	
4-8	202.9500		1.0287		915.09	=	191,048	
9-12	0.0000		1.0287		917.30	=	0	
Total *	202.9500					Total Class Size Reduction Funds	$	191,048

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

13. Student Transportation	(h)					
Enter All Adjusted Fundable Riders	0		x	552	$	-
Enter All Adjusted ESE Riders			x	1,675	$	-
14. Federally Connected Student Supplement	(i)					

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation		Total
Military and Indian Lands		$0.00	$0.00	$	-
Civilians on Federal Lands		$0.00	$0.00	$	-
Students with Disabilities			$0.00	$	-
Total				$	-

15. Food Service Allocation	(j)			
			Total	$ 1,639,324
16. Total Less Salary Increase Allocation (for administrative fee calculation)		(k)		$ 1,558,452
17. Funding for the purpose of calculating the administrative fee for ESE charter schools.		(l)		
If you have more than a 75% ESE student population, please place a 1 in the following box:				$ -
			Average Revenue per Student:	$ 8,279
			Revenue Increase from Previous Year	2%
			Adjusted Revenue Per Student	$ 8,786.18

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Pinecrest Preparatory Academy Middle School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	0.00	1.108	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.108	0.0000	$ -
102 Basic 4-8	146.00	1.000	146.0000	$ 806,912
112 Basic 4-8 with ESE Services	22.00	1.000	22.0000	$ 121,589
103 Basic 9-12	0.00	0.972	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	30.00	1.165	34.9500	$ 193,161
130 ESOL *(Grade Level 9-12)*	0.00	1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	198.00		202.9500	$ 1,121,662

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE *Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.*	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds $ -
Total Funded Weighted FTE	202.9500	Total Base Funding $ 1,121,662

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$ 1,121,662	X	6.67%	$	74,815
Growth Portion (0.54% of Conference Base Funding)	(a)	$ 1,121,662	X	0.54%	$	6,057
Total Salary Increase Allocation					$	80,872

2. ESE Guaranteed Allocation:

FTE	Grade Level	Matrix Level	Guarantee Per Student	
0.00	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
22.00	4-8	251	$ 1,200	$ 26,400
	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	$ -
22.00			Total ESE Guarantee	$ 26,400

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 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 and 113 above, **less any 113 gifted FTE**.

Total FTE with ESE Services

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 198.00 ÷ District's Total UFTE: 396,765.50 = 0.0499%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 202.95 ÷ District's Total WFTE: 423,446.13 = 0.0479%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 198.00 ÷ Scholarship UFTE: 324,592.25 = 0.0610%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 198.00 ÷ District's Total Non-Virtual UFTE: 395,547.22 = 0.0501%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 198.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97 = 0.0612%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0501%	$	64,457
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.0499%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0612%	$	22,786
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0610%	$	12,236
8. Academic Acceleration Options Supplement (Value share)	(g)					

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$	-
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0479%	$	200,735
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0479%	$	-
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0499%	$	-

12. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	0.0000		1.0287		958.42	=	0	
4-8	202.9500		1.0287		915.09	=	191,048	
9-12	0.0000		1.0287		917.30	=	0	
Total *	202.9500						Total Class Size Reduction Funds	$ 191,048

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

13. Student Transportation	(h)					
Enter All Adjusted Fundable Riders		0	x	552	$	-
Enter All Adjusted ESE Riders			x	1,675	$	-
14. Federally Connected Student Supplement	(i)					

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation		Total
Military and Indian Lands		$0.00	$0.00	$	-
Civilians on Federal Lands		$0.00	$0.00	$	-
Students with Disabilities			$0.00	$	-
Total				$	-

15. Food Service Allocation	(j)		
		Total	$ 1,639,324
16. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)		$ 1,558,452
17. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)		$ -
		Average Revenue per Student:	$ 8,279
		Revenue Increase from Previous Year	2%
		Adjusted Revenue Per Student	$ 8,961.90

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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%.

Other:

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.

ATTACHMENT H

PROPOSED OPERATING BUDGET

Pinecrest Preparatory Academy Middle School

	2026-27	Year 1 75%	Year 1 Low	2027-28	2028-29	2029-30	2030-31
Grades	6-9			6-9	6-9	6-9	6-9
Students per grade (average)	44	33	22	55	59	66	66
Total # Students	44	33	22	110	176	198	198
Per Student Revenue *	8,295	8,295	8,295	8,445	8,606	8,786	8,962
			2.75%	2.0%	2.0%	2.0%	2.0%
REVENUE							
Maximum Gross Revenue ($)	364,983	273,737	182,492	928,952	1,514,661	1,739,664	1,774,457
Enrollment Contingency ($)	-	-	-	-	-	-	-
Budgeted State Sources of Revenue ($)	364,983	273,737	182,492	928,952	1,514,661	1,739,664	1,774,457
EXPENDITURES							
Facility Budget							
Maximum Facility Expense	87,530	71,030	30,165	294,170	509,207	562,612	572,627
Minimum Building Size Utilized (Sqft)	2,860	2,145	1,430	7,150	11,440	12,870	12,870
Cost per student	$ 1,500.00	$ 1,500.00	$ 800.00	$ 1,530.00	$ 1,560.60	$ 1,591.81	$ 1,623.65
Operating and Fixed Costs	21,530	21,530	12,565	125,870	234,541	247,434	251,145
Mortgage Payments/Rent	66,000	49,500	17,600	168,300	274,666	315,179	321,482
Teacher Staffing Budget							
School wide Average Class Size	20	17	22	20	16	14	14
# of Instructional Staff	2	2	1	6	11	14	14
Salary Benefits per Teacher	10,498	11,811	11,811	10,898	9,926	9,657	9,802
MAXIMUM FOR OTHER EXPENDITURES	208,423	176,613	114,112	595,376	911,509	1,031,680	1,041,502

* See All Charter School Calculator for Assumptions for the calculation of per pupil FTE

Pinecrest Preparatory Academy Middle School			2026-27			2027-28	2028-29	2029-30	2030-31
				75% Enrollment	50 % Enrollment				
ENROLLMENT	**Cost**	**Basis**							
Classrooms			2	2	**1**	5	8	9	9
6 - 8			44	33	22	110	176	198	198
Total Enrollment			44	33	22	110	176	198	198
REVENUES									
State Sources with expected enrollment			$ 364,983.00	$ 273,737.25	$ 182,491.50	$ 928,951.74	$ 1,514,661.14	$ 1,739,663.74	$ 1,774,457.02
Federal Sources - NSLP funds 50% of students	$ 4.60	50%	$ 18,216.00	$ 13,662.00	$ 9,108.00	$ 46,223.10	$ 75,066.31	$ 85,716.35	$ 87,002.09
Local Sources - Lunch program paid students	$ 4.00	10%	$ 3,168.00	$ 2,376.00	$ 1,584.00	$ 8,038.80	$ 13,055.01	$ 14,907.19	$ 15,130.80
Capital Outlay	$ 1,839.66	Per Student	$ 52,614.28	$ 39,460.71	$ 26,307.14	$ 161,890.08	$ 323,780.16	$ 364,252.68	$ 364,252.68
Operating Grants and Contributions			$ 6,600.00	$ 4,950.00	$ 3,300.00	$ 11,000.00	$ 17,600.00	$ 19,800.00	$ 19,800.00
Other Revenues			$ 3,300.00	$ 2,475.00	$ 1,650.00	$ 11,000.00	$ 17,600.00	$ 19,800.00	$ 19,800.00
Other Sources - Referendum	$ -	Per Student	$ -	$ -	$ -	$ -	$ -	$ -	$ -
			$ 448,881.28	*$ 336,660.96*	*$ 224,440.64*	$ 1,167,103.72	$ 1,961,762.62	$ 2,244,139.96	$ 2,280,442.59
EXPENDITURES									
Instruction - 5000									
Salaries (includes classroom teachers, contract or hourly, and teache	See Staffing Plan		$ 102,700.00	$ 102,700.00	$ 51,350.00	$ 260,601.25	$ 474,727.68	$ 587,828.10	$ 596,645.52
Fringe Benefits			$ 23,621.00	$ 23,621.00	$ 11,810.50	$ 59,938.29	$ 109,187.37	$ 135,200.46	$ 137,228.47
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan		$ 26,000.00	$ -	$ -	$ 52,780.00	$ 107,143.40	$ 108,750.55	$ 110,381.81
Fringe Benefits			$ 5,980.00	$ -	$ -	$ 12,139.40	$ 24,642.98	$ 25,012.63	$ 25,387.82
Salaries (includes Media Specialist, Librarian)	See Staffing Plan		$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Contracted Professional Services (includes Therapists & other contra	$ 700.00	ESE Student	$ 3,388.00	$ 2,541.00	$ 1,694.00	$ 8,597.05	$ 13,961.61	$ 15,942.41	$ 16,181.55
Classroom Supplies & Equipment	$ 35.00	Student	$ 1,540.00	$ 1,155.00	$ 770.00	$ 3,907.75	$ 6,346.19	$ 7,246.55	$ 7,355.25
Teacher Supplies	$ 25.00	Student	$ 1,100.00	$ 825.00	$ 550.00	$ 2,791.25	$ 4,532.99	$ 5,176.11	$ 5,253.75
Textbooks and/or ebooks/Student Activities	$ 115.00	Student	$ 5,060.00	$ 3,795.00	$ 2,530.00	$ 12,839.75	$ 10,425.88	$ 11,905.05	$ 6,041.81
Supplemetal instructional materials (CIRP/SIRP and Technology)	$ 50.00	Student	$ 2,200.00	$ 1,650.00	$ 1,100.00	$ 5,582.50	$ 9,065.98	$ 10,352.22	$ 10,507.50
Digital Education Content Materials (Leased)	$ 145.00	Student	$ 6,380.00	$ 4,785.00	$ 3,190.00	$ 16,189.25	$ 26,291.34	$ 30,021.43	$ 30,471.75
Computer - Equipment for Instruction	$ 2,300.00	Classroom	$ -	$ 4,600.00	$ 2,300.00	$ 11,672.50	$ 18,956.14	$ 21,645.54	$ 21,970.23
Curriculum Planning, Research, Development and Evaluation (part o	$ 110.00	Per Student	$ 4,840.00	$ 3,630.00	$ 2,420.00	$ 12,281.50	$ 19,945.16	$ 22,774.88	$ 23,116.50
Student Activities	$ 10.00	Student	$ 440.00	$ 330.00	$ 220.00	$ 1,116.50	$ 1,813.20	$ 2,070.44	$ 2,101.50
Sub-Total Instruction			*$ 183,249.00*	*$ 149,632.00*	*$ 85,434.50*	*$ 460,436.99*	*$ 827,039.90*	*$ 983,926.36*	*$ 992,643.44*
Instructional Support Services - 6000									
Contracted Professional Services (counseling and psychological)	$ 800.00	ESE Student	$ 3,872.00	$ 2,904.00	$ 1,936.00	$ 9,825.20	$ 15,956.12	$ 18,219.90	$ 18,493.20
Workshops/Trainings	$ 500.00	Teacher	$ 1,000.00	$ 1,000.00	$ 500.00	$ 2,500.00	$ 4,500.00	$ 5,500.00	$ 5,500.00
Online Assesment	$ 4.50	Student	$ 198.00	$ 148.50	$ 99.00	$ 502.43	$ 815.94	$ 931.70	$ 945.67
Hardware Maintenance	$ 400.00	Classroom	$ 800.00	$ 800.00	$ 400.00	$ 2,030.00	$ 3,296.72	$ 3,764.44	$ 3,820.91
Sub-Total Instructional Support Services			*$ 5,870.00*	*$ 4,852.50*	*$ 2,935.00*	*$ 14,857.63*	*$ 24,568.78*	*$ 28,416.04*	*$ 28,759.78*
Board - 7100									
Professional Services (Legal)	$ 2,500.00	School	$ -	$ 2,500.00	$ 2,500.00	$ 2,537.50	$ 2,575.56	$ 2,614.20	$ 2,653.41
Insurance (General Liability, D&O, Professional Liability)	$ 1,000.00	Classroom	$ 2,000.00	$ 2,000.00	$ 1,000.00	$ 5,075.00	$ 8,241.80	$ 9,411.11	$ 9,552.27
Network Fee	$ 100.00	Student	$ 4,400.00	$ 3,300.00	$ 2,200.00	$ 11,000.00	$ 17,600.00	$ 19,800.00	$ 19,800.00
Sub-Total Board			*$ 6,400.00*	*$ 7,800.00*	*$ 5,700.00*	*$ 18,612.50*	*$ 28,417.36*	*$ 31,825.30*	*$ 32,005.68*

Pinecrest Preparatory Academy Middle School			2026-27	75% Enrollment	50 % Enrollment	2027-28	2028-29	2029-30	2030-31
School Administration - 7300									
Salaries (includes Principal, Secretary & other Office Personnel)			$ 54,978.53	$ 25,000.00	$ 25,000.00	$ 84,550.31	$ 107,248.07	$ 127,156.16	$ 129,063.51
Fringe Benefits			$ 12,645.06	$ 5,750.00	$ 5,750.00	$ 19,446.57	$ 24,667.06	$ 29,245.92	$ 29,684.61
ESP Fees (Portion of the fee charged by ESP)	$ 225.00	Student	$ 9,900.00	$ 7,425.00	$ 4,950.00	$ 24,750.00	$ 39,600.00	$ 44,550.00	$ 44,550.00
Equipment Rental / Lease	$ 300.00	Per Month	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,654.00	$ 3,708.81	$ 3,764.44	$ 3,820.91
Travel	$ 1,200.00	Administrator	$ 792.00	$ 792.00	$ 792.00	$ 803.88	$ 815.94	$ 828.18	$ 840.60
Advertising and Promotion	$ 25.00	Student	$ 1,100.00	$ 825.00	$ 550.00	$ 2,791.25	$ 4,532.99	$ 5,176.11	$ 5,253.75
License Fees	$ 200.00		$ 200.00	$ 200.00	$ 200.00	$ 203.00	$ 206.05	$ 209.14	$ 212.27
Dues and Subcriptions	$ 4.00	Student	$ 176.00	$ 132.00	$ 88.00	$ 446.60	$ 725.28	$ 828.18	$ 840.60
Postage	$ 50.00	Classroom	$ 100.00	$ 100.00	$ 50.00	$ 253.75	$ 412.09	$ 470.56	$ 477.61
Printing	$ 225.00	Classroom	$ 450.00	$ 450.00	$ 225.00	$ 1,141.88	$ 1,854.41	$ 2,117.50	$ 2,149.26
Office Supplies	$ 25.00	Student	$ 1,100.00	$ 825.00	$ 550.00	$ 2,750.00	$ 4,400.00	$ 4,950.00	$ 4,950.00
Office Equipment	$ 1,500.00		$ -	$ 1,500.00	$ 1,500.00	$ 1,522.50	$ 1,545.34	$ 1,568.52	$ 1,592.05
Computer Equipment	$ 1,000.00	Administrator	$ 660.00	$ 660.00	$ 660.00	$ 669.90	$ 679.95	$ 690.15	$ 700.50
Sub-Total School Administration			*$ 85,701.59*	*$ 47,259.00*	*$ 43,915.00*	*$ 142,983.64*	*$ 190,395.97*	*$ 221,554.84*	*$ 224,135.66*
Facilities Acquisition & Construction - 7400									
Building Lease (see budget summary for calculation)			$ 66,000.00	$ 49,500.00	$ 17,600.00	$ 168,300.00	$ 274,665.60	$ 315,178.78	$ 321,482.35
Purchase of Buildings & Fixed Equipment			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Land			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Facilities Acquisition & Construction			*$ 66,000.00*	*$ 49,500.00*	*$ 17,600.00*	*$ 168,300.00*	*$ 274,665.60*	*$ 315,178.78*	*$ 321,482.35*
Fiscal Services - 7500									
Salaries (Business Manager, Accounting & Bookkeeping Personnel)			$ -	$ -	$ -	$ 22,837.50	$ 23,180.06	$ 23,527.76	$ 23,880.68
Fringe Benefits			$ -	$ -	$ -	$ 5,252.63	$ 5,331.41	$ 5,411.39	$ 5,492.56
Fee to County School Board - up to 250 students			$ 18,249.15	$ 13,686.86	$ 9,124.58	$ 46,447.59	$ 75,733.06	$ 86,983.19	$ 88,722.85
Planning, Research, Development and Evaluation (Part of ESP's Fee)	$ 115.00		$ 5,060.00	$ 3,795.00	$ 2,530.00	$ 12,839.75	$ 20,851.75	$ 23,810.10	$ 24,167.25
Professional Services - Annual Audit	$ 14,000.00		$ 14,000.00	$ 14,000.00	$ 14,000.00	$ 14,210.00	$ 14,423.15	$ 14,639.50	$ 14,859.09
Sub-Total Fiscal Services			*$ 37,309.15*	*$ 31,481.86*	*$ 25,654.58*	*$ 101,587.46*	*$ 139,519.44*	*$ 154,371.93*	*$ 157,122.42*
Food Services - 7600									
Salaries (Food Service Workers)			$ -	$ -	$ -	$ 14,461.72	$ 29,357.29	$ 29,797.65	$ 30,244.62
Fringe Benefits			$ -	$ -	$ -	$ 3,326.20	$ 6,752.18	$ 6,853.46	$ 6,956.26
Food, Materials & Supplies - Vendor provided meals 60% Participatio	$ 3.80	Per Meal per day	$ 18,057.60	$ 13,543.20	$ 9,028.80	$ 45,821.16	$ 74,413.56	$ 84,970.99	$ 86,245.55
Equipment Rental / Lease (provided by food vendor)									
Inspection fees	$ 75.00	Twice per year	$ 150.00	$ 150.00	$ 150.00	$ 152.25	$ 154.53	$ 156.85	$ 159.20
Sub-Total Food Services			*$ 18,207.60*	*$ 13,693.20*	*$ 9,178.80*	*$ 63,761.33*	*$ 110,677.57*	*$ 121,778.95*	*$ 123,605.63*

Pinecrest Preparatory Academy Middle School			2026-27	75% Enrollment	50 % Enrollment	2027-28	2028-29	2029-30	2030-31
Central Services - 7700									
Central services costs			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Facilities Acquisition & Construction			*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Pupil Transportation Services - 7800									
Field Trip Expenses for competitions & Events			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Pupil Transportation Services			*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Operation of Plant - 7900									
Salaries (Custodian, crossing guards, security)	See Staffing		$ -	$ -	$ -	$ 21,112.81	$ 85,718.02	$ 87,003.79	$ 88,308.84
Fringe benefits			$ -	$ -	$ -	$ 4,855.95	$ 19,715.14	$ 20,010.87	$ 20,311.03
Purchased Service (Custodial, fire and alarm, etc)	$ 2,400.00	Per Classroom	$ 4,800.00	$ 4,800.00	$ 2,400.00	$ 12,180.00	$ 19,780.32	$ 22,586.65	$ 22,925.45
Lawn Maintenance	$ 200.00	Per Classroom	$ 400.00	$ 400.00	$ 200.00	$ 1,015.00	$ 1,648.36	$ 1,882.22	$ 1,910.45
Pest Control	$ 40.00	Per Classroom	$ 80.00	$ 80.00	$ 40.00	$ 203.00	$ 329.67	$ 376.44	$ 382.09
Security Services - SRO - Shared with co-located charter	$ 4,166.67	Per Month				$ 50,750.00	$ 51,511.25	$ 52,283.92	$ 53,068.18
Property Insurance	$ 3,500.00	Per Classroom	$ 7,000.00	$ 7,000.00	$ 3,500.00	$ 17,762.50	$ 28,846.30	$ 32,938.87	$ 33,432.95
Telephone Services	$ 300.00	Per Month	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,654.00	$ 3,708.81	$ 3,764.44	$ 3,820.91
Water & Sewer	$ 425.00	Per Classroom	$ 850.00	$ 850.00	$ 425.00	$ 2,156.88	$ 3,502.77	$ 3,999.72	$ 4,059.72
Electricity	$ 2,400.00	Per Classroom	$ 4,800.00	$ 4,800.00	$ 2,400.00	$ 12,180.00	$ 19,780.32	$ 22,586.65	$ 22,925.45
Sub-Total Operation of Plant			*$ 21,530.00*	*$ 21,530.00*	*$ 12,565.00*	*$ 125,870.13*	*$ 234,540.96*	*$ 247,433.58*	*$ 251,145.08*
Maintenance of Plant - 8100									
Repairs & Maintenance	$ 3.00	Sq. Ft.	$ 8,580.00	$ 6,435.00	$ 4,290.00	$ 21,450.00	$ 34,320.00	$ 38,610.00	$ 38,610.00
Supplies									
Sub-Total Maintenance of Plant			*$ 8,580.00*	*$ 6,435.00*	*$ 4,290.00*	*$ 21,450.00*	*$ 34,320.00*	*$ 38,610.00*	*$ 38,610.00*
Administrative Technology Services - 8200									
Systems Operation	$ 750.00	Per Classroom	$ 1,500.00	$ 1,500.00	$ 750.00	$ 3,806.25	$ 6,181.35	$ 7,058.33	$ 7,164.20
Systems Planning & Analysis									
Sub-Total Administrative Technology Services			*$ 1,500.00*	*$ 1,500.00*	*$ 750.00*	*$ 3,806.25*	*$ 6,181.35*	*$ 7,058.33*	*$ 7,164.20*
Debt Service - 9200									
Redemption of Principal						$ -			
Recoverable Grant Expense									
Interest *(Interest Only at 6%)*									
Sub-Total Debt Service			*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Contingency									
Operating expense contigency - 3% of FEFP - Considered restricted fu	3%		$ -	$ -	$ -	$ 35,013.11	$ 58,852.88	$ 67,324.20	$ 68,413.28
Sub-Total Contingency			*$ -*	*$ -*	*$ -*	*$ 35,013.11*	*$ 58,852.88*	*$ 67,324.20*	*$ 68,413.28*
Total Expenditures			*$ 434,347.34*	*$ 333,683.56*	*$ 208,022.88*	*$ 1,156,679.03*	*$ 1,929,179.81*	*$ 2,217,478.31*	*$ 2,245,087.55*
Excess of Revenues over Expenditures			$ 14,533.94	$ 2,977.39	$ 16,417.76	$ 10,424.69	$ 32,582.81	$ 26,661.65	$ 35,355.04

Pinecrest Preparatory Academy Middle School

REVENUES			
State Sources with expected enrollment			FEFP Revenue utilizing the revenue worksheet provided by the FLDOE
Federal Sources - NSLP funds 50% of students	$ 2.98	50%	The reimbursement provided by the National School Lunch Program (NSLP)
Local Sources - Lunch program paid students	$ 3.00	30%	The amount per meal for paid lunches
Capital Outlay	$ 1,839.66	Per Student	An estimate of the Capital Outlay amount based on the $230 million allocated for the 2024-25 school year. The amount is increased to include the LCIR allocation with the state ramp up
Other Sources - Services			Revenue from before care/after care, fund raising activities, field trips, and other internal revenue
`			
EXPENDITURES			
Instruction			
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan		Salaries in the staffing plan are for Full Time Equivalent (FTE) instruction positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Contracted Professional Services (includes Therapists & other contracted instructio	$ 700.00	ESE Student	Contracted instructional services as outlined in the application
Classroom Supplies & Equipment	$ 35.00	Student	Student Agendas, Study Island USA Test Prep, Classroom Supplies and other items used within the classroom
Teacher Supplies	$ 25.00	Student	Supplies for the teacher to outfit the classroom
Textbooks and/or ebooks/Student Activities	$ 115.00	Student	Textbooks and other instructional materials as described in the curriculum section of the application (Carnegie Course 1&2 Skills Practice, Algebra 1 Gold Series)
Supplemetal instructional materials (CIRP/SIRP and Technology)	$ 50.00	Student	Other supplemental curriculum as detailed in the application
Digital Education Content Materials (Leased)	$ 145.00	Student	Digital content material as described in the curriculum section (iReady, GoMath, etc.). The materials would be funded over time. Expenditure listed is for the annual costs.
Computer - Equipment for Instruction (leased)	$ 2,300.00	Classroom	Computer equipment to be utilized in the classroom. The expenditure outlined is the annual cost to lease the equipment on a three lease. If the school receives a CSP grant the equipment would be purchased
Sub-Total Instruction			
Pupil Personnel Services			
Salaries (includes counselor, school nurse, health assistant, Curriculum specialist)	See Staffing Plan		Salaries in the staffing plan are for Full Time Equivalent (FTE) positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Contracted Professional Services (counseling and psychological)	$ 800.00	ESE Student	Contracted instructional support services as outlined in the application (eg. ESE Specialist,school counselor)
Sub-Total Pupil Personnel Services			
Media Services			
Salaries (includes Librarian)			Salaries in the staffing plan are for Full Time Equivalent (FTE) media service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Sub-Total Media Services			
Curriculum Development			
Salaries (includes Curriculum Specialist)			Salaries in the staffing plan are for Full Time Equivalent (FTE) curriculum positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Student Activities	$ 10.00	Student	
Sub-Total Curriculum Development			
Staff Development			
Workshops/Trainings	$ 500.00	Teacher	The costs associated with providing staff development as described in the application
Sub-Total Staff Development			
Instruction Related Technology			
Salaries (includes Technology Personnel)			
Fringe Benefits			
Online Assesment	$ 4.50	School	Online assesment In order for the charter school to be in compliance with the District's ELL Plan
Hardware Maintenance	$ 400.00	Classroom	The costs associated with maintaining the computer hardware. This amount is paid to outside contractors.
Sub-Total Instruction Related Technology			
Board			
Professional Services (Legal)	$ 2,500.00	School	Outside legal expenses
Insurance (General Liability, D&O, Professional Liability)	$ 1,000.00	Classroom	The costs of the Professional Educators Liability policy
Network Fee	$ 100.00	Student	Fee paid to corporation to support programs of the Non-profit.
Sub-Total Board			
General Administration			
ESP Fees (Portion of the fee charged by ESP)	$ 225.00	Student	The management fee allocated for General administrative services. The fee is reduced for the first year.
Administrative Fee			
Sub-Total General Administration			
School Administration			
Salaries (includes Principal, Secretary & other Office Personnel)			
Fringe Benefits			
Equipment Rental / Lease	$ 300.00	Per Month	Office equipment leases
Travel	$ 1,200.00	Administrator	Travel expense for the administrative staff to attend meetings and workshops.
Advertising and Promotion	$ 25.00	Student	Expenditures related to the marketing of the school. This amount includes items such as direct mail, banners, etc.
License Fees	$ 200.00		Annual Government license fees
Dues and Subcriptions	$ 4.00	Student	Costs for subscription services.
Postage	$ 50.00	Classroom	Postage and overnight mail costs
Printing	$ 225.00	Classroom	Printing material and supplies
Office Supplies	$ 25.00	Student	General office supplies
Office Equipment	$ 1,500.00		Annual costs of the office equipment
Computer Equipment	$ 1,000.00	Administrator	Annual costs of the administrative computer equipment
Sub-Total School Administration			
Facilities Acquisition & Construction			

Pinecrest Preparatory Academy Middle School

Building Lease / Rent (see budget summary for calculation)			Facility lease costs for the additional leased space for the school
Sub-Total Facilities Acquisition & Construction			
Fiscal Services			
Salaries (Business Manager, Accounting & Bookkeeping Personnel)			Salaries in the staffing plan are for Full Time Equivalent (FTE) fiscal service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Fee to County School Board - up to 250 students			The fee paid to the school district as stipulated in statute
Planning, Research, Development and Evaluation (Part of ESP's Fee)	$ 115.00		The portion of the fee paid to the ESP for providing back office accounting and other fiscal services.
Professional Services - Annual Audit	$ 14,000.00		The costs of the annual audit paid to the outside auditor
Sub-Total Fiscal Services			
Food Services			
Salaries (Food Service Workers)			Salaries in the staffing plan are for Full Time Equivalent (FTE) food service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Food, Materials & Supplies - Vendor provided meals 80% Participation	$ 3.80	Per Meal per day	The contract cost per meal paid to an approved NSLP provider
Equipment Rental / Lease (provided by food vendor)	$ -		No cost. The equipment is provided by the NSLP provider
Inspection fees	$ 75.00	Twice per year	Health inspection fees
Sub-Total Food Services	*0*		
Pupil Transportation Services			
Salaries (Drivers & Transportation workers)			N/A
Fringe Benefits			
Contracted Transportation Services - $290 per bus per day 0% utilization	$ 290.00	40%	The cost for providing busing. The percentage of students that will be utilizing busing. The cost is per bus per day based on a 65 student capacity bus
Sub-Total Pupil Transportation Services			
Operation of Plant			
Salaries (Custodian, crossing guards, security)	See Staffing		Salaries in the staffing plan are for Full Time Equivalent (FTE) Operation of Plant positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe benefits			As calculated in the staffing plan
Purchased Service (Custodial, fire and alarm, etc)	$ 2,400.00	Per Classroom	The costs for contracted custodial services and other contracted service for the operation of the facility
Lawn Maintenance	$ 200.00	Per Classroom	Contracted lawn service
Pest Control	$ 40.00	Per Classroom	Contracted pest service
Security Services	$ 4,166.67	Per Month	Contracted SRO and other security services - For the first year the amount is paid by the co-located school
Property Insurance	$ 3,500.00	Per Classroom	The expenditure for property insurance including windstorm
Telephone Services	$ 300.00	Per Month	Monthly phone service expenses
Water & Sewer	$ 425.00	Per Classroom	City Water & Sewer costs
Electricity	$ 2,400.00	Per Classroom	The costs electrical service
Sub-Total Operation of Plant			
Maintenance of Plant			
Repairs & Maintenance	$ 3.00	Sq. Ft.	Repairs & Maintained of the facility
Supplies	$ -		
Sub-Total Maintenance of Plant			
Administrative Technology Services			
Systems Operation	$ 750.00	Per Classroom	Contracted costs to maintain the IT infrastructure
Systems Planning & Analysis	$ -		
Sub-Total Administrative Technology Services			
Redemption of Principal	0		Repayment of start up loan
Interest *(Interest Only at 6%)*	0		Interest on start up loan
Sub-Total Debt Service	*0*		
Contingency			
Operating expense contigency - 3% of FEFP - Considered restricted funds	3%		

Pinecrest Preparatory Academy Middle School

District: Dade

ESE Percent	11.00%					
ESOL Percent	15.00%					
Free & Reduced Lunch Percent	50.00%					
Occupancy		100%	100%	100%	100%	100%
Homeroom Classrooms		44	110	176	198	198

	2026-27	2027-28	2028-29	2029-30	2030-31
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade	**2**	**3**	**3**	**3**	**3**
7th Grade		**2**	**3**	**3**	**3**
8th Grade			**2**	**3**	**3**
9th Grade					
10th Grade					
11th Grade					
12th Grade					
	2	**5**	**8**	**9**	**9**

Student Teacher Ratio

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

0	**44**	**110**	**176**	**198**	**198**

Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	44	66	66	66	66
7th Grade	0	44	66	66	66
8th Grade	0	0	44	66	66
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
	44	**110**	**176**	**198**	**198**

ESE Guaranteed Allocation:	**Grade Level**	**Matrix Level**	**FTE**
Additional Funding from the	K-3	251	**0**
ESE Guaranteed Allocation.	**K-3**	252	
Enter the FTE from 111,112,	**K-3**	**253**	
& 113 by grade and matrix	**4-8**	**251**	**5**
level. Students who do not	4-8	252	
have a matrix level should be	4-8	253	
considered 251. *The total*	***9-12***	***251***	**0**
should equal all FTE from	*9-12*	*252*	
programs 111, 112 & 113 above.	*9-12*	*253*	
		Total ESE	5.00

Staffing Plan

Pinecrest Preparatory Academy Middle School

Fringe Benefit Rate	**23.00%**	
FICA	6.20%	
Medicare	1.45%	
FUTA	$ 189.00	
SUTA	$ 189.00	
Workers Comp & Payroll Costs	1.38%	
401K Contribution	4.00%	
Health Insurance per Employee	$ 5,520.00	$460 Per month per Employee

		2026-27			2027-28	2028-29	2029-30	2030-31
		High	75%	Low				
Instruction Staff								
Teachers (ESE or ESOL certified teacher)	50,000	2	2	1	5	8	9	9
Substitute Teachers	1,100	2	2	1	5	8	9	9
Other Teachers (ESE, ESOL, see Budget Narrative)	50,000					1	2	2
Paraprofessionals								
Supplements	250	2	2	1	5	8	9	9
	101,350	2	2	1	5	9	11	11
Pupil Personnel Services								
ESE Teacher/Specialist	52,000	0.25			0.50	1.00	1.00	1.00
Guidance Counselor (ESE Certified)	52,000	0.25			0.50	1.00	1.00	1.00
	104,000	0.50	-	-	1.00	2.00	2.00	2.00
Media Services								
Media Specialist	52,000							
	52,000	-	-	-	-	-	-	-
School Administration								
Principal	125,000	0.33	0.20	0.20	0.50	0.50	0.50	0.50
Assistant Principal	85,000							
Administrative Assistant	41,602	0.33			0.50	1.00	1.00	1.00
Registrar	35,000						0.50	0.50
Other Clerical	22,000							
	308,602	0.66	0.20	0.20	1.00	1.50	2.00	2.00
Fiscal Services								
Business Manager	45,000				0.50	0.50	0.50	0.50
	45,000	-	-	-	0.50	0.50	0.50	0.50
Food Services								
Food Service Workers	14,248				1	2	2	2
	14,248	-	-	-	1	2	2	2
	-	-		-	-	-	-	-
Operation of Plant								
Custodian	20,801	-			1.00	2.00	2.00	2.00
Security - (in addition to SRO)	20,801	-				2.00	2.00	2.00
	41,602	-	-	-	1	4	4	4
TOTAL EMPLOYEES		3	2	1	10	19	22	22
Average performance pay increase	1.5%							
Instruction Staff								
Homeroom Teachers		100,000	100,000	50,000	253,750	412,090	470,555	477,614
Substitute Teachers		2,200	2,200	1,100	5,583	9,066	10,352	10,507
Other Teachers (ESE, ESOL, Reading/Math Coaches)		-	-	-	-	51,511	104,568	106,136
Supplements		500	500	250	1,269	2,060	2,353	2,388
		102,700	102,700	51,350	260,601	474,728	587,828	596,646
Benefits:		23,621	23,621	11,811	59,938	109,187	135,200	137,228
Pupil Personnel Services								
ESE Teacher/Specialist		13,000	-	-	26,390	53,572	54,375	55,191
Guidance Counselor (ESE Certified)		13,000	-	-	26,390	53,572	54,375	55,191
		26,000	-	-	52,780	107,143	108,751	110,382
Benefits:		5,980	-	-	12,139	24,643	25,013	25,388
Media Services								
Media Specialist		-	-	-	-	-	-	-
		-	-	-	-	-	-	-
Benefits:		-	-	-	-	-	-	-
School Administration								
Principal		41,250	25,000	25,000	63,438	64,389	65,355	66,335
Assistant Principal		-	-	-	-	-	-	-
Administrative Assistant		13,729	-	-	21,113	42,859	43,502	44,154
Registrar		-	-	-	-	-	18,299	18,574
		54,979	25,000	25,000	84,550	107,248	127,156	129,064
Benefits:		12,645	5,750	5,750	19,447	24,667	29,246	29,685
Fiscal Services								
Business Manager		-	-	-	22,838	23,180	23,528	23,881
		-	-	-	22,838	23,180	23,528	23,881
Benefits:		-	-	-	5,253	5,331	5,411	5,493
Food Services								
Food Service Workers		-	-	-	14,462	29,357	29,798	30,245
		-	-	-	14,462	29,357	29,798	30,245
Benefits:		-	-	-	3,326	6,752	6,853	6,956
Operation of Plant								
Custodian		-	-	-	21,113	42,859	43,502	44,154
Security		-	-	-	-	42,859	43,502	44,154
		-	-	-	21,113	85,718	87,004	88,309
Benefits:		-	-	-	4,856	19,715	20,011	20,311
Total Payroll & Benefits		225,925	157,071	93,911	561,303	1,017,671	1,185,799	1,203,586

Pinecrest Preparatory Academy Middle School

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YEAR 1
REVENUES													
State Sources with expected enrollment	30,415	30,415	30,415	30,415	30,415	30,415	30,415	30,415	30,415	30,415	30,415	30,415	$ 364,983.00
Federal Sources - NSLP funds 50% of students			1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	$ 18,216.00
Local Sources - Lunch program paid students			317	317	317	317	317	317	317	317	317	317	$ 3,168.00
Capital Outlay	4,385	4,385	4,385	4,385	4,385	4,385	4,385	4,385	4,385	4,385	4,385	4,385	$ 52,614.28
Operating Grants and Contributions				733	733	733	733	733	733	733	733	733	$ 6,600.00
Other Revenues				367	367	367	367	367	367	367	367	367	$ 3,300.00
Other Sources - Referendum				-	-	-	-	-	-	-	-	-	$ -
0	**34,800**	**34,800**	**36,938**	**38,038**	**38,038**	**38,038**	**38,038**	**38,038**	**38,038**	**38,038**	**38,038**	**38,038**	$ 448,881.28
EXPENDITURES													
Instruction - 5000													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		4,668	9,803	9,803	9,803	9,803	9,803	9,803	9,803	9,803	9,803	9,803	$ 102,700.00
Fringe Benefits		1,074	2,255	2,255	2,255	2,255	2,255	2,255	2,255	2,255	2,255	2,255	$ 23,621.00
Salaries (includes counselor, school nurse, health assistant)		1,182	2,482	2,482	2,482	2,482	2,482	2,482	2,482	2,482	2,482	2,482	$ 26,000.00
Fringe Benefits		272	571	571	571	571	571	571	571	571	571	571	$ 5,980.00
Salaries (includes Media Specialist, Librarian)		-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	$ -
Contracted Professional Services (includes Therapists & other contracted instructional services)			339	339	339	339	339	339	339	339	339	339	$ 3,388.00
Classroom Supplies & Equipment		508	508	524									$ 1,540.00
Teacher Supplies		363	363	374									$ 1,100.00
Textbooks and/or ebooks/Student Activities		1,670	1,670	1,720									$ 5,060.00
Supplemetal instructional materials (CIRP/SIRP and Technology)		726	726	748									$ 2,200.00
Digital Education Content Materials (Leased)	532	532	532	532	532	532	532	532	532	532	532	532	$ 6,380.00
Computer - Equipment for Instruction		-	-	-									$ -
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)			484	484	484	484	484	484	484	484	484	484	$ 4,840.00
Student Activities		145	145	150									$ 440.00
Sub-Total Instruction	*532*	*11,139*	*19,877*	*19,981*	*16,465*	*16,465*	*16,465*	*16,465*	*16,465*	*16,465*	*16,465*	*16,465*	*$ 183,249.00*
Instructional Support Services - 6000													
Contracted Professional Services (counseling and psychological)			387	387	387	387	387	387	387	387	387	387	$ 3,872.00
Workshops/Trainings		1,000											$ 1,000.00
Online Assesment			20	20	20	20	20	20	20	20	20	20	$ 198.00
Hardware Maintenance			80	80	80	80	80	80	80	80	80	80	$ 800.00
Sub-Total Instructional Support Services	*-*	*1,000*	*487*	*487*	*487*	*487*	*487*	*487*	*487*	*487*	*487*	*487*	*$ 5,870.00*
Board - 7100													
Professional Services (Legal)						-	-	-	-				$ -
Insurance (General Liability, D&O, Professional Liability)	500			500			500			500			$ 2,000.00
Network Fee												4,400	$ 4,400.00
Sub-Total Board	*500*	*-*	*-*	*500*	*-*	*-*	*500*	*-*	*-*	*500*	*-*	*4,400*	*$ 6,400.00*
School Administration - 7300													
Salaries (includes Principal, Secretary & other Office Personnel)	4,582	4,582	4,582	4,582	4,582	4,582	4,582	4,582	4,582	4,582	4,582	4,582	$ 54,978.53
Fringe Benefits	1,054	1,054	1,054	1,054	1,054	1,054	1,054	1,054	1,054	1,054	1,054	1,054	$ 12,645.06
ESP Fees (Portion of the fee charged by ESP)		-	990	990	990	990	990	990	990	990	990	990	$ 9,900.00
Equipment Rental / Lease	300	300	300	300	300	300	300	300	300	300	300	300	$ 3,600.00
Travel	264	264							264				$ 792.00
Advertising and Promotion	1,100												$ 1,100.00
License Fees	200												$ 200.00
Dues and Subcriptions			18	18	18	18	18	18	18	18	18	18	$ 176.00
Postage	50	5	5	5	5	5	5	5	5	5	5	5	$ 100.00
Printing	113	31	31	31	31	31	31	31	31	31	31	31	$ 450.00
Office Supplies	1,100												$ 1,100.00
Office Equipment	-												$ -
Computer Equipment	660												$ 660.00
Sub-Total School Administration	*9,422*	*6,235*	*6,978*	*6,978*	*6,978*	*6,978*	*6,978*	*6,978*	*7,242*	*6,978*	*6,978*	*6,978*	*$ 85,701.59*

Pinecrest Preparatory Academy Middle School

													YEAR 1
Facilities Acquisition & Construction - 7400													
Building Lease (see budget summary for calculation)		-	-	-	-	-	-	-	-	-	-	-	$ -
Building Lease (see budget summary for calculation)			6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	$ 66,000.00
Purchase of Buildings & Fixed Equipment	-												$ -
Land	-												$ -
Sub-Total Facilities Acquisition & Construction	*-*	*-*	*6,600*	*6,600*	*6,600*	*6,600*	*6,600*	*6,600*	*6,600*	*6,600*	*6,600*	*6,600*	*$ 66,000.00*
Fiscal Services - 7500													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Fee to County School Board - up to 250 students	1,521	1,521	1,521	1,521	1,521	1,521	1,521	1,521	1,521	1,521	1,521	1,521	$ 18,249.15
Planning, Research, Development and Evaluation (Part of ESP's Fee)	422	422	422	422	422	422	422	422	422	422	422	422	$ 5,060.00
Professional Services - Annual Audit	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	$ 14,000.00
Sub-Total Fiscal Services	*3,109*	*3,109*	*3,109*	*3,109*	*3,109*	*3,109*	*3,109*	*3,109*	*3,109*	*3,109*	*3,109*	*3,109*	*$ 37,309.15*
Food Services - 7600													
Salaries (Food Service Workers)			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Food			-	-	-	-	-	-	-	-	-	-	$ -
Food, Materials & Supplies - Vendor provided meals 60% Participation			1,806	1,806	1,806	1,806	1,806	1,806	1,806	1,806	1,806	1,806	$ 18,057.60
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	$ -
Inspection fees			15	15	15	15	15	15	15	15	15	15	$ 150.00
Sub-Total Food Services	*-*	*-*	*1,821*	*1,821*	*1,821*	*1,821*	*1,821*	*1,821*	*1,821*	*1,821*	*1,821*	*1,821*	*$ 18,207.60*
Pupil Transportation Services - 7800													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Contracted Transportation Services - $290 per bus per day 0% utilization			-	-	-	-	-	-	-	-	-	-	$ -
Field Trip Expenses for competitions & Events			-	-	-	-	-	-	-	-	-	-	$ -
Buses			-	-	-	-	-	-	-	-	-	-	$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	$ -
Fuel			-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Pupil Transportation Services	*-*	*-*	*-*	*-*	*-*	*-*	*-*	*-*	*-*	*-*	*-*	*-*	*$ -*
Operation of Plant - 7900													
Salaries (Custodian, crossing guards, security)	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe benefits	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Purchased Service (Custodial, fire and alarm, etc)	400	400	400	400	400	400	400	400	400	400	400	400	$ 4,800.00
Lawn Maintenance	33	33	33	33	33	33	33	33	33	33	33	33	$ 400.00
Pest Control	7	7	7	7	7	7	7	7	7	7	7	7	$ 80.00
Security Services - SRO - Shared with co-located charter	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Property Insurance	583	583	583	583	583	583	583	583	583	583	583	583	$ 7,000.00
Telephone Services	300	300	300	300	300	300	300	300	300	300	300	300	$ 3,600.00
Water & Sewer	71	71	71	71	71	71	71	71	71	71	71	71	$ 850.00
Electricity	400	400	400	400	400	400	400	400	400	400	400	400	$ 4,800.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Operation of Plant	*1,794*	*1,794*	*1,794*	*1,794*	*1,794*	*1,794*	*1,794*	*1,794*	*1,794*	*1,794*	*1,794*	*1,794*	*$ 21,530.00*
Maintenance of Plant - 8100													
Repairs & Maintenance		780	780	780	780	780	780	780	780	780	780	780	$ 8,580.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Maintenance of Plant	*-*	*780*	*780*	*780*	*780*	*780*	*780*	*780*	*780*	*780*	*780*	*780*	*$ 8,580.00*
Administrative Technology Services - 8200													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Systems Operation	125	125	125	125	125	125	125	125	125	125	125	125	$ 1,500.00
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Administrative Technology Services	*125*	*125*	*125*	*125*	*125*	*125*	*125*	*125*	*125*	*125*	*125*	*125*	*$ 1,500.00*
After Care Programs													

Pinecrest Preparatory Academy Middle School

													YEAR 1
After Care Salary			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total After Care Programs			-	-	-	-	-	-	-	-	-	-	*$ -*
Debt Service - 9200													
Redemption of Principal												-	$ -
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Debt Service		-	-	-	-	-	-	-	-	-	-	-	*$ -*
Contingency													
Operating expense contigency - 3% of FEFP - Considered restricted funds												-	$ -
Sub-Total Contingency		-	-	-	-	-	-	-	-	-	-	-	*$ -*
Total Expenditures	*$ 15,481.73*	*$ 24,182.16*	*$ 41,571.37*	*$ 42,174.77*	*$ 38,159.17*	*$ 38,159.17*	*$ 38,659.17*	*$ 38,159.17*	*$ 38,423.17*	*$ 38,659.17*	*$ 38,159.17*	*$ 42,559.17*	*$ 434,347.34*
Excess of Revenues over Expenditures	$ 19,318.04	$ 10,617.62	$ (4,633.19)	$ (4,136.59)	$ (120.99)	$ (120.99)	$ (620.99)	$ (120.99)	$ (384.99)	$ (620.99)	$ (120.99)	$ (4,520.99)	$ 14,533.94
Fund Balance	$ 19,318.04	$ 29,935.66	$ 25,302.47	$ 21,165.88	$ 21,044.88	$ 20,923.89	$ 20,302.90	$ 20,181.91	$ 19,796.91	$ 19,175.92	$ 19,054.93	$ 14,533.94	

ATTACHMENT I

PROPOSED STARTUP BUDGET

Pinecrest Preparatory Academy Middle School

Start-up Budget

	February	March	April	May	June	Total
Line of Credit / Grant **	40,000					
EXPENSES:						
Administration Staff	2,500	3,500	3,500	3,500	3,500	16,500
Marketing & Enrollment		2,500		2,000	15,500	20,000
Computers/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	20,100	40,000
Fund Balance	35,500	29,300	25,700	20,100	-	

** The School will apply for a $40,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school can either use resources from its network or has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

ATTACHMENT J

EVIDENCE OF EXTERNAL FUNDING

buildinghope

QUALITY/RESULTS/GROWTH FOR PUBLIC CHARTER SCHOOLS

December 15, 2025

RE: Pinecrest Preparatory Academy Middle School

To whom it may concern:

Building Hope is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects. Our services may also include grants to pay for professional fees associated with a project (i.e., architect, engineering), or other project-specific needs and sponsoring school fundraising events to support the academic program.

Building Hope is committed to support **Pinecrest 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,

Richard Moreno
Vice-President

ATTACHMENT K

APPLICANT HISTORY WORKSHEET

Pinecrest Academy, Inc.			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen / or request from authorizing district.
				Year 2025 (Most Recent Year)				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Preparatory Academy	13-0600	Active	493/60%	A	$ 7,338,490	96.62%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	Active	492/58%	A	$ 3,038,970	44.89%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	Active	534/57%	A	$ 5,742,343	84.38%	No
Dade	Pinecrest Academy South Campus	13-0342	Active	738/60%	A	$ 7,841,630	74.67%	No
Dade	Pinecrest Academy (North Campus)	13-5048	Active	463/65%	A	$ 7,363,990	111.22%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	Active	711/21%	A	$ 2,360,260	23.44%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	Active	202/16%	A	$ (23,566)	-0.92%	No
Dade	Pinecrest Cove Academy	13-5049	Active	937/56%	A	$ 9,001,381	71.20%	No
Dade	Pinecrest Glades Academy	13-2031	Active	891/49%	A	$ 13,425,713	108.18%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	Active	1159/49%	A	$ 10,431,469	72.50%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	Active	288/39%	A	$ 749,171	23.22%	No
Orange	Pinecrest Creek Academy	48-0203	Active	119/54%	B	$ 190,090	11.25%	No
Orange	Pinecrest Academy Avalon	48-0238	Active	500/33%	A	$ 695,348	11.79%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	Active	14/15%	A	$ 110,378	57.58%	No
Lake	Pinecrest Lakes Academy	35-9041	Active	1093/30%	A	$ 3,191,130	26.57%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	Active	253/23%	A	$ 130,752	4.65%	No
Lake	Pinecrest Academy Four Corners	35-9027	Active	588/55%	A	$ 1,227,259	18.90%	No
Lake	Pinecrest Academy Tavares	35-9039	Active	973/44%	A	$ 3,991,203	36.42%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	Active	1301/30%	A	$ 1,952,204	13.21%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	Active	80/37%	A	$ 201,227	22.14%	No
Brevard	Pinecrest Academy Space Coast	05-6558	Active	620/27%	A	$ 2,422,239	26.82%	No

Pinecrest Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch
					Year 2024			
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%
Dade	Pinecrest Preparatory Academy	13-0600	518/65%	A	$ 6,411,640	72.21%	No	548 /62%
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	779/51%	A	$ 2,601,402	32.89%	No	514/60.4%
Dade	Pinecrest Preparatory Academy High School	13-7053	539/57%	A	$ 5,237,832	60.50%	No	523/61.5%
Dade	Pinecrest Academy South Campus	13-0342	728/67%	A	$ 6,034,204	50.33%	No	751/56.8%
Dade	Pinecrest Academy (North Campus)	13-5048	425/69%	A	$ 6,458,959	86.65%	No	413/59.8%
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	756/66%	A	$ 2,280,416	19.07%	No	773/67.5%
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	A	$ 171,431	10.98%	No	NA
Dade	Pinecrest Cove Academy	13-5049	934/58%	A	$ 8,226,866	50.41%	No	951/57.6%
Dade	Pinecrest Glades Academy	13-2031	957/53%	A	$ 11,438,676	68.53%	No	941/54.3%
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	1135/54%	A	$ 7,213,248	43.82%	No	1096/53.6%
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	292/73%	A	$ 829,247	24.84%	No	286/82%
Orange	Pinecrest Creek Academy	48-0203	131/100%	A	$ 144,378	8.31%	No	117/90.5%
Orange	Pinecrest Academy Avalon	48-0238	512/34%	A	$ 574,315	9.85%	No	471/39.5%
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	107/0%	A	$ 102,375	75.74%	No	9/NA
Lake	Pinecrest Lakes Academy	35-9041	1055/29%	A	$ 3,108,772	24.88%	No	1025/31.7%
Lake	Pinecrest Lakes Middle/High Academy	35-9061	268/27%	A	$ 42,088	1.56%	No	243/28.9%
Lake	Pinecrest Academy Four Corners	35-9027	513/61%	A	$ 887,910	14.75%	No	510/63.5%
Lake	Pinecrest Academy Tavares	35-9039	918/45%	A	$ 2,834,342	26.95%	No	809/38.8%
Pasco	Pinecrest Academy Wesley Chapel	51-4332	1259/36%	A	$ 1,137,232	8.67%	No	1112/33.1%
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	C	$ 59,341	9.98%	No	NA
Brevard	Pinecrest Academy Space Coast	05-6558	663/24%	A	$ 1,082,793	11.50%	No	673/21.1%

Pinecrest Academy, Inc.			Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year 2023			
District	School Name	MSID	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Preparatory Academy	13-0600	A	$ 4,633,431	66.22%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	A	$ 3,267,232	52.61%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	A	$ 2,945,106	49.65%	No
Dade	Pinecrest Academy South Campus	13-0342	A	$ 3,045,047	31.45%	No
Dade	Pinecrest Academy (North Campus)	13-5048	A	$ 4,295,948	78.84%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	A	$ 447,965	5.24%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	A	$ 3,595,039	30.67%	No
Dade	Pinecrest Glades Academy	13-2031	A	$ 5,579,658	48.67%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	A	$ 1,653,399	14.07%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	A	$ 510,201	16.54%	No
Orange	Pinecrest Creek Academy	48-0203	A	$ 18,425	1.13%	No
Orange	Pinecrest Academy Avalon	48-0238	A	$ 445,996	8.64%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	A	$ 68,642	48.83%	No
Lake	Pinecrest Lakes Academy	35-9041	A	$ 99,396	0.94%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	A	$ (45,735)	-2.13%	No
Lake	Pinecrest Academy Four Corners	35-9027	B	$ 690,114	13.03%	No
Lake	Pinecrest Academy Tavares	35-9039	A	$ 1,113,981	13.38%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	B	$ 99,363	0.91%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA
Brevard	Pinecrest Academy Space Coast	05-6558	A	$ 392,941	5.50%	No

Pinecrest Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -2022				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Preparatory Academy	13-0600	564/63.2%	A	$ 4,254,531	74.48%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	499/69.7%	A	$ 3,023,566	64.52%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	509/64.6%	A	$ 2,658,098	57.30%	No
Dade	Pinecrest Academy South Campus	13-0342	750/66%	A	$ 2,943,155	38.57%	No
Dade	Pinecrest Academy (North Campus)	13-5048	395/63%	A	$ 3,912,730	88.63%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	757/75.8%	A	$ (48,272)	-0.68%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	944/62%	A	$ 2,218,424	24.02%	No
Dade	Pinecrest Glades Academy	13-2031	850/56.5%	A	$ 3,847,347	45.97%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	887/60.7%	A	$ 969,920	12.35%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	270/75.6%	A	$ 226,408	8.18%	No
Orange	Pinecrest Creek Academy	48-0203	106/87.6%	A	$ 173,775	12.73%	No
Orange	Pinecrest Academy Avalon	48-0238	416/38.5%	A	$ 95,814	2.06%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	12/50%	A	$ 40,599	34.30%	No
Lake	Pinecrest Lakes Academy	35-9041	775/31.1%	A	$ 537,939	7.22%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	170/27.1%	A	$ (46,219)	-2.89%	No
Lake	Pinecrest Academy Four Corners	35-9027	418/56.2%	B	$ 127,595	2.70%	No
Lake	Pinecrest Academy Tavares	35-9039	649/34.8%	A	$ 299,233	4.93%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	818/36.5%	A	$ 87,996	1.19%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA	NA
Brevard	Pinecrest Academy Space Coast	05-6558	621/17.4%	A	$ 362,712	6.27%	No

Pinecrest Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -2021				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Preparatory Academy	13-0600	559/60.1%	NA	$ 4,533,369	81.07%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	497/67.4%	NA	$ 3,789,125	84.67%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	531/59.7%	NA	$ 2,754,219	59.90%	No
Dade	Pinecrest Academy South Campus	13-0342	758/57.1%	NA	$ 2,884,529	39.58%	No
Dade	Pinecrest Academy (North Campus)	13-5048	426/58.9%	A	$ 3,459,902	77.78%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	646/70.6%	A	$ (160,655)	-2.84%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	960/57.4%	NA	$ 2,127,820	24.04%	No
Dade	Pinecrest Glades Academy	13-2031	876/53.1%	NA	$ 3,908,422	48.57%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	796/57.2%	NA	$ 503,800	7.46%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	235/79.6%	A	$ 274,079	11.24%	No
Orange	Pinecrest Creek Academy	48-0203	100/78%	NA	$ (2,704)	-0.20%	No
Orange	Pinecrest Academy Avalon	48-0238	364/38.2%	A	$ 4,637	0.12%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	13/23.1%	A	$ 47,033	31.74%	No
Lake	Pinecrest Lakes Academy	35-9041	746/29.1%	A	$ 228,173	3.30%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	67/3%	B	$ 93,036	14.96%	No
Lake	Pinecrest Academy Four Corners	35-9027	360/53.6%	NA	$ 198,650	5.70%	No
Lake	Pinecrest Academy Tavares	35-9039	473/5.5%	A	$ (171,935)	-3.58%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	598/44.1%	B	$ 440,602	7.29%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA	NA
Brevard	Pinecrest Academy Space Coast	05-6558	344/9.6%	A	$ (8,181)	-0.22%	No

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				Year 2025 (Current Year)				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	Active	1510/93%	A	$ 16,096,245	75.68%	No
Dade	Mater Academy East Charter School	13-3100	Active	582/84%	A	$ 2,694,315	32.92%	No
Dade	Mater Academy East Preparatory	13-7037	Active	NA	NA	NA	NA	NA
Dade	Mater Academy of International Studies	13-1017	Active	461/88%	A	$ 6,634,944	99.24%	No
Dade	Mater International Preparatory	13-6047	Active	210/86%	B	$ 3,119,477	112.96%	No
Dade	Mater International Academy	13-3000	Active	173/98%	B	$ 2,278,394	89.72%	No
Dade	Mater Academy Middle School	13-6012	Active	1214/84%	A	$ 9,211,703	61.00%	No
Dade	Mater Academy High School	13-7160	Active	1607/78%	A	$ 9,515,304	42.76%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	Active	315/78%	A	$ 4,430,532	99.87%	No
Dade	Mater Gardens Academy	13-0312	Active	804/58%	A	$ 2,249,393	20.43%	No
Dade	Mater Lakes Academy Middle School	13-6033	Active	873/68%	A	$ 8,663,781	77.88%	No
Dade	Mater Lakes Academy High School	13-7018	Active	1200/70%	A	$ 11,285,204	63.40%	No
Dade	Mater Academy (Miami Beach)	13-5047	Active	581/62%	A	$ 9,873,611	115.70%	No
Dade	Mater Grove Academy	13-5045	Active	1227/28%	A	$ 12,677,074	74.06%	No
Dade	Mater Brickell Preparatory School	13-5046	Active	NA	NA	NA	NA	NA
Dade	Mater Academy at Mt. Sinai	13-5054	Active	NA	NA	NA	NA	NA
Dade	iMater Academy	13-5384	Active	586/91%	B	$ 6,834,360	75.52%	No
Dade	iMater Academy Middle School	13-6014	Active	774/77%	A	$ 9,285,764	95.76%	No
Dade	iMater Preparatory Academy High School	13-7090	Active	972/74%	B	$ 10,083,665	75.79%	No
Dade	Mater Academy Bay	13-4010	Active	917/53%	A	$ 2,525,491	17.52%	No
Dade	Mater Academy Bay Middle	13-6032	Active	514/53%	A	$ 1,807,337	28.90%	No
Dade	Mater Academy Bay High School	13-7120	Active	389/59%	A	$ 971,778	20.19%	No
Dade	Mater Preparatory Academy	13-3003	Active	360/93%	B	$ 2,153,296	40.15%	No
Dade	Mater Academy Biscayne North Miami Elementary School	13-2022	Active	693/17%	A	$ 451,398	4.49%	No
Dade	Mater Academy Biscayne North Miami Middle School	13-5555	Active	552/34%	A	$ 774,279	9.78%	No
Dade	Mater Academy Biscayne North Miami High School	13-5556	Active	296/38%	A	$ 971,552	19.74%	No
Dade	Mater Academy Kiwanis	13-5416	Active	229/97%	A	$ 2,587,514	46.03%	No
Dade	Mater Lakes Collegiate Academy Middle School	13-5057	Active	326/67%	A	$ 1,824,522	47.07%	No
Dade	Mater Lakes Collegiate Academy High School	13-5052	Active	275/66%	C	$ 1,650,286	48.80%	No
Dade	Mater Brickell Academy Middle	13-5412	Active	516/63%	A	$ 2,931,434	29.77%	No
Dade	Mater Brickell Academy High	13-5422	Active	474/66%	A	$ 3,274,283	37.12%	No
Dade	Miami Tech at Mater Innovation Academy	13-5417	Active	35/73%	C	$ 1,091,947	64.07%	No
Dade	Mater Academy Virtual Middle High School	13-6997	Active	107/7%	NA	$ 707,341	82.13%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	Active	872/56%	B	$ 2,891,955	23.84%	No
Dade	Sports Leadership and Management Charter High School	13-7016	Active	973/64%	A	$ 1,765,244	12.79%	No
Dade	Sports Leadership and Management (SLAM) Charter Middle School-North Campus	13-6024	Active	209/46%	C	$ 2,324,912	71.83%	No
Dade	SLAM Academy Charter High School (North Campus)	13-7108	Active	277/37%	B	$ 2,080,447	54.75%	No
Dade	Ben Gamla Charter School	13-5022	Active	162/40%	A	$ 1,494,816	68.99%	No
Dade	City of Hialeah Educational Academy	13-7262	Active	997/82%	A	$ 7,218,312	51.32%	No
Dade	Doral Academy	13-3030	Active	1093/22%	A	$ 19,174,902	117.71%	No
Dade	Just Arts and Management Middle School	13-6083	Active	285/21%	A	$ 2,865,088	83.82%	No
Dade	Doral Academy of Technology	13-3029	Active	289/14%	A	$ 8,315,671	208.50%	No
Dade	Doral Academy Charter Middle School	13-6030	Active	1366/24%	A	$ 32,046,149	180.99%	No
Dade	Doral Academy Charter High School	13-7020	Active	2051/26%	A	$ 19,580,910	63.95%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	Active	369/24%	A	$ 8,388,189	148.62%	No
Dade	Doral Academy North Charter Elementary	13-5219	Active	200/40%	NA	$ 1,077,192	29.96%	No
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	Active	170/94%	C	$ 960,010	36.92%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	Active	265/29%	A	$ 3,932,929	98.89%	No
Dade	International Studies Charter Middle School	13-6045	Active	321/57%	A	$ 3,317,560	80.73%	No
Dade	International Studies Charter High School	13-7007	Active	374/62%	A	$ 5,349,419	97.42%	No
Dade	International Studies Virtual Academy	13-6017	Active	33/0%	A	$ 198,420	73.19%	No
Dade	Miami Children's Museum Charter School	13-4000	Active	311/32%	A	$ 4,472,650	105.25%	No
Dade	Pinecrest Preparatory Academy	13-0600	Active	493/60%	A	$ 7,338,490	96.62%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	Active	492/58%	A	$ 3,038,970	44.89%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	Active	534/57%	A	$ 5,742,343	84.38%	No
Dade	Pinecrest Academy South Campus	13-0342	Active	738/60%	A	$ 7,841,630	74.67%	No

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						Year 2025 (Current Year)		
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Academy (North Campus)	13-5048	Active	463/65%	A	$ 7,363,990	111.22%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	Active	711/21%	A	$ 2,360,260	23.44%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	Active	202/16%	A	$ (23,566)	-0.92%	No
Dade	Pinecrest Cove Academy	13-5049	Active	937/56%	A	$ 9,001,381	71.20%	No
Dade	Pinecrest Glades Academy	13-2031	Active	891/49%	A	$ 13,425,713	108.18%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	Active	1159/49%	A	$ 10,431,469	72.50%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	Active	809/68%	A	$ 7,566,137	70.21%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	Active	594/79%	A	$ 3,561,863	46.48%	No
Dade	Somerset Academy (Silver Palms)	13-0332	Active	1887/86%	A	$ 17,343,713	67.59%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	Active	973/83%	A	$ 3,611,665	27.42%	No
Dade	Somerset Academy Silver Palms at Princeton	13-4012	Active	570/83%	A	$ 9,400,743	111.61%	No
Dade	Somerset Arts Academy	13-2012	Active	411/76%	A	$ 1,796,753	31.11%	No
Dade	Somerset Oaks Academy	13-3033	Active	626/86%	A	$ 3,009,600	34.95%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	Active	488/17%	A	$ 4,403,575	57.91%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	Active	164/19%	A	$ 2,480,699	122.90%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	Active	558/84%	A	$ 10,430,188	134.96%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	Active	479/82%	B	$ 4,153,899	65.82%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	Active	484/83%	B	$ 2,034,322	33.08%	No
Dade	Somerset Gables Academy	13-5008	Active	555/22%	A	$ 1,559,749	18.84%	No
Dade	Somerset Academy Bay	13-5062	Active	409/16%	A	$ 4,307,529	73.35%	No
Dade	Somerset Academy Bay Middle School	13-6128	Active	256/19%	A	$ 1,693,469	53.50%	No
Dade	Somerset Preparatory Academy Sunset	13-5002	Active	352/42%	A	$ 4,438,254	97.13%	No
Dade	Somerset Palms Academy	13-5015	Active	320/50%	A	$ 802,063	19.48%	No
Dade	Somerset Academy Kendall	13-4037	Active	224/33%	A	$ 921,572	27.97%	No
Dade	Somerset Preparatory Academy- Homestead	13-0754	Active	507/82%	C	$ 3,784,317	55.64%	No
Dade	Somerset Preparatory Academy Middle School (Homestead)	13-6046	Active	380/79%	B	$ 2,389,258	44.15%	No
Dade	Somerset Preparatory Academy High School (Homestead)	13-7242	Active	371/81%	B	$ 1,751,634	35.36%	No
Dade	Somerset College Preparatory Academy South High School	13-7078	Active	315/78%	B	$ (43,320)	-99.60%	No
Dade	Somerset Academy Continental	13-0402	Active	54/44%	NA	$ 124,354	14.45%	No
Dade	Colegiate Preparatory Academy	13-6016	Active	117	C	$ 905,022	94.82%	No
Broward	Somerset Academy	06-5141	Active	651/38%	A	$ 5,541,952	71.81%	No
Broward	Somerset Academy Middle School	06-5151	Active	1048/31%	A	$ 3,870,604	28.33%	No
Broward	Somerset Academy High School	06-5221	Active	1435/34%	A	$ 5,662,194	31.55%	No
Broward	Somerset Arts Conservatory	06-5396	Active	393/27%	A	$ 3,267,972	63.71%	No
Broward	Somerset Academy South	06-5263	Active	346/35%	A	$ 1,408,621	27.97%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	Active	520/63%	A	$ 1,301,241	17.60%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	Active	405/61%	A	$ 1,159,604	23.79%	No
Broward	Somerset Academy Miramar South	06-5054	Active	216/53%	A	$ 2,712,168	100.48%	No
Broward	Somerset Academy (Davie)	06-5211	Active	150/46%	A	$ 739,355	39.53%	No
Broward	Somerset Academy East Preparatory	06-5391	Active	164/88%	A	$ 1,752,957	76.52%	No
Broward	Somerset Academy Riverside	06-5387	Active	419/60%	B	$ 951,698	16.36%	No
Broward	Somerset Academy Riverside Middle School	06-5419	Active	299/57%	A	$ 679,097	17.34%	No
Broward	Somerset Parkland Academy	06-5056	Active	993/21%	A	$ 1,713,988	14.65%	No
Broward	Somerset Village Academy	06-5004	Active	253/90%	A	$ 1,818,353	56.22%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	Active	163/83%	A	$ 1,246,671	61.07%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	Active	708/97%	B	$ 3,618,464	39.47%	No
Broward	Somerset Preperatory Academy Charter High School at North Lauderdale	06-5006	Active	338/93%	C	$ 1,611,078	40.77%	No
Broward	Somerset Academy Neighborhood School	06-5021	Active	477/63%	A	$ 3,398,069	55.47%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	Active	360/60%	B	$ 963,751	23.83%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	Active	314/50%	B	$ 968,910	26.22%	No
Broward	Somerset Pines Academy	06-5030	Active	437/83%	B	$ 2,297,468	38.78%	No
Broward	Somerset Academy Pompano	06-5388	Active	150/93%	C	$ 872,873	42.94%	No

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				Year 2025 (Current Year)				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Somerset Academy Key Middle School	06-5413	Active	367/3%	C	$ 1,397,731	30.49%	No
Broward	Somerset Academy Key Charter High School	06-5224	Active	295/2%	C	$ 1,008,851	28.83%	No
Broward	Ben Gamla Charter School	06-5410	Active	364/34%	A	$ 1,347,071	28.65%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	Active	288/32%	A	$ 1,475,860	42.79%	No
Broward	Ben Gamla South Broward	06-5392	Active	290/73%	A	$ 658,149	16.29%	No
Broward	Ben Gamla Preparatory Academy	06-5182	Active	NA	NA	NA	NA	NA
Broward	International Studies Academy Middle School	06-5556	Active	287/54%	A	$ 1,195,580	35.79%	No
Broward	International Studies Academy High School	06-5555	Active	220/59%	A	$ 710,477	24.56%	No
Orange	Cornerstone Charter Academy	48-0133	Active	1066/33%	A	$ 3,166,216	25.39%	No
Orange	Cornerstone Charter High School	48-0146	Active	601/35%	A	$ 3,707,870	55.75%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	Active	288/39%	A	$ 749,171	23.22%	No
Orange	Pinecrest Creek Academy	48-0203	Active	119/54%	B	$ 190,090	11.25%	No
Orange	Pinecrest Academy Avalon	48-0238	Active	500/33%	A	$ 695,348	11.79%	No
Orange	Mater Academy Narcoossee High School	48-1019	Active	176/46%	A	$ 971,051	37.29%	No
Orange	Mater Academy Narcoossee	48-1018	Active	1085/41%	A	$ 1,243,521	9.61%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	Active	14/15%	A	$ 110,378	57.58%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	Active	321/85%	B	$ 194,875	4.16%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	Active	176/79%	C	$ 1,016,976	41.59%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	Active	229/29%	A	$ 2,122,784	70.18%	No
Palm Beach	Somerset Academy Boca	50-3413	Active	390/20%	A	$ 4,070,953	78.65%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	Active	95/16%	A	$ 813,642	70.26%	No
Palm Beach	Somerset Academy Canyons Middle School	50-4012	Active	594/42%	A	$ 5,456,598	75.07%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	Active	1003/31%	B	$ 8,958,473	64.77%	No
Palm Beach	Somerset Academy Lakes Charter School	50-4091	Active	390/64%	C	$ 1,590,998	29.32%	No
Palm Beach	Somerset Academy, The Dr. Bernard Kimmel Campus	50-3395	Active	511/66%	C	$ 2,256,553	33.59%	No
Palm Beach	Somerset Academy Wellington	50-4031	Active	446/44%	B	$ 2,490,147	34.46%	No
Palm Beach	Somerset Academy Wellington High School	50-4131	Active	103/38%	C	$ 607,659	35.28%	No
Palm Beach	SLAM Palm Beach Charter Middle School	50-4090	Active	318/58%	C	$ 1,017,953	26.80%	No
Palm Beach	SLAM Boca	50-4103	Active	972/29%	A	$ 3,261,805	27.00%	No
Palm Beach	SLAM High School Palm Beach	50-4111	Active	308/55%	C	$ 979,994	23.86%	No
Palm Beach	University Preparatory Academy Palm Beach	50-4080	Active	241/82%	D	NA	NA	NA
St. Lucie	Somerset College Preparatory Academy	56-0712	Active	1397/48%	A	$ 5,287,211	31.62%	No
St. Lucie	Somerset Academy St. Lucie	56-0703	Active	686/53%	C	$ 544,874	6.74%	No
St. Lucie	Somerset Academy Bethany	56-0731	Active	518/64%	A	$ 1,141,671	19.69%	No
St. Lucie	Somerset Career Academy	56-0006	Active	42/38%	B	$ 462,623	58.22%	No
Monroe	Somerset Academy Island Preparatory	44-0382	Active	94/36%	B	$ 1,310,318	70.92%	No
Osceola	Mater Brighton Lakes	49-0163	Active	1247/84%	B	$ 1,818,036	13.06%	No
Osceola	The Mater Academy Preparatory High School	49-0971	Active	515/78%	B	$ 1,166,147	18.51%	No
Osceola	Mater Palms Academy	49-0185	Active	852/63%	B	$ 2,166,739	23.91%	No
Osceola	Mater Academy St. Cloud	49-0202	Active	614/3%	A	$ 2,071,799	32.37%	No
Osceola	SLAM Osceola	49-0183	Active	169/44%	A	$ 288,147	12.35%	No
Lake	Pinecrest Lakes Academy	35-9041	Active	1093/30%	A	$ 3,191,130	26.57%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	Active	253/23%	A	$ 130,752	4.65%	No
Lake	Pinecrest Academy Four Corners	35-9027	Active	588/55%	A	$ 1,227,259	18.90%	No
Lake	Pinecrest Academy Tavares	35-9039	Active	973/44%	A	$ 3,991,203	36.42%	No
Hillsborough	Sports Leadership and Management Academy Tampa	29-7815	Active	542/50%	B	$ 1,779,481	25.56%	No
Hillsborough	SLAM Academy Tampa Elementary	29-7824	Active	228/56%	C	$ 557,723	19.44%	No
Hillsborough	SLAM Academy at Apollo Beach	29-7825	Active	1211/39%	C	$ 5,128,374	40.71%	No
Brevard	Pinecrest Academy Space Coast	05-6558	Active	620/27%	A	$ 2,422,239	26.82%	No
Polk	Mater Academy Davenport	53-8010	Active	821/69%	B	$ 686,039	7.38%	No
Polk	Mater Academy Davenport Middle School	53-8020	Active	338/66%	B	$ 1,419,092	41.19%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	Active	1301/30%	A	$ 1,952,204	13.21%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	Active	80/37%	A	$ 201,227	22.14%	No
Jefferson	Jefferson County Elementary A Somerset School	33-0111	Active	NA	NA	NA	NA	NA
Jefferson	Jefferson County Middle A Somerset School	33-0021	Active	NA	NA	NA	NA	NA
Jefferson	Jefferson County High A Somerset School	33-0024	Active	NA	NA	NA	NA	NA

ESP			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year 2024				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	1517/95%	A	$ 12,734,547	52.14%	No
Dade	Mater Academy East Charter School	13-3100	550/82%	A	$ 1,872,877	20.99%	No
Dade	Mater Academy East Preparatory	13-7037	20/95%	A	$ 564,891	75.46%	No
Dade	Mater Academy of International Studies	13-1017	446/87%	B	$ 5,168,227	65.57%	No
Dade	Mater International Preparatory	13-6047	169/84%	B	$ 2,239,199	78.47%	No
Dade	Mater International Academy	13-3000	198/98%	C	$ 1,869,210	57.55%	No
Dade	Mater Academy Middle School	13-6012	1195/87%	A	$ 6,167,451	32.30%	No
Dade	Mater Academy High School	13-7160	1650/82%	A	$ 6,659,628	22.47%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	315/82%	A	$ 3,402,568	62.07%	No
Dade	Mater Gardens Academy	13-0312	802/56%	A	$ 1,968,551	13.96%	No
Dade	Mater Lakes Academy Middle School	13-6033	255/67%	B	$ 7,544,274	53.72%	No
Dade	Mater Lakes Academy High School	13-7018	1199/73%	A	$ 10,395,370	49.37%	No
Dade	Mater Academy (Miami Beach)	13-5047	594/66%	B	$ 8,067,575	81.26%	No
Dade	Mater Grove Academy	13-5045	1229/20%	A	$ 9,889,664	49.82%	No
Dade	Mater Brickell Preparatory School	13-5046	NA	NA	NA	NA	No
Dade	Mater Academy at Mt. Sinai	13-5054	NA	NA	NA	NA	No
Dade	iMater Academy	13-5384	629/89%	A	$ 5,808,142	52.25%	No
Dade	iMater Academy Middle School	13-6014	783/87%	B	$ 7,787,846	62.40%	No
Dade	iMater Preparatory Academy High School	13-7090	1019/86%	B	$ 7,945,640	46.40%	No
Dade	Mater Academy Bay	13-4010	966/56%	A	$ 2,155,963	13.61%	No
Dade	Mater Academy Bay Middle	13-6032	487/59%	A	$ 1,213,373	16.11%	No
Dade	Mater Academy Bay High School	13-7120	360/44%	A	$ 851,643	17.33%	No
Dade	Mater Preparatory Academy	13-3003	357/95%	B	$ 1,328,815	24.14%	No
Dade	Mater Academy Biscayne North Miami Elementary School	13-2022	691/18%	A	$ 754,716	7.30%	No
Dade	Mater Academy Biscayne North Miami Middle School	13-5555	383/55%	A	$ 1,381,688	23.24%	No
Dade	Mater Academy Biscayne North Miami High School	13-5556	222/49%	A	$ 1,557,395	38.76%	No
Dade	Mater Academy Kiwanis	13-5416	197/0%	A	$ 2,810,030	48.54%	No
Dade	Mater Lakes Collegiate Academy Middle School	13-5057	255/67%	B	$ 1,419,426	38.63%	No
Dade	Mater Lakes Collegiate Academy High School	13-5052	184/65%	C	$ 1,566,303	54.19%	No
Dade	Mater Brickell Academy Middle	13-5412	431/0%	A	$ 2,067,027	22.98%	No
Dade	Mater Brickell Academy High	13-5422	357/0%	A	$ 2,225,625	31.91%	No
Dade	Miami Tech at Mater Innovation Academy	13-5417	18/83.3%	A	$ 45,333	3.27%	No
Dade	Mater Academy Virtual Middle High School	13-6997	126/14.8%	I	$ 405,598	36.03%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	937/91%	B	$ 1,307,077	8.92%	No
Dade	Sports Leadership and Management Charter High School	13-7016	999/92%	B	$ 920,797	5.93%	No
Dade	Sports Leadership and Management (SLAM) Charter Middle School-North Campus	13-6024	229/97%	C	$ 1,477,847	38.58%	No
Dade	SLAM Academy Charter High School (North Campus)	13-7108	257/97%	B	$ 1,343,474	35.80%	No
Dade	Ben Gamla Charter School	13-5022	225/2%	A	$ 1,589,190	44.11%	No
Dade	City of Hialeah Educational Academy	13-7262	975/86%	A	$ 6,271,116	41.06%	No
Dade	Doral Academy	13-3030	1091/41%	A	$ 16,223,240	77.47%	No
Dade	Just Arts and Management Middle School	13-6083	281/38%	A	$ 2,299,549	52.17%	No
Dade	Doral Academy of Technology	13-3029	280/28%	A	$ 6,918,930	149.99%	No
Dade	Doral Academy Charter Middle School	13-6030	1414/40%	A	$ 25,874,557	118.02%	No
Dade	Doral Academy Charter High School	13-7020	2067/39%	A	$ 14,614,316	41.99%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	384/33%	A	$ 6,882,599	99.16%	No
Dade	Doral Academy North Charter Elementary	13-5219	114/1%	NA	$ 429,893	23.50%	No
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	157/99%	C	$ 736,567	29.36%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	269/43%	A	$ 3,012,425	67.23%	No
Dade	International Studies Charter Middle School	13-6045	317/59%	A	$ 2,679,935	55.05%	No
Dade	International Studies Charter High School	13-7007	360/60%	A	$ 4,250,393	67.47%	No
Dade	International Studies Virtual Academy	13-6017	36/11%	I	$ 158,645	41.31%	No
Dade	Miami Children's Museum Charter School	13-4000	310/41%	A	$ 3,625,470	71.26%	No
Dade	Pinecrest Preparatory Academy	13-0600	518/65%	A	$ 6,411,640	72.21%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	779/51%	A	$ 2,601,402	32.89%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	539/57%	A	$ 5,237,832	60.50%	No
Dade	Pinecrest Academy South Campus	13-0342	728/67%	A	$ 6,034,204	50.33%	No

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					Year 2024		
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Academy (North Campus)	13-5048	425/69%	A	$ 6,458,959	86.65%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	756/66%	A	$ 2,280,416	19.07%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	A	$ 171,431	10.98%	No
Dade	Pinecrest Cove Academy	13-5049	934/58%	A	$ 8,226,866	50.41%	No
Dade	Pinecrest Glades Academy	13-2031	957/53%	A	$ 11,438,676	68.53%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	1135/54%	A	$ 7,213,248	43.82%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	652/40%	A	$ 6,465,691	53.50%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	517/69%	C	$ 3,091,447	48.71%	No
Dade	Somerset Academy (Silver Palms)	13-0332	1128/80%	B	$ 13,626,992	43.58%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	977/77%	A	$ 1,850,367	12.56%	No
Dade	Somerset Academy Silver Palms at Princeton	13-4012	584/84%	A	$ 7,641,164	82.04%	No
Dade	Somerset Arts Academy	13-2012	413/73%	C	$ 2,739,630	40.47%	No
Dade	Somerset Oaks Academy	13-3033	625/90%	B	$ 4,340,584	41.21%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	504/23%	A	$ 3,845,138	41.90%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	182/21%	A	$ 2,266,284	79.33%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	571/85%	B	$ 8,461,920	86.59%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	498/84%	C	$ 3,495,995	40.40%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	513/85%	C	$ 1,806,764	21.30%	No
Dade	Somerset Gables Academy	13-5008	469/23%	A	$ 943,650	12.34%	No
Dade	Somerset Academy Bay	13-5062	442/18%	A	$ 3,009,264	40.80%	No
Dade	Somerset Academy Bay Middle School	13-6128	242/16%	A	$ 1,122,431	32.10%	No
Dade	Somerset Preparatory Academy Sunset	13-5002	432/47%	A	$ 4,065,902	61.10%	No
Dade	Somerset Palms Academy	13-5015	315/60%	A	$ 485,596	11.05%	No
Dade	Somerset Academy Kendall	13-4037	231/0%	A	$ 713,757	18.47%	No
Dade	Somerset Preparatory Academy- Homestead	13-0754	459/87%	B	$ 2,122,942	33.36%	No
Dade	Somerset Preparatory Academy Middle School (Homestead)	13-6046	379/80%	C	$ 1,142,335	21.95%	No
Dade	Somerset Preparatory Academy High School (Homestead)	13-7242	345/80%	C	$ 678,204	16.43%	No
Dade	Somerset College Preparatory Academy South High School	13-7078	194/65%	C	$ 354,565	14.49%	No
Dade	Somerset Academy Continental	13-0402	43/53%	NA	$ 183,557	28.59%	No
Dade	Colegiate Preparatory Academy	13-6016	171/2%	I	$ 563,357	32.35%	No
Broward	Somerset Academy	06-5141	652/40%	A	$ 4,347,105	45.60%	No
Broward	Somerset Academy Middle School	06-5151	1048/32%	A	$ 2,538,328	15.02%	No
Broward	Somerset Academy High School	06-5221	1486/37%	A	$ 4,584,640	20.81%	No
Broward	Somerset Arts Conservatory	06-5396	403/28%	A	$ 2,476,628	41.48%	No
Broward	Somerset Academy South	06-5263	349/38%	A	$ 762,533	13.65%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	514/63%	A	$ 962,866	11.99%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	421/64%	A	$ 1,085,175	17.94%	No
Broward	Somerset Academy Miramar South	06-5054	213/51%	A	$ 2,308,913	68.89%	No
Broward	Somerset Academy (Davie)	06-5211	150/51%	A	$ 628,697	27.53%	No
Broward	Somerset Academy East Preparatory	06-5391	191/94%	A	$ 880,245	29.04%	No
Broward	Somerset Academy Riverside	06-5387	420/65%	C	$ 664,372	10.97%	No
Broward	Somerset Academy Riverside Middle School	06-5419	266/62%	C	$ 403,942	12.92%	No
Broward	Somerset Parkland Academy	06-5056	945/23%	A	$ 927,990	7.04%	No
Broward	Somerset Village Academy	06-5004	265/92%	B	$ 1,705,837	39.49%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	432/47%	A	$ 1,049,115	42.11%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	741/89%	B	$ 3,484,446	30.75%	No
Broward	Somerset Preperatory Academy Charter High School at North Lauderdale	06-5006	339/89%	C	$ 1,456,397	29.18%	No
Broward	Somerset Academy Neighborhood School	06-5021	474/66%	A	$ 2,502,668	36.85%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	337/58%	B	$ 830,900	17.29%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	291/62%	B	$ 725,476	17.23%	No
Broward	Somerset Pines Academy	06-5030	450/76%	B	$ 2,159,957	30.09%	No
Broward	Somerset Academy Pompano	06-5388	155/90%	B	$ 665,903	27.63%	No

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			Year 2024				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Somerset Academy Key Middle School	06-5413	406/64%	C	$ 1,256,294	22.01%	No
Broward	Somerset Academy Key Charter High School	06-5224	298/62%	C	$ 727,825	16.25%	No
Broward	Ben Gamla Charter School	06-5410	358/37%	A	$ 1,231,343	20.98%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	289/39%	A	$ 991,441	24.21%	No
Broward	Ben Gamla South Broward	06-5392	342/80%	A	$ 1,320,860	26.20%	No
Broward	Ben Gamla Preparatory Academy	06-5182	NA	NA	NA	NA	No
Broward	International Studies Academy Middle School	06-5556	301/52%	B	$ 827,441	22.98%	No
Broward	International Studies Academy High School	06-5555	234/55%	B	$ 473,511	14.79%	No
Orange	Cornerstone Charter Academy	48-0133	987/24%	A	$ 3,622,644	27.89%	No
Orange	Cornerstone Charter High School	48-0146	572/32%	A	$ 3,542,242	53.66%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	292/73%	A	$ 829,247	24.84%	No
Orange	Pinecrest Creek Academy	48-0203	131/100%	A	$ 144,378	8.31%	No
Orange	Pinecrest Academy Avalon	48-0238	512/34%	A	$ 574,315	9.85%	No
Orange	Mater Academy Narcoossee High School	48-1019	98/42%	A	$ 1,121,139	74.12%	No
Orange	Mater Academy Narcoossee	48-1018	735/37%	A	$ 158,094	1.96%	No
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	107/0%	A	$ 102,375	75.74%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	376/83%	D	$ 1,349,087	25.39%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	183/73%	C	$ 1,167,761	41.75%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	255/61%	B	$ 2,542,214	61.79%	No
Palm Beach	Somerset Academy Boca	50-3413	375/31%	A	$ 4,372,871	72.71%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	91/38%	A	$ 903,037	71.58%	No
Palm Beach	Somerset Academy Canyons Middle School	50-4012	584/84%	C	$ 6,740,687	64.95%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	1002/61%	A	$ 10,019,260	60.66%	No
Palm Beach	Somerset Academy Lakes Charter School	50-4091	416/100%	B	$ 1,362,376	20.19%	No
Palm Beach	Somerset Academy, The Dr. Bernard Kimmel Campus	50-3395	527/100%	C	$ 3,000,673	35.31%	No
Palm Beach	Somerset Academy Wellington	50-4031	542/50%	C	$ 1,910,476	26.67%	No
Palm Beach	Somerset Academy Wellington High School	50-4131	69/70%	I	$ 465,320	34.16%	No
Palm Beach	SLAM Palm Beach Charter Middle School	50-4090	334/100%	C	$ 701,621	14.35%	No
Palm Beach	SLAM Boca	50-4103	1037/58%	B	$ 2,866,142	20.43%	No
Palm Beach	SLAM High School Palm Beach	50-4111	317/100%	C	$ 1,141,324	26.66%	No
Palm Beach	University Preparatory Academy Palm Beach	50-4080	276/100%	D	$ 864,957	18.40%	No
St. Lucie	Somerset College Preparatory Academy	56-0712	1387/40%	A	$ 1,472,612	9.80%	No
St. Lucie	Somerset Academy St. Lucie	56-0703	669/46%	B	$ 311,819	3.86%	No
St. Lucie	Somerset Academy Bethany	56-0731	482/50%	A	$ 1,297,111	22.65%	No
St. Lucie	Somerset Career Academy	56-0006	NA	NA	NA	NA	NA
Monroe	Somerset Academy Island Preparatory	44-0382	89/22%	A	$ 948,146	52.12%	No
Osceola	Mater Brighton Lakes	49-0163	1316/75%	C	$ 1,400,444	9.92%	No
Osceola	The Mater Academy Preparatory High School	49-0971	530/74%	C	$ 571,988	9.79%	No
Osceola	Mater Palms Academy	49-0185	863/70%	B	$ 1,504,071	16.02%	No
Osceola	Mater Academy St. Cloud	49-0202	607/32%	B	$ 1,863,620	30.03%	No
Osceola	SLAM Osceola	49-0183	163/72%	A	$ 162,484	7.39%	No
Lake	Pinecrest Lakes Academy	35-9041	1055/29%	A	$ 3,108,772	24.88%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	268/27%	A	$ 42,088	1.56%	No
Lake	Pinecrest Academy Four Corners	35-9027	513/61%	A	$ 887,910	14.75%	No
Lake	Pinecrest Academy Tavares	35-9039	918/45%	A	$ 2,834,342	26.95%	No
Hillsborough	Sports Leadership and Management Academy Tampa	29-7815	535/92%	I	$ 1,838,118	26.87%	No
Hillsborough	SLAM Academy Tampa Elementary	29-7824	220/100%	C	$ 552,834	20.75%	No
Hillsborough	SLAM Academy at Apollo Beach	29-7825	1243/100%	B	$ 4,258,069	33.28%	No
Brevard	Pinecrest Academy Space Coast	05-6558	663/24%	A	$ 1,082,793	11.50%	No
Polk	Mater Academy Davenport	53-8010	682/75%	B	$ 356,765	4.47%	No
Polk	Mater Academy Davenport Middle School	53-8020	0/0%	B	$ 1,369,353	50.98%	No
Pasco	Pinecrest Academy Wesley Chapel	51-4332	1259/36%	A	$ 1,137,232	8.67%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	C	$ 59,341	9.98%	No
Jefferson	Jefferson County Elementary A Somerset School	33-0111	NA	NA	NA	NA	NA
Jefferson	Jefferson County Middle A Somerset School	33-0021	NA	NA	NA	NA	NA
Jefferson	Jefferson County High A Somerset School	33-0024	NA	NA	NA	NA	NA

ESP			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year 2023				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	1535/92%	B	$ 5,935,026	30.51%	No
Dade	Mater Academy East Charter School	13-3100	557/86.9%	A	$ 179,824	2.50%	No
Dade	Mater Academy East Preparatory	13-7037	21/71.4%	A	$ 468,728	87.31%	No
Dade	Mater Academy of International Studies	13-1017	476/87.6%	C	$ 2,903,578	48.22%	No
Dade	Mater International Preparatory	13-6047	184/84.2%	B	$ 1,562,352	70.23%	No
Dade	Mater International Academy	13-3000	202/95%	B	$ 982,306	37.99%	No
Dade	Mater Academy Middle School	13-6012	1168/87.2%	B	$ 1,344,110	9.79%	No
Dade	Mater Academy High School	13-7160	1635/82.4%	A	$ 1,937,525	9.28%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	342/78.9%	A	$ 2,415,926	59.39%	No
Dade	Mater Gardens Academy	13-0312	801/20.8%	A	$ 915,635	9.06%	No
Dade	Mater Lakes Academy Middle School	13-6033	901/77.7%	B	$ 3,567,727	36.20%	No
Dade	Mater Lakes Academy High School	13-7018	1193/77.4%	B	$ 5,436,654	37.33%	No
Dade	Mater Academy (Miami Beach)	13-5047	622/65.8%	B	$ 4,787,463	58.33%	No
Dade	Mater Grove Academy	13-5045	1207/19.1%	A	$ 4,551,884	32.77%	No
Dade	Mater Brickell Preparatory School	13-5046	NA/62.9%	A	N/A	NA	NA
Dade	Mater Academy at Mt. Sinai	13-5054	NA	NA	NA	NA	NA
Dade	iMater Academy	13-5384	661/92.9%	B	$ 3,838,792	44.73%	No
Dade	iMater Academy Middle School	13-6014	751/88.8%	B	$ 3,809,500	43.38%	No
Dade	iMater Preparatory Academy High School	13-7090	965/89.5%	B	$ 3,332,371	27.50%	No
Dade	Mater Academy Bay	13-4010	962/53.8%	A	$ (74,282)	-0.60%	No
Dade	Mater Academy Bay Middle	13-6032	448/56.6%	A	$ 299,152	6.26%	No
Dade	Mater Academy Bay High School	13-7120	308/58.4%	A	$ 217,990	65.59%	No
Dade	Mater Preparatory Academy	13-3003	374/78.6%	C	$ 522,177	10.93%	No
Dade	Mater Academy Biscayne North Miami Elementary School	13-2022	494/17.6%	A	$ 1,332,542.00	16.05%	No
Dade	Mater Academy Biscayne North Miami Middle School	13-5555	98/33%	B	$ 965,117	42.63%	NA
Dade	Mater Academy Biscayne North Miami High School	13-5556	61/36.1%	A	$ 1,466,842	65.18%	NA
Dade	Mater Academy Kiwanis	13-5416	155/92.9%	A	$ 1,857,860	43.13%	NA
Dade	Mater Lakes Collegiate Academy Middle School	13-5057	177/10.7%	C	$ 721,681	42.71%	NA
Dade	Mater Lakes Collegiate Academy High School	13-5052	111/28.8%	C	$ 534,613	38.33%	NA
Dade	Mater Brickell Academy Middle	13-5412	379/62.9%	A	$ 4,198,562	46.76%	NA
Dade	Mater Brickell Academy High	13-5422	229/63.8%	A	$ 2,445,964	50.61%	NA
Dade	Miami Tech at Mater Innovation Academy	13-5417	NA	NA	NA	NA	NA
Dade	Mater Academy Virtual Middle High School	13-6997	128/14.4%	I	$ 111,357	12.48%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	871/72.4%	C	$ 63,408	0.60%	No
Dade	Sports Leadership and Management Charter High School	13-7016	871/72.5%	A	$ 337,565	3.05%	No
Dade	Sports Leadership and Management (SLAM) Charter Middle School-North Campus	13-6024	258/10.9%	D	$ 657,195	23.34%	No
Dade	SLAM Academy Charter High School (North Campus)	13-7108	234/4.7%	I	$ 739,278	30.66%	No
Dade	Ben Gamla Charter School	13-5022	237/14.3%	A	$ 588,340	19.64%	No
Dade	City of Hialeah Educational Academy	13-7262	953/87.9%	A	$ 2,775,573	23.48%	No
Dade	Doral Academy	13-3030	1100/31.5%	A	$ 10,168,023	70.57%	No
Dade	Just Arts and Management Middle School	13-6083	273/41%	A	$ 873,621	28.55%	No
Dade	Doral Academy of Technology	13-3029	284/21.5%	A	$ 5,017,320	160.85%	No
Dade	Doral Academy Charter Middle School	13-6030	1398/31.8%	A	$ 17,149,757	117.21%	No
Dade	Doral Academy Charter High School	13-7020	1984/30.3%	A	$ 5,011,983	20.40%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	399/21.1%	A	$ 4,480,518	112.14%	No
Dade	Doral Academy North Charter Elementary	13-5219	NA	NA	NA	NA	NA
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	141/98.6%	F	$ 329,408	15.51%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	272/42.3%	A	$ 1,709,631	49.15%	No
Dade	International Studies Charter Middle School	13-6045	316/61.1%	A	$ 1,528,531	44.98%	No
Dade	International Studies Charter High School	13-7007	345/57.4%	A	$ 2,640,961	57.54%	No
Dade	International Studies Virtual Academy	13-6017	38/24.3%	A	$ 51,268	23.46%	No
Dade	Miami Children's Museum Charter School	13-4000	306/39.2%	A	$ 2,158,079	58.91%	No
Dade	Pinecrest Preparatory Academy	13-0600	548 /62%	A	$ 4,633,431	66.22%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	514/60.4%	A	$ 3,267,232	52.61%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	523/61.5%	A	$ 2,945,106	49.65%	No
Dade	Pinecrest Academy South Campus	13-0342	751/56.8%	A	$ 3,045,047	31.45%	No

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District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Academy (North Campus)	13-5048	413/59.8%	A	$ 4,295,948	78.84%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	773/67.5%	A	$ 447,965	5.24%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	951/57.6%	A	$ 3,595,039	30.67%	No
Dade	Pinecrest Glades Academy	13-2031	941/54.3%	A	$ 5,579,658	48.67%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	1096/53.6%	A	$ 1,653,399	14.07%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	800/63.7%	A	$ 3,835,880	41.17%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	443/70.9%	B	$ 1,628,534	32.80%	No
Dade	Somerset Academy (Silver Palms)	13-0332	1918/75.8%	A	$ 3,743,211	15.53%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	919/77.2%	A	$ (145,734)	-1.37%	No
Dade	Somerset Academy Silver Palms at Princeton	13-4012	678/85.8%	A	$ 3,224,859	44.24%	No
Dade	Somerset Arts Academy	13-2012	413/76.3%	B	$ 1,037,330	18.96%	No
Dade	Somerset Oaks Academy	13-3033	618/94%	B	$ 1,904,877	24.26%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	501/19.8%	A	$ 2,355,824	35.03%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	178/24.7%	A	$ 1,278,252	72.26%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	579/83.1%	A	$ 5,203,800	71.38%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	459/82.1%	C	$ 1,254,489	20.95%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	528/87.7%	C	$ (247,437)	-3.99%	No
Dade	Somerset Gables Academy	13-5008	478/24.1%	A	$ 136,409	2.25%	No
Dade	Somerset Academy Bay	13-5062	458/16.6%	A	$ 1,219,438	21.89%	No
Dade	Somerset Academy Bay Middle School	13-6128	244/18%	A	$ 548,368	20.78%	No
Dade	Somerset Preparatory Academy Sunset	13-5002	448/41.7%	A	$ 1,857,479	34.66%	No
Dade	Somerset Palms Academy	13-5015	304/53.6%	A	$ 317,168	8.80%	No
Dade	Somerset Academy Kendall	13-4037	227/0.9%	A	$ 414,394	12.58%	No
Dade	Somerset Preparatory Academy- Homestead	13-0754	384/79.7%	B	$ 552,527	12.63%	No
Dade	Somerset Preparatory Academy Middle School (Homestead)	13-6046	318/72.3%	C	$ 676,813	18.64%	No
Dade	Somerset Preparatory Academy High School (Homestead)	13-7242	271/80.4%	C	$ 520,313	18.84%	No
Dade	Somerset College Preparatory Academy South High School	13-7078	73/80.8%	C	$ 468,066	22.33%	NA
Dade	Somerset Academy Continental	13-0402	15/46.7%	A	$ 131,016	32.29%	NA
Dade	Colegiate Preparatory Academy	13-6016	196/4.1%	I	$ (48,215)	-3.84%	No
Broward	Somerset Academy	06-5141	646/42.4%	A	$ 1,756,031	26.69%	No
Broward	Somerset Academy Middle School	06-5151	1064/33.5%	A	$ 694,017	6.04%	No
Broward	Somerset Academy High School	06-5221	1453/40.2%	A	$ 1,190,015	8.26%	No
Broward	Somerset Arts Conservatory	06-5396	394/26.6%	A	$ 837,624	20.38%	No
Broward	Somerset Academy South	06-5263	348/40.2%	A	$ 259,688	5.91%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	515/62.5%	A	$ 512,363	8.63%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	421/62.9%	A	$ 562,644	13.98%	No
Broward	Somerset Academy Miramar South	06-5054	213/50.2%	A	$ 1,301,291	59.63%	No
Broward	Somerset Academy (Davie)	06-5211	150/53.3%	A	$ 295,743	19.17%	No
Broward	Somerset Academy East Preparatory	06-5391	202/89.6%	C	$ 758,113	34.62%	No
Broward	Somerset Academy Riverside	06-5387	345/69%	C	$ 647,983	13.27%	No
Broward	Somerset Academy Riverside Middle School	06-5419	190/63.7%	C	$ 86,323	3.98%	No
Broward	Somerset Parkland Academy	06-5056	947/20.3%	A	$ 293,330	2.91%	No
Broward	Somerset Village Academy	06-5004	237/92.8%	B	$ 693,526	26.42%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	158/91.8%	C	$ 381,420	23.80%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	716/93.2%	C	$ 1,316,758	17.42%	No
Broward	Somerset Preperatory Academy Charter High School at North Lauderdale	06-5006	343/86%	C	$ 774,589	23.11%	No
Broward	Somerset Academy Neighborhood School	06-5021	497/76.4%	B	$ 1,154,165	22.53%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	347/68.8%	C	$ (203,053)	-6.34%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	298/53%	B	$ 75,767	2.58%	No
Broward	Somerset Pines Academy	06-5030	453/77.6%	C	$ 935,306	18.72%	No
Broward	Somerset Academy Pompano	06-5388	140/91.4%	D	$ 222,626	13.09%	No

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Broward	Somerset Academy Key Middle School	06-5413	345/72.5%	D	$ 379,839	10.71%	No
Broward	Somerset Academy Key Charter High School	06-5224	315/64.6%	C	$ 213,392	6.82%	No
Broward	Ben Gamla Charter School	06-5410	351/33.9%	A	$ 600,538	15.95%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	293/37.9%	B	$ 74,410	2.59%	No
Broward	Ben Gamla South Broward	06-5392	249/81.1%	C	$ 361,325	12.67%	No
Broward	Ben Gamla Preparatory Academy	06-5182	101/72.3%	D	$ (160,660)	-12.34%	No
Broward	International Studies Academy Middle School	06-5556	267/54.5%	B	$ 244,238	10.06%	No
Broward	International Studies Academy High School	06-5555	199/61%	B	$ 257,603	10.10%	No
Orange	Cornerstone Charter Academy	48-0133	990/36%	A	$ 3,137,027	27.87%	No
Orange	Cornerstone Charter High School	48-0146	550/35.8%	B	$ 3,393,728	58.20%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	286/82%	A	$ 510,201	16.54%	No
Orange	Pinecrest Creek Academy	48-0203	117/90.5%	A	$ 18,425	1.13%	No
Orange	Pinecrest Academy Avalon	48-0238	471/39.5%	A	$ 445,996	8.64%	No
Orange	Mater Academy Narcoossee High School	48-1019	35/48.6%	C	$ 1,152,701	84.99%	NA
Orange	Mater Academy Narcoossee	48-1018	515/40.6%	A	$ 867,812	14.01%	NA
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	9/NA	A	$ 68,642	48.83%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	358/84.7%	C	$ 973,069	25.07%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	188/76.7%	C	$ 666,151	31.21%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	243/56.4%	A	$ 1,557,118	53.71%	No
Palm Beach	Somerset Academy Boca	50-3413	351/34.2%	A	$ 2,581,386	57.66%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	81/43.2%	A	$ 633,687	68.34%	No
Palm Beach	Somerset Academy Canyons Middle School	50-4012	678/70.6%	C	$ 3,807,445	51.25%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	1048/60.3%	A	$ 4,916,670	39.82%	No
Palm Beach	Somerset Academy Lakes Charter School	50-4091	405/100%	D	$ 964,454	18.85%	No
Palm Beach	Somerset Academy, The Dr. Bernard Kimmel Campus	50-3395	511/100%	C	$ 671,368	10.34%	No
Palm Beach	Somerset Academy Wellington	50-4031	475/90.1%	I	$ 1,161,973	20.02%	No
Palm Beach	Somerset Academy Wellington High School	50-4131	37/94.6%	B	$ 242,315	27.19%	NA
Palm Beach	SLAM Palm Beach Charter Middle School	50-4090	348/100%	C	$ 227,969	6.04%	No
Palm Beach	SLAM Boca	50-4103	1011/63.3%	B	$ 329,370	3.08%	No
Palm Beach	SLAM High School Palm Beach	50-4111	317/100%	I	$ 839,694	23.72%	No
Palm Beach	University Preparatory Academy Palm Beach	50-4080	279/100%	F	$ 196,252	5.60%	No
St. Lucie	Somerset College Preparatory Academy	56-0712	1302/50.5%	A	$ 967,189	7.82%	No
St. Lucie	Somerset Academy St. Lucie	56-0703	679/60.8%	C	$ 294,250	4.03%	No
St. Lucie	Somerset Academy Bethany	56-0731	335/62.7%	C	$ 543,059	11.30%	No
St. Lucie	Somerset Career Academy	56-0006	NA	NA	NA	NA	NA
Monroe	Somerset Academy Island Preparatory	44-0382	87/29.9%	B	$ 688,977	50.70%	No
Osceola	Mater Brighton Lakes	49-0163	1275/84.4%	C	$ 525,593	4.05%	No
Osceola	The Mater Academy Preparatory High School	49-0971	438/81.5%	C	$ (672)	-0.01%	No
Osceola	Mater Palms Academy	49-0185	864/81.6%	C	$ 514,848	5.94%	No
Osceola	Mater Academy St. Cloud	49-0202	557/71.3%	C	$ 1,509,629	28.06%	No
Osceola	SLAM Osceola	49-0183	162/82.7%	A	$ 53,490	2.36%	No
Lake	Pinecrest Lakes Academy	35-9041	1025/31.7%	A	$ 99,396	0.94%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	243/28.9%	A	$ (45,735)	-2.13%	No
Lake	Pinecrest Academy Four Corners	35-9027	510/63.5%	B	$ 690,114	13.03%	No
Lake	Pinecrest Academy Tavares	35-9039	809/38.8%	A	$ 1,113,981	13.38%	No
Hillsborough	Sports Leadership and Management Academy Tampa	29-7815	416/59.3%	C	$ 1,233,686	21.45%	No
Hillsborough	SLAM Academy Tampa Elementary	29-7824	100/83%	D	$ 439,180	27.60%	No
Hillsborough	SLAM Academy at Apollo Beach	29-7825	1129/60.8%	C	$ 1,825,919	16.66%	No
Brevard	Pinecrest Academy Space Coast	05-6558	673/21.1%	A	$ 392,941	5.50%	No
Polk	Mater Academy Davenport	53-8010	601/68.1%	C	$ 1,388,172	19.12%	NA
Polk	Mater Academy Davenport Middle School	53-8020	NA	NA	NA	NA	NA
Pasco	Pinecrest Academy Wesley Chapel	51-4332	1112/33.1%	B	$ 99,363	0.91%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA	NA
Jefferson	Jefferson County Elementary A Somerset School	33-0111	NA	NA	NA	NA	NA
Jefferson	Jefferson County Middle A Somerset School	33-0021	NA	NA	NA	NA	NA
Jefferson	Jefferson County High A Somerset School	33-0024	NA	NA	NA	NA	NA

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Dade	Mater Academy	13-0100	1290/87.8%	A	$ 3,958,405	3.49%	No
Dade	Mater Academy East Charter School	13-3100	466/89.5%	A	$ (130,208)	-2.62%	No
Dade	Mater Academy East Preparatory	13-7037	4/NA	A	$ 173,821	66.86%	No
Dade	Mater Academy of International Studies	13-1017	487/95.1%	B	$ 3,579,978	68.87%	No
Dade	Mater International Preparatory	13-6047	214/95.8%	A	$ 2,450,087	118.25%	No
Dade	Mater International Academy	13-3000	205/98%	C	$ 769,065	34.98%	No
Dade	Mater Academy Middle School	13-6012	1187/87.2%	A	$ 3,327,654	29.85%	No
Dade	Mater Academy High School	13-7160	1544/83.5%	A	$ 3,394,156	20.32%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	327/80.1%	A	$ 2,446,865	76.39%	No
Dade	Mater Gardens Academy	13-0312	800/63%	A	$ 57,048	0.68%	No
Dade	Mater Lakes Academy Middle School	13-6033	905/77.9%	B	$ 3,320,528	40.38%	No
Dade	Mater Lakes Academy High School	13-7018	1228/78.7%	A	$ 3,927,213	30.97%	No
Dade	Mater Academy (Miami Beach)	13-5047	627/77.1%	A	$ 2,758,904	47.03%	No
Dade	Mater Grove Academy	13-5045	1213/67.1%	A	$ 4,790,944	41.68%	No
Dade	Mater Brickell Preparatory School	13-5046	NA	NA	N/A	NA	No
Dade	Mater Academy at Mt. Sinai	13-5054	151/61.6%	A	$ 1,178,482	78.69%	No
Dade	iMater Academy	13-5384	633/95.4%	C	$ 4,031,829	56.90%	No
Dade	iMater Academy Middle School	13-6014	776/93.4%	B	$ 3,646,367	49.31%	No
Dade	iMater Preparatory Academy High School	13-7090	989/91%	B	$ 3,430,402	33.33%	No
Dade	Mater Academy Bay	13-4010	929/60%	A	$ 350,139	3.56%	No
Dade	Mater Academy Bay Middle	13-6032	483/70.4%	A	$ 126,395	2.50%	No
Dade	Mater Academy Bay High School	13-7120	214/73.0%	A	$ (201,438)	-6.72%	No
Dade	Mater Preparatory Academy	13-3003	372/95.2%	C	$ 266,025	6.62%	No
Dade	Mater Academy Biscayne North Miami Elementary School	13-2022	88/31.8%	NA	$ 379,811.00	13.99%	No
Dade	Mater Academy Biscayne North Miami Middle School	13-5555	NA	NA	NA	NA	NA
Dade	Mater Academy Biscayne North Miami High School	13-5556	NA	NA	NA	NA	NA
Dade	Mater Academy Kiwanis	13-5416	NA	NA	NA	NA	NA
Dade	Mater Lakes Collegiate Academy Middle School	13-5057	NA	NA	NA	NA	NA
Dade	Mater Lakes Collegiate Academy High School	13-5052	NA	NA	NA	NA	NA
Dade	Mater Brickell Academy Middle	13-5412	NA	NA	NA	NA	NA
Dade	Mater Brickell Academy High	13-5422	NA	NA	NA	NA	NA
Dade	Miami Tech at Mater Innovation Academy	13-5417	NA	NA	NA	NA	NA
Dade	Mater Academy Virtual Middle High School	13-6997	149/64.7%	I	$ 138,475	14.27%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	978/94.3%	B	$ 65,766	0.64%	No
Dade	Sports Leadership and Management Charter High School	13-7016	850/91.4%	A	$ 682,023	7.40%	No
Dade	Sports Leadership and Management (SLAM) Charter Middle School-North Campus	13-6024	246/93.5%	C	$ 392,099	14.42%	No
Dade	SLAM Academy Charter High School (North Campus)	13-7108	196/90.8%	C	$ 390,326	21.30%	No
Dade	Ben Gamla Charter School	13-5022	245/59.6%	A	$ 308,621	12.15%	No
Dade	City of Hialeah Educational Academy	13-7262	953/91.7%	A	$ 2,220,891	23.22%	No
Dade	Doral Academy	13-3030	1081/46.9%	A	$ 8,778,670	69.50%	No
Dade	Just Arts and Management Middle School	13-6083	267/52.4%	A	$ 613,154	24.48%	No
Dade	Doral Academy of Technology	13-3029	300/39.3%	A	$ 4,290,640	151.02%	No
Dade	Doral Academy Charter Middle School	13-6030	1353/53.5%	A	$ 13,392,667	107.10%	No
Dade	Doral Academy Charter High School	13-7020	1957/52.2%	A	$ 2,552,916	12.03%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	399/44.4%	A	$ 3,907,972	95.85%	No
Dade	Doral Academy North Charter Elementary	13-5219	NA	NA	NA	NA	NA
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	148/93.3%	C	$ 188,938	8.74%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	270/51.1%	A	$ 1,140,786	38.48%	No
Dade	International Studies Charter Middle School	13-6045	326/60.4%	A	$ 1,363,520	44.41%	No
Dade	International Studies Charter High School	13-7007	415/64.8%	A	$ 2,222,454	49.83%	No
Dade	International Studies Virtual Academy	13-6017	37/42.4%	NA	$ 30,163	10.47%	No
Dade	Miami Children's Museum Charter School	13-4000	304/40.1%	A	$ 1,595,362	50.50%	No
Dade	Pinecrest Preparatory Academy	13-0600	564/63.2%	A	$ 4,254,531	74.48%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	499/69.7%	A	$ 3,023,566	64.52%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	509/64.6%	A	$ 2,658,098	57.30%	No
Dade	Pinecrest Academy South Campus	13-0342	750/66%	A	$ 2,943,155	38.57%	No

ESP			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year 2022				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Academy (North Campus)	13-5048	395/63%	A	$ 3,912,730	88.63%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	757/75.8%	A	$ (48,272)	-0.68%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	944/62%	A	$ 2,218,424	24.02%	No
Dade	Pinecrest Glades Academy	13-2031	850/56.5%	A	$ 3,847,347	45.97%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	887/60.7%	A	$ 969,920	12.35%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	836/74.2%	A	$ 1,456,831	18.12%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	250/75.2%	A	$ 703,733	31.18%	No
Dade	Somerset Academy (Silver Palms)	13-0332	1923/83.6%	A	$ 1,352,641	6.99%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	872/82.4%	A	$ 183,142	2.18%	No
Dade	Somerset Academy Silver Palms at Princeton	13-4012	540/88.1%	B	$ 2,239,302	39.52%	No
Dade	Somerset Arts Academy	13-2012	404/75.7%	A	$ 748,342	17.55%	No
Dade	Somerset Oaks Academy	13-3033	615/85%	B	$ 904,445	14.21%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	510/20.8%	A	$ 1,629,664	29.39%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	164/23.8%	A	$ 813,880	58.38%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	555/73.5%	A	$ 1,662,486	28.91%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	473/81%	B	$ 1,109,678	22.81%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	520/88.5%	C	$ 177,326	3.39%	No
Dade	Somerset Gables Academy	13-5008	472/29.4%	A	$ (75,271)	-1.60%	No
Dade	Somerset Academy Bay	13-5062	444/17.1%	A	$ 966,578	20.40%	No
Dade	Somerset Academy Bay Middle School	13-6128	234/16.7%	A	$ 96,474	4.63%	No
Dade	Somerset Preparatory Academy Sunset	13-5002	399/36.8%	A	$ 1,055,442	27.98%	No
Dade	Somerset Palms Academy	13-5015	290/55.5%	A	$ 298,827	10.70%	No
Dade	Somerset Academy Kendall	13-4037	225/35.1%	A	$ 362,287	12.17%	No
Dade	Somerset Preparatory Academy- Homestead	13-0754	344/83.5%	C	$ 83,632	2.21%	No
Dade	Somerset Preparatory Academy Middle School (Homestead)	13-6046	238/84.9%	B	$ 223,936	7.73%	No
Dade	Somerset Preparatory Academy High School (Homestead)	13-7242	189/82%	B	$ 253,393	11.87%	No
Dade	Somerset College Preparatory Academy South High School	13-7078	NA	NA	NA	NA	NA
Dade	Somerset Academy Continental	13-0402	NA	NA	NA	NA	NA
Dade	Colegiate Preparatory Academy	13-6016	208/44.2%	C	$ 32,332	2.77%	No
Broward	Somerset Academy	06-5141	631/39.9%	A	$ 1,697,349	31.42%	No
Broward	Somerset Academy Middle School	06-5151	1022/32.3%	A	$ 690,742	7.26%	No
Broward	Somerset Academy High School	06-5221	1432/38.4%	A	$ 675,823	5.43%	No
Broward	Somerset Arts Conservatory	06-5396	371/24.3%	A	$ 1,324,812	40.12%	No
Broward	Somerset Academy South	06-5263	346/40.5%	A	$ 318,862	8.81%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	524/65.9%	A	$ 710,121	13.36%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	416/61.6%	A	$ 655,353	18.79%	No
Broward	Somerset Academy Miramar South	06-5054	218/53.7%	A	$ 1,355,035	69.93%	No
Broward	Somerset Academy (Davie)	06-5211	150/52.7%	A	$ 389,525	28.98%	No
Broward	Somerset Academy East Preparatory	06-5391	211/89.6%	B	$ 1,003,972	49.07%	No
Broward	Somerset Academy Riverside	06-5387	312/62.3%	B	$ 132,608	3.59%	No
Broward	Somerset Academy Riverside Middle School	06-5419	117/62.9%	B	$ 163,385	10.89%	No
Broward	Somerset Parkland Academy	06-5056	838/4.0%	A	$ 80,733	1.02%	No
Broward	Somerset Village Academy	06-5004	252/94.4%	B	$ 1,113,367	44.95%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	156/94.9%	B	$ 297,297	20.69%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	707/91.1%	B	$ 1,209,636	17.58%	No
Broward	Somerset Preperatory Academy Charter High School at North Lauderdale	06-5006	325/82.2%	C	$ 1,307,928	44.56%	No
Broward	Somerset Academy Neighborhood School	06-5021	447/67.7%	A	$ 1,237,841	28.54%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	344/73.5%	B	$ 20,454	0.72%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	253/75.5%	B	$ 191,911	7.48%	No
Broward	Somerset Pines Academy	06-5030	443/80.4%	C	$ 1,345,573	30.84%	No
Broward	Somerset Academy Pompano	06-5388	129/91.5%	B	$ 34,474	2.56%	No

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			Year 2022				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Somerset Academy Key Middle School	06-5413	329/74.8%	C	$ 307,011	9.81%	No
Broward	Somerset Academy Key Charter High School	06-5224	284/75.7%	C	$ 21,259	0.84%	No
Broward	Ben Gamla Charter School	06-5410	375/27.2%	A	$ 188,822	5.00%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	260/28.8%	A	$ 224,906	9.52%	No
Broward	Ben Gamla South Broward	06-5392	281/80.9%	B	$ 392,839	13.21%	No
Broward	Ben Gamla Preparatory Academy	06-5182	76/72.4%	C	$ 402,013	41.63%	No
Broward	International Studies Academy Middle School	06-5556	189/48.5%	B	$ 54,833	2.90%	No
Broward	International Studies Academy High School	06-5555	187/63.6%	C	$ 88,906	4.39%	No
Orange	Cornerstone Charter Academy	48-0133	959/32.7%	A	$ 5,723,166	56.45%	No
Orange	Cornerstone Charter High School	48-0146	507/34.3%	B	$ 2,753,124	55.63%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	270/75.6%	A	$ 226,408	8.18%	No
Orange	Pinecrest Creek Academy	48-0203	106/87.6%	A	$ 173,775	12.73%	No
Orange	Pinecrest Academy Avalon	48-0238	416/38.5%	A	$ 95,814	2.06%	No
Orange	Mater Academy Narcoossee High School	48-1019	NA	NA	NA	NA	NA
Orange	Mater Academy Narcoossee	48-1018	NA	NA	NA	NA	NA
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	12/50%	A	$ 40,599	34.30%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	379/82.6%	F	$ 451,067	11.86%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	178/79.8%	D	$ 510,655	25.40%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	256/46.9%	A	$ 423,175	14.36%	No
Palm Beach	Somerset Academy Boca	50-3413	339/27.8%	A	$ 1,258,015	35.67%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	86/11.6%	A	$ 538,206	61.18%	No
Palm Beach	Somerset Academy Canyons Middle School	50-4012	685/52.8%	A	$ 2,258,597	33.81%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	1035/50.8%	A	$ 1,422,516	12.70%	No
Palm Beach	Somerset Academy Lakes Charter School	50-4091	411/89.3%	C	$ 602,766	13.94%	No
Palm Beach	Somerset Academy, The Dr. Bernard Kimmel Campus	50-3395	504/86.3%	D	$ 40,851	0.78%	No
Palm Beach	Somerset Academy Wellington	50-4031	342/58.8%	C	$ 674,877	202.73%	No
Palm Beach	Somerset Academy Wellington High School	50-4131	NA	NA	NA	NA	NA
Palm Beach	SLAM Palm Beach Charter Middle School	50-4090	354/88.1%	C	$ 330	0.01%	No
Palm Beach	SLAM Boca	50-4103	811/50.9%	C	$ 46,943	0.55%	No
Palm Beach	SLAM High School Palm Beach	50-4111	276/85.5%	D	$ 477,146	18.96%	No
Palm Beach	University Preparatory Academy Palm Beach	50-4080	307/93.5%	D	$ 211,678	6.30%	No
St. Lucie	Somerset College Preparatory Academy	56-0712	1109/40.8%	A	$ 350,452	3.72%	No
St. Lucie	Somerset Academy St. Lucie	56-0703	672/49.4%	C	$ 324,922	5.04%	No
St. Lucie	Somerset Academy Bethany	56-0731	197/52.1%	C	$ 170,762	6.00%	No
St. Lucie	Somerset Career Academy	56-0006	NA	NA	NA	NA	NA
Monroe	Somerset Academy Island Preparatory	44-0382	81/29.6%	B	$ 423,710	41.86%	No
Osceola	Mater Brighton Lakes	49-0163	1152/80.9%	C	$ (37,678)	-0.35%	No
Osceola	The Mater Academy Preparatory High School	49-0971	311/76.9%	D	$ 20,552	0.53%	No
Osceola	Mater Palms Academy	49-0185	865/70.5%	B	$ 102,254	1.32%	No
Osceola	Mater Academy St. Cloud	49-0202	398/60.3%	C	$ 900,599	22.26%	No
Osceola	SLAM Osceola	49-0183	137/69.9%	A	$ 128,526	6.27%	No
Lake	Pinecrest Lakes Academy	35-9041	775/31.1%	A	$ 537,939	7.22%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	170/27.1%	A	$ (46,219)	-2.89%	No
Lake	Pinecrest Academy Four Corners	35-9027	418/56.2%	B	$ 127,595	2.70%	No
Lake	Pinecrest Academy Tavares	35-9039	649/34.8%	A	$ 299,233	4.93%	No
Hillsborough	Sports Leadership and Management Academy Tampa	29-7815	350/68%	C	$ 135,564	2.59%	No
Hillsborough	SLAM Academy Tampa Elementary	29-7824	19/52.6%	A	$ 325,951	37.31%	No
Hillsborough	SLAM Academy at Apollo Beach	29-7825	906/56%	C	$ 1,142,767	14.10%	No
Brevard	Pinecrest Academy Space Coast	05-6558	621/17.4%	A	$ 362,712	6.27%	No
Polk	Mater Academy Davenport	53-8010	NA	NA	NA	NA	NA
Polk	Mater Academy Davenport Middle School	53-8020	NA	NA	NA	NA	NA
Pasco	Pinecrest Academy Wesley Chapel	51-4332	818/36.5%	A	$ 87,996	1.19%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA	NA
Jefferson	Jefferson County Elementary A Somerset School	33-0111	318/100%	D	$ 846,622	11.65%	No
Jefferson	Jefferson County Middle A Somerset School	33-0021	177/100%	D	$ 47,958	1.56%	No
Jefferson	Jefferson County High A Somerset School	33-0024	178/99.4%	D	$ 280,452	7.41%	No

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			Year 2021				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	1296/87.9%	NA	$ 3,338,662	25.14%	No
Dade	Mater Academy East Charter School	13-3100	557/80.4%	NA	$ (138,702)	-2.48%	No
Dade	Mater Academy East Preparatory	13-7037	123/92.7%	NA	$ 463,403	30.09%	No
Dade	Mater Academy of International Studies	13-1017	499/96.8%	NA	$ 2,990,210	56.74%	No
Dade	Mater International Preparatory	13-6047	204/96.1%	NA	$ 2,275,464	114.36%	No
Dade	Mater International Academy	13-3000	200/98%	NA	$ 682,762	31.07%	No
Dade	Mater Academy Middle School	13-6012	1248/87.4%	NA	$ 3,812,395	32.45%	No
Dade	Mater Academy High School	13-7160	1641/82.6%	NA	$ 4,033,548	24.44%	
Dade	Mater Performing Arts & Entertainment Academy	13-7014	309/83.8%	NA	$ 2,304,020	74.42%	No
Dade	Mater Gardens Academy	13-0312	805/41.9%	NA	$ 30,710	0.39%	No
Dade	Mater Lakes Academy Middle School	13-6033	931/72.4%	NA	$ 3,093,708	38.17%	No
Dade	Mater Lakes Academy High School	13-7018	1175/76.4%	NA	$ 3,865,176	33.07%	No
Dade	Mater Academy (Miami Beach)	13-5047	620/69.7%	NA	$ 2,574,860	44.46%	
Dade	Mater Grove Academy	13-5045	1199/58.5%	NA	$ 4,548,664	41.24%	
Dade	Mater Brickell Preparatory School	13-5046	NA	NA	NA	NA	NA
Dade	Mater Academy at Mt. Sinai	13-5054	160/58.1%	NA	$ 1,095,221	69.54%	No
Dade	iMater Academy	13-5384	695/91.5%	NA	$ 3,829,145	52.76%	No
Dade	iMater Academy Middle School	13-6014	848/93%	NA	$ 3,352,842	47.45%	No
Dade	iMater Preparatory Academy High School	13-7090	1045/89.4%	NA	$ 2,940,635	30.07%	No
Dade	Mater Academy Bay	13-4010	863/56.2%	NA	$ 1,491,215	15.77%	No
Dade	Mater Academy Bay Middle	13-6032	438/66.9%	NA	$ (271,440)	-7.93%	No
Dade	Mater Academy Bay High School	13-7120	121/64.5%	NA	$ 34,121	3.07%	No
Dade	Mater Preparatory Academy	13-3003	329/95.1%	NA	$ 237,345	6.77%	No
Dade	Mater Academy Biscayne North Miami Elementary School	13-2022	NA	NA	NA	NA	NA
Dade	Mater Academy Biscayne North Miami Middle School	13-5555	NA	NA	NA	NA	NA
Dade	Mater Academy Biscayne North Miami High School	13-5556	NA	NA	NA	NA	NA
Dade	Mater Academy Kiwanis	13-5416	NA	NA	NA	NA	NA
Dade	Mater Lakes Collegiate Academy Middle School	13-5057	NA	NA	NA	NA	NA
Dade	Mater Lakes Collegiate Academy High School	13-5052	NA	NA	NA	NA	NA
Dade	Mater Brickell Academy Middle	13-5412	NA	NA	NA	NA	NA
Dade	Mater Brickell Academy High	13-5422	NA	NA	NA	NA	NA
Dade	Miami Tech at Mater Innovation Academy	13-5417	NA	NA	NA	NA	NA
Dade	Mater Academy Virtual Middle High School	13-6997	80/32.5%	NA	$ 15,595	2.26%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	916/93.8%	NA	$ 457,434	5.52%	No
Dade	Sports Leadership and Management Charter High School	13-7016	826/92%	NA	$ (710,015)	-8.82%	No
Dade	Sports Leadership and Management (SLAM) Charter Middle School-North Campus	13-6024	304/97%	NA	$ 2,203,091	76.31%	No
Dade	SLAM Academy Charter High School (North Campus)	13-7108	118/98.3%	NA	$ (41,197)	-3.93%	No
Dade	Ben Gamla Charter School	13-5022	250/59.2%	A	$ 204,643	9.04%	No
Dade	City of Hialeah Educational Academy	13-7262	945/90.2%	NA	$ 2,901,817	32.25%	No
Dade	Doral Academy	13-3030	1067/41%	A	$ 7,392,082	65.87%	No
Dade	Just Arts and Management Middle School	13-6083	265/50.9%	A	$ 464,405	20.44%	No
Dade	Doral Academy of Technology	13-3029	293/36.5%	A	$ 3,535,626	141.50%	No
Dade	Doral Academy Charter Middle School	13-6030	1418/48.7%	A	$ 10,608,864	88.02%	No
Dade	Doral Academy Charter High School	13-7020	1874/48.5%	A	$ 5,382,775	30.417%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	426/39.2%	A	$ 3,215,463	84.37%	No
Dade	Doral Academy North Charter Elementary	13-5219	NA	NA	NA	NA	NA
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	150/96%	NA	$ 286,692	14.09%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	266/43.2%	A	$ 902,159	34.43%	No
Dade	International Studies Charter Middle School	13-6045	323/57.9%	A	$ 949,825	34.79%	No
Dade	International Studies Charter High School	13-7007	405/59%	A	$ 2,159,633	56.26%	No
Dade	International Studies Virtual Academy	13-6017	30/33.3%	NA	$ 30,161	17.13%	No
Dade	Miami Children's Museum Charter School	13-4000	315/25.1%	A	$ 1,728,755	58.00%	No
Dade	Pinecrest Preparatory Academy	13-0600	559/60.1%	NA	$ 4,533,369	81.07%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	497/67.4%	NA	$ 3,789,125	84.67%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	531/59.7%	NA	$ 2,754,219	59.90%	No
Dade	Pinecrest Academy South Campus	13-0342	758/57.1%	NA	$ 2,884,529	39.58%	No

ESP			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year 2021				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Academy (North Campus)	13-5048	426/58.9%	A	$ 3,459,902	77.78%	No
Dade	Pinecrest North Preparatory (Fountainebleau Campus)	13-5004	646/70.6%	A	$ (160,655)	-2.84%	No
Dade	Pinecrest Academy North Preparatory High School	13-7079	NA	NA	NA	NA	NA
Dade	Pinecrest Cove Academy	13-5049	960/57.4%	NA	$ 2,127,820	24.04%	No
Dade	Pinecrest Glades Academy	13-2031	876/53.1%	NA	$ 3,908,422	48.57%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	796/57.2%	NA	$ 503,800	7.46%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	819/66.3%	NA	$ 2,238,171	27.40%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	279/67.7%	NA	$ 1,911,080	54.99%	No
Dade	Somerset Academy (Silver Palms)	13-0332	1969/79.6%	NA	$ 1,154,792	6.19%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	833/77.8%	NA	$ 345,283	4.58%	No
Dade	Somerset Academy Silver Palms at Princeton	13-4012	511/71.4%	NA	$ 2,309,194	46.87%	No
Dade	Somerset Arts Academy	13-2012	414/75.1%	NA	$ 1,214,687	26.24%	No
Dade	Somerset Oaks Academy	13-3033	612/85.8%	NA	$ 972,434	15.80%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	487/19.1%	A	$ 2,165,315	42.96%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	158/23.4%	A	$ 1,131,139	80.64%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	573/75.4%	NA	$ 3,237,319	54.74%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	505/81.6%	NA	$ 1,149,263	23.29%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	494/84.8%	NA	$ (129,047)	-2.86%	No
Dade	Somerset Gables Academy	13-5008	502/24.1%	A	$ (367,830)	-7.72%	No
Dade	Somerset Academy Bay	13-5062	426/13.6%	NA	$ 747,512	16.76%	No
Dade	Somerset Academy Bay Middle School	13-6128	231/19.9%	A	$ (128,046)	-6.51%	No
Dade	Somerset Preparatory Academy Sunset	13-5002	330/34.8%	A	$ 914,367	29.21%	No
Dade	Somerset Palms Academy	13-5015	227/51.5%	B	$ (40,153)	-1.82%	No
Dade	Somerset Academy Kendall	13-4037	205/42.4%	NA	$ 85,621	3.73%	No
Dade	Somerset Preparatory Academy- Homestead	13-0754	239/77.4%	NA	$ 148,824	5.57%	No
Dade	Somerset Preparatory Academy Middle School (Homestead)	13-6046	214/80.4%	NA	$ 313,428	11.94%	No
Dade	Somerset Preparatory Academy High School (Homestead)	13-7242	143/76.9%	NA	$ 183,067	11.01%	No
Dade	Somerset College Preparatory Academy South High School	13-7078	NA	NA	NA	NA	NA
Dade	Somerset Academy Continental	13-0402	NA	NA	NA	NA	NA
Dade	Colegiate Preparatory Academy	13-6016	3/na	NA	$ 11,876	26.33%	No
Broward	Somerset Academy	06-5141	651/34.1%	A	$ 1,419,396	26.04%	No
Broward	Somerset Academy Middle School	06-5151	1126/28.2%	NA	$ 74,233	0.78%	No
Broward	Somerset Academy High School	06-5221	1395/30.4%	NA	$ (561,691)	-4.89%	No
Broward	Somerset Arts Conservatory	06-5396	389/22.9%	A	$ 424,301	13.55%	No
Broward	Somerset Academy South	06-5263	331/30.8%	A	$ 372,873	11.74%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	540/52.8%	NA	$ 852,984	17.01%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	430/45.6%	NA	$ 938,380	27.15%	No
Broward	Somerset Academy Miramar South	06-5054	216/42.6%	A	$ 1,145,378	60.66%	No
Broward	Somerset Academy (Davie)	06-5211	150/47.3%	A	$ 514,483	37.79%	No
Broward	Somerset Academy East Preparatory	06-5391	222/86.9%	NA	$ 1,254,935	60.51%	No
Broward	Somerset Academy Riverside	06-5387	271/54.2%	C	$ 205,163	7.37%	No
Broward	Somerset Academy Riverside Middle School	06-5419	113/46%	NA	$ (7,057)	-0.68%	No
Broward	Somerset Parkland Academy	06-5056	534/16.7%	B	$ 66,106	1.30%	No
Broward	Somerset Village Academy	06-5004	228/95.2%	NA	$ 1,095,942	49.37%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	159/91.8%	NA	$ 342,717	24.23%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	736/83.7%	NA	$ 1,599,630	22.38%	No
Broward	Somerset Preperatory Academy Charter High School at North Lauderdale	06-5006	319/74%	NA	$ 1,334,878	49.94%	No
Broward	Somerset Academy Neighborhood School	06-5021	494/65%	NA	$ 1,197,987	27.09%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	347/59.1%	NA	$ 170,608	6.20%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	278/29.1%	NA	$ 217,816	8.87%	No
Broward	Somerset Pines Academy	06-5030	448/71.4%	C	$ 1,526,934	36.51%	No
Broward	Somerset Academy Pompano	06-5388	119/83.2%	C	$ 202,414	17.11%	No

ESP			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year 2021				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Unassigned Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Somerset Academy Key Middle School	06-5413	335/;80.3%	NA	$ 427,956	14.04%	No
Broward	Somerset Academy Key Charter High School	06-5224	268/84.7%	NA	$ 157,861	7.32%	No
Broward	Ben Gamla Charter School	06-5410	454/27.5%	NA	$ 1,781,312	44.31%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	207/27.5%	NA	$ 20,203	1.19%	No
Broward	Ben Gamla South Broward	06-5392	348/78.2%	NA	$ 241,567	7.50%	No
Broward	Ben Gamla Preparatory Academy	06-5182	376/42.3%	NA	$ 8,653	0.26%	No
Broward	International Studies Academy Middle School	06-5556	NA	NA	NA	NA	NA
Broward	International Studies Academy High School	06-5555	NA	NA	NA	NA	NA
Orange	Cornerstone Charter Academy	48-0133	984/34.2%	NA	$ 6,885,379	71.68%	No
Orange	Cornerstone Charter High School	48-0146	528/40%	NA	$ 2,334,694	50.01%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	235/79.6%	A	$ 274,079	11.24%	No
Orange	Pinecrest Creek Academy	48-0203	100/78%	NA	$ (2,704)	-0.20%	No
Orange	Pinecrest Academy Avalon	48-0238	364/38.2%	A	$ 4,637	0.12%	No
Orange	Mater Academy Narcoossee High School	48-1019	NA	NA	NA	NA	NA
Orange	Mater Academy Narcoossee	48-1018	NA	NA	NA	NA	NA
Orange	Pinecrest Collegiate Academy Middle High School Charter	48-0283	13/23.1%	A	$ 47,033	31.74%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	273/86.4%	NA	$ 457,966	15.71%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	163/84%	NA	$ 450,518	26.38%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	254/41.7%	NA	$ 72,465	3.05%	No
Palm Beach	Somerset Academy Boca	50-3413	353/26.9%	NA	$ 2,123,805	66.02%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	89/40.4%	A	$ 395,194	51.69%	No
Palm Beach	Somerset Academy Canyons Middle School	50-4012	704/50.4%	NA	$ 2,377,284	38.12%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	966/46.5%	NA	$ 1,675,238	18.88%	No
Palm Beach	Somerset Academy Lakes Charter School	50-4091	331/89.1%	NA	$ 264,676	7.35%	No
Palm Beach	Somerset Academy, The Dr. Bernard Kimmel Campus	50-3395	518/85.9%	NA	$ 826,669	17.00%	No
Palm Beach	Somerset Academy Wellington	50-4031	213/58.2%	NA	$ 413,932	15.67%	No
Palm Beach	Somerset Academy Wellington High School	50-4131	NA	NA	NA	NA	NA
Palm Beach	SLAM Palm Beach Charter Middle School	50-4090	269/86.6%	NA	$ 24,933	1.04%	No
Palm Beach	SLAM Boca	50-4103	645/47.6%	NA	$ (215,276)	-3.37%	No
Palm Beach	SLAM High School Palm Beach	50-4111	152/78.3%	NA	$ 40,891	2.56%	No
Palm Beach	University Preparatory Academy Palm Beach	50-4080	348/94.5%	NA	$ 524,654	14.37%	No
St. Lucie	Somerset College Preparatory Academy	56-0712	1008/42.9%	A	$ (162,465)	-2.07%	No
St. Lucie	Somerset Academy St. Lucie	56-0703	622/59.5%	NA	$ (169,585)	-2.89%	No
St. Lucie	Somerset Academy Bethany	56-0731	38/60.5%	NA	$ 339,099	30.99%	No
St. Lucie	Somerset Career Academy	56-0006	NA	NA	NA	NA	NA
Monroe	Somerset Academy Island Preparatory	44-0382	65/29.2%	NA	$ 280,513	29.98%	No
Osceola	Mater Brighton Lakes	49-0163	886/80.2%	NA	$ 776,852	8.97%	No
Osceola	The Mater Academy Preparatory High School	49-0971	139/78.4%	NA	$ 560,230	33.00%	No
Osceola	Mater Palms Academy	49-0185	839/80.6%	NA	$ (181,395)	-2.45%	No
Osceola	Mater Academy St. Cloud	49-0202	268/64.6%	NA	$ 544,103	19.94%	No
Osceola	SLAM Osceola	49-0183	144/79.9%	A	$ 587,740	28.63%	No
Lake	Pinecrest Lakes Academy	35-9041	746/29.1%	A	$ 228,173	3.30%	No
Lake	Pinecrest Lakes Middle/High Academy	35-9061	67/3%	B	$ 93,036	14.96%	No
Lake	Pinecrest Academy Four Corners	35-9027	360/53.6%	NA	$ 198,650	5.70%	No
Lake	Pinecrest Academy Tavares	35-9039	473/5.5%	A	$ (171,935)	-3.58%	No
Hillsborough	Sports Leadership and Management Academy Tampa	29-7815	355/69.6%	NA	$ (89,672)	-2.42%	No
Hillsborough	SLAM Academy Tampa Elementary	29-7824	NA	NA	NA	NA	NA
Hillsborough	SLAM Academy at Apollo Beach	29-7825	669/51.9%	NA	$ 322,921	5.11%	No
Brevard	Pinecrest Academy Space Coast	05-6558	344/9.6%	A	$ (8,181)	-0.22%	No
Polk	Mater Academy Davenport	53-8010	NA	NA	NA	NA	NA
Polk	Mater Academy Davenport Middle School	53-8020	NA	NA	NA	NA	NA
Pasco	Pinecrest Academy Wesley Chapel	51-4332	598/44.1%	B	$ 440,602	7.29%	No
Pasco	Pinecrest Academy Wesley Chapel High School	51-4339	NA	NA	NA	NA	NA
Jefferson	Jefferson County Elementary A Somerset School	33-0111	340/100%	NA	$ 1,350,562	18.08%	No
Jefferson	Jefferson County Middle A Somerset School	33-0021	185/100%	NA	$ 41,544	1.19%	No
Jefferson	Jefferson County High A Somerset School	33-0024	180/100%	NA	$ 79,499	2.30%	No

ATTACHMENT L

DRAFT CONTRACT BETWEEN

SCHOOL AND ESP

CHARTER SCHOOL EDUCATIONAL SERVICES AND SUPPORT

AGREEMENT BETWEEN

SAMPLE CHARTER SCHOOL, INC.

AND

ACADEMICA DADE LLC

ACADEMICA BROWARD LLC

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SAMPLE

CHARTER SCHOOL EDUCATIONAL SERVICES AND SUPPORT AGREEMENT

This Agreement to provide Educational Services and Support to Charter Schools is by and between SAMPLE CHARTER SCHOOL, INC. ("CharterSchoolCorp") on behalf of the charter schools identified on Exhibits B and C ("School") and ACADEMICA DADE LLC, for those schools identified on Exhibit B, attached hereto, and; ACADEMICA BROWARD LLC, for those schools identified on Exhibit C, attached hereto, ("Service Provider").

WHEREAS, CharterSchoolCorp **operates a network of public charter schools and** has contracts (collectively, the "Charters") with certain public school districts in Florida ("Sponsor") to operate School, each of which is identified on Exhibits B and C;

WHEREAS, the School is governed by the Board of Directors of CharterSchoolCorp (the "Board"), an independent Board of Volunteers;

WHEREAS, the Board has complete control over the School, its academic programs, staffing needs, and curricula;

WHEREAS, CharterSchoolCorp desires academic support and related services to ensure that its School is operated in accordance with the requirements of its Charter, all State and Federal laws, as well as all applicable local, municipal and/or county ordinances;

WHEREAS, Service Provider is an educational service provider established to provide professional services and related support to public charter schools;

WHEREAS, it is Service Provider's mission to ensure that the vision of the Board is faithfully and effectively implemented and to ensure the autonomy and governing authority of the Board;

WHEREAS, the Board is responsible for the management and operation of the School in accordance with the Charter and Florida law;

WHEREAS, Service Provider's officials are familiar with governmental agencies and requirements needed to establish and operate public charter schools including the Schools, as well as the requirements of the Charter, of all State and Federal authorities, and of the local municipal and/or county government(s) which may be applicable to the operation of the School;

SAMPLE

WHEREAS, Service Provider's officials are familiar with the various local, state and/or federal funding sources for charter school programs and have successfully obtained grants and other forms of revenue and financing for various charter school programs;

WHEREAS, Service Provider works with networks of charter schools and has found there are benefits to establishing charter school cooperatives and sharing best-practices and resources, including methods of reporting, record-keeping and accountability systems; and

WHEREAS, CharterSchoolCorp and Service Provider enter into this Agreement for the purpose of having Service Provider provide the academic support services and related administrative services identified in this Agreement to the School;

NOW THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF SERVICE PROVIDER:

1. **Recitals:** The foregoing recitals are true, correct and incorporated herein by this reference.
2. **Engagement**

CharterSchoolCorp engages Service Provider to provide the support and administrative service set forth herein to the School (all schools on Exhibits B and C). Service Provider accepts such engagement pursuant to the terms of this Agreement. CharterSchoolCorp's entire network is identified on Exhibits B and C. The parties may add or remove schools from the list of schools receiving Service Provider's services by amending Exhibits B and C in a writing signed by both parties.

3. **Duties**

As authorized by the Board, Service Provider will coordinate the educational and administrative services required to support the School. Service Provider 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. Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. Service Provider's services will include: identification of potential school-sites; assistance with staff recruitment; assistance with human resource coordination; regulatory compliance; legal and corporate upkeep; and assistance with the maintenance of the books and records of the School and CharterSchoolCorp as well as bookkeeping, budgeting and financial forecasting. The Board will review all recommendations made by Service Provider and act upon them in the manner the Board decides.

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4. Board of Directors Meetings

Service Provider will assist in the coordination of and attend the meetings of the Board. Unless otherwise instructed by the Board, Service Provider 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

Service Provider will maintain the records of the School at the location designated by the Board, and in compliance with the State and Charter requirements for record keeping. In addition, Service Provider will ensure that designated on-site School staff receive proper training by the Sponsor's appropriate departments for student/school record keeping through its designated Management Information Services (MIS) programs and proper training regarding public records.

6. Bookkeeping

The Service Provider will work with and serve as liaison to any accounting firm selected by the Board to ensure the accuracy and timeliness of the financial reporting, record keeping, and audits required by the Charter and State law.

7. Staff Administration

CharterSchoolCorp or Board and/or its delegate will make all hiring decisions for the School and CharterSchoolCorp in accordance with law. Service Provider shall not be considered a delegate of CharterSchoolCorp or Board for this purpose. Service Provider will assist the Board in the identification, solicitation, and/or recruitment of qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals to be employed at or by School. School employees shall not be employees of Service Provider. School employees shall only be removed, dismissed, or transferred with approval of the Board or its delegate. The Board shall decide whether to use a professional employee management company and the method of human resource management, if any.

The teachers employed by the School will be certified as required by Chapter 1002.33, Florida Statutes. Skilled selected non-certified personnel may also be employed by or at the School 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. At the request of the Board, Service Provider will, assist in the preparation of employment contracts for review and approval by the Board or its delegate. Upon

SAMPLE

Boardrequest, Service Provider will propose a professional employer organization to the Board which can perform the human resource outsourcing services for the School. If the Board, in its discretion, approves a professional employer organization and/or human resource outsourcing provider, Service Provider will assist in the coordination of these services. Service Provider will act as the liaison for the School vis-à-vis the professional employer organization. All School based employees will be employees of CharterSchoolCorp, and shall be assigned to the School, and may only be removed, dismissed, or transferred with approval of CharterSchoolCorp, the Board and/or its delegate.

8. Financial Projections and Financial Statements

Service Provider will prepare and present to the Board in a timely manner for review and approval annual budgets and financial forecasts for the School. The School will use 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, and/or other applicable guidelines as a means of codifying all transactions pertaining to financial operations as required by law and the Charter. 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. Service Provider will timely prepare, for the review and approval of the Board, any required regular unaudited financial statements including a statement of revenues and expenditures and changes in fund balances, in accordance with generally accepted accounting principles to be delivered to the Sponsor. These financial 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. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the annual audited financial [132]reports. The reports shall include a complete set of financial statements and notes prepared in accordance with the Charter and generally accepted accounting principles, for inclusion in the School's annual financial statements, and formatted by revenue source and expenditures, and detailed by function and object.

9. Designated Contact Person

The designated contact person of Service Provider shall be Fernando Zulueta. An alternate contact person shall be Maggie Fresen.

SAMPLE

10. Grant Solicitation

In consultation with the Board, and with Board approval, Service Provider will solicit grants available for the funding of the School from the various government, private and institutional sources which may be available. Such grants may include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

If authorized by the Board, Service Provider will coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

If authorized by the Board, Service Provider will coordinate the solicitation of Capital Outlay Funds, if available, from the appropriate state and/or local agencies. Similarly, as authorized by the Board, Service Provider will coordinate the solicitation of other available state, federal, or local government funds earmarked for schools and/or 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

Service Provider will coordinate the preparation of anyAnnual Report(s) required by the Charter or by law for the School. The Report will be submitted to the Board for approval, Service Provider will coordinate the delivery and review process established by the Sponsor and Charter School legislation for the Annual Report.

14. Student Assessment

Upon the approval of the Board, Service Provider will coordinate a student assessment methodology, independent from State and/or Sponsor required assessments, and retain on behalf of CharterSchoolCorp professionals to administer and evaluate results. Service Provider will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for Board approval.

15. School Board Representation

Service Provider will serve as a liaison with the Sponsor and its officials on behalf of the School. Service Provider's representatives will attend required meetings and public hearings; will facilitate

SAMPLE

communications between the School and the Sponsor; and, will present or advocate positions reviewed and approved by the Board.

16. Governmental Compliance

Service Provider will advise CharterSchoolCorp and School regarding compliance with state regulations and reporting requirements of the School. For those schools listed on Exhibit B, Service Provider will advise the CharterSchoolCorp and School regarding compliance with the Sponsor's Disclosure, Verification and Affirmation of Fulfillment of Board Requirements Form, a current version of which is attached as Exhibit A. For those schools listed on Exhibit C, Service Provider will advise the CharterSchoolCorp and School regarding compliance with any similar requirements of the Sponsor regarding Disclosure, Verification and Affirmation of Fulfillment of Board Requirements. Service Provider will also advise CharterSchoolCorp and School regarding the School's compliance with its Charter, the terms of which are incorporated by reference.

17. Charter Renewal Coordination

Service Provider will advise CharterSchoolCorp regarding the renewal of the Charter, coordinate the renewal with the Sponsor, and assist the Board and School to complete the renewal process on a timely basis. Service Provider will negotiate the terms of the renewal Charter with the Sponsor, inform the Board of the progress of those negotiations, notify the Board of any renewal provisions which modify or alter the terms of the existing Charter, and obtain Board approval of any negotiating strategy and of the terms of the renewal Charter.

18. Curriculum Development

As authorized by the Board, Service Provider 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

Service Provider shall identify and/or develop Pre-School, After-Care, and/or Early Drop-Off programs that may be offered as services ancillary to, but separate from the operations of the School. These programs are not encompassed by the Charter. Accordingly, the School may elect not to offer these programs directly, but rather to authorize Service Provider to do so. In furtherance of that, Service Provider will retain the necessary operators to provide the underlying services to the parents and students desiring them. Service

SAMPLE

Provider 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. Service Provider 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. All terms and conditions for these programs, including financial terms, operating procedures, and ownership, shall be subject to Board review and approval.

20. School-Site Identification

Service Provider shall coordinate with the Board for the purpose of identifying CharterSchoolCorp's school-site and facilities needs from year-to-year. Service Provider shall assist the Board in identifying potential new school sites and potential expansion of existing sites and facilities. Service Provider may identify and solicit investors to acquire and/or develop school sites and facilities for lease or use by CharterSchoolCorp. Where such investors are related to Service Provider or its principals, such relationship will be disclosed to the Board. At the Board's request, Service Provider shall recommend qualified professionals, who the Board may retain, in the fields of school design, architecture, and engineering, as well as professionals in the areas of development and construction, for the expansion, design, development, and/or construction of new and/or existing school sites.

21. Systems Development

Service Provider 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. All such systems must be reviewed and approved by the Board.

TERM OF AGREEMENT

22. Initial Term

Unless otherwise terminated as provided in Section 24, the term of this Agreement shall be five (5) years, commencing July 1, 2017 through June 30, 2022 ("Initial Term"), except as otherwise set forth for any specific school on Exhibit B or C. The Commencement Date shall be deemed to be July 1 of the initial year of the Agreement, although the parties recognize that Service Provider has provided services to the Board in connection with the School and Charter before this date.

SAMPLE

At the conclusion of the final term of this Agreement, CharterSchoolCorp shall have the option to renew this contract with Service Provider.

23. Renewal

At the expiration of the Initial Term, or any Renewal Term thereafter, this Agreement shall be renewed for an additional Renewal Term of five (5) years unless terminated by the Board pursuant to Section 24. Service Provider 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

A. In the event of a breach of this Agreement by either party, the non-breaching party shall give the other party written notice of such breach and sixty (60) days to cure such breach. "Breach" shall be defined as a material breach of this Agreement by Service Provider or CharterSchoolCorp; the failure of Service Provider to provide educational support and related services sufficient to operate the School in a manner that complies with the standards of the Sponsor; any debarment of or similar action against Service Provider by any governmental entity; or any action or conduct by Service Provider 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 health, safety or welfare of students. If the Sponsor terminates or materially changes the Charter, either CharterSchoolCorp or Service Provider may upon thirty (30) days written notice terminate this Agreement without penalty or liability of any kind to either party.

B. If the Sponsor materially changes a part of the Charter, the CharterSchoolCorp or Service Provider may upon thirty (30) days written notice terminate any corresponding part of this Agreement without penalty or liability of any kind to either party.

C. Termination rights established in this section 24 shall apply equally to each school listed on Exhibits B and C. CharterSchoolCorp may terminate this Agreement in its entirety, for any individual school, or for any number of Schools listed on Exhibits B and C.

D. Either party may terminate this Agreement, in its entirety or for any individual school or group of schools listed on Exhibits B and C, at any time and for any reason, and without cause, upon

SAMPLE

providing the other party 90 days' written notice of termination. In the event of termination of this Agreement, in whole or in part, for any reason, the compensation to be paid by CharterSchoolCorp to Service Provider under this Agreement shall be pro-rated.

COMPENSATION

25. Service Fee

CharterSchoolCorp shall pay Service Provider a "Service 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 Service Fee shall be payable in equal monthly installments, provided that CharterSchoolCorp shall have no obligation to pay such Service 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 Service Fee may 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 Service Fee below the initial level of four hundred fifty dollars ($450) per student FTE per annnum as stated above. Service Provider, in its discretion, may waive any annual adjustment and, upon request, will provide such documentation as may be reasonably requested by CharterSchoolCorp to support any waiver of an annual adjustment.

26. Additional Services

Service Provider may provide additional services not covered under this Agreement as requested and approved the Board in writing. 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, upon written approval and at the expense of CharterSchoolCorp, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

27. Reimbursement of Costs

Service Provider may 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.

SAMPLE

28. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider, in its discretion, may defer some or all of the service 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 Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors or principals and any other person or entity providing goods or services to the School, Service Provider shall disclose the relationship to the Board.

30. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider, its officers, directors, employees, agents, or assigns. Service Provider agrees to provide, upon request of the Board, certificates evidencing such insurance and naming CharterSchoolCorp, and its Board as additional insured. In the event CharterSchoolCorp and/or School shall, without fault on its part, be made a party to any litigation commenced by or against Service Provider, whether founded in tort, contract, or otherwise, then Service Provider shall protect and hold CharterSchoolCorp and/or School, as applicable, harmless and shall pay all costs, expenses, and attorney's fees incurred by School in connection with such litigation including any appeals. CharterSchoolCorp and School shall carry liability insurance and indemnify the Service Provider for acts or omissions of CharterSchoolCorp and School, its officers, directors, employees, agents, or assigns. School agrees to provide, upon request of the Service Provider, certificates evidencing such insurance and naming Service Provider as additional insured. In the event Service Provider shall, without fault on its part, be made a party to any litigation commenced by or against School, whether founded in tort, contract, or otherwise, then School shall protect and hold Service Provider harmless and shall pay all costs, expenses, and attorney's fees incurred by Service Provider in connection with such litigation including any appeals.

Notwithstanding the above, nothing in this provision shall operate to release either the Service Provider or the School from its own affirmative duties with respect to this Agreement, and neither party is obligated to indemnify the other party for the other party's wrongful or tortious conduct. Notwithstanding any other term in this Agreement, this Agreement and all provisions contained herein shall be subject to and

SAMPLE

governed by Section 768.28, Florida Statues, as amended, and by the School's rights and protections under that statute.

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, without regard to its conflicts of laws rules. 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:

SAMPLE

Service Provider 6340 Sunset
Drive Miami, Florida 33143

Sample Charter School Inc.
Address Line 1
Address Line 2
Attn: President /Board Chair

(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 Sample Charter School Inc. held on the _____ day of _____ 2017. At that meeting, the undersigned Director or officer of CharterSchoolCorp 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.

SAMPLE CHARTER SCHOOL, INC.

By: _____ Date: _____

President/Board Chair

ACADEMICA DADE LLC

ACADEMICA BROWARD LLC

By: _____ Date: _____

Fernando Zulueta, Authorized Signor

SAMPLE

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Carlos O. Alvarez

Home Address: _____

Business Name and Address: 2590 West 76 Street Hialeah Fl 33016

Phone Number: _____

E-mail address: _____

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a 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 decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "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.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Carlos Alvarez



Signature

01 / 13 / 2026

Date

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

City of Hialeah
Educational Academy
A Miami Dade County Public Charter School
2590 West 76 Street
Hialeah, FL 33016
PH. 305-362-4006 FX. 305-362-7006
www.hialeaheduacademy.com
SACS Accredited and "A+" School of Excellence

To the world he is the Principal of the City of Hialeah Educational Academy (COHEA). To the COHEA Family he is the friend, the mentor, the father figure, and leader who is deserving of this opportunity for his contributions to our COHEA Family and to the City of Hialeah. The COHEA family is proud of the milestones we have reached and the recognitions we have been awarded in just eight years but nothing makes us prouder than the men and women we have helped mold into model citizens. Our alumni would not be where they are today without "Papa Smurf", as the first graduating class lovingly refer to him. For many of our students and alumni, Principal Alvarez is their father figure and a friend who always keeps his office door open for them. A man who detests being trapped behind his desk and who spends his day walking around every inch of COHEA doing what it takes to help our students reach their goals. Whether it be sharing words of encouragement to students who are performing deficiently or directing traffic in the rain to ensure our students' safety. He plays a role in helping them reach goals he knows they are capable of achieving even before many of our students know it themselves. For Principal Alvarez our students are not numbers. To him our students are human beings who will receive from him love, respect, loyalty, knowledge, and discipline.

Mr. Carlos O. Alvarez began his career in education over 18 years ago at the Ben Sheppard Annex as a paraprofessional who assisted with fourth and fifth grade students. Following the completion of his Bachelor's Degree in Elementary Education from St. Thomas University he taught at Ben Sheppard Elementary for three years. Concurrently, Mr. Alvarez earned a Master's Degree in Educational Leadership from Nova Southeastern University. His professional journey continued at Jose Marti Middle School where he served as a teacher and an Administrative Assistant. Upon completing the Miami-Dade County Public Schools Assistant Principal Preparation Program, he decided to venture into the charter school movement and excelled as an Assistant Principal at Mater Academy Middle/High Charter School. Then in 2008, he was selected to lead a unique charter school with an emphasis on public service academies in the same community in which he grew up. He finally had the golden opportunity to give back to his community in his hands as the Principal of City of Hialeah Educational Academy. It was his opportunity to give back to the community that gave him so much.

It is with this visionary spirit that he motivates our faculty and staff to think outside the box and go the extra mile for our students. He instills in the faculty and staff the belief that there are no limits for our children's capacity to learn and the need to create a family oriented culture in our school that is conducive to our students' success. He has advocated on behalf of our school and the charter school movement before legislators in Tallahassee. He has created awareness amongst the community leaders he has built partnerships with about

the contributions of our school to the community. By advocating and creating awareness in the community he solidifies his commitment and loyalty to the mission and vision of the COHEA Family.

Principal Carlos O. Alvarez deserves to be recognized because he has provided the leadership that has been instrumental in propelling City of Hialeah Educational Academy (COHEA) down a path of innovation and achievements since it opened its doors nine years ago. Thanks to the guidance of Principal Alvarez our specialized academy model school has earned the Florida Rating of an A for the past 4 years, has a graduation rate of over 95%, and has been recognized by *Newsweek*, *the Daily Beast*, and the *U.S. News and World Report* for our students' academic accomplishments. However, helping our school earn these accomplishments accounts partially for the reasons why he deserves this distinction. It is the lifelong impact he has had on all the members of the COHEA Family and our community that make him deserving of this distinction. The boy who grew up playing in parks throughout Hialeah is now a man in the relentless pursuit of giving back to the community he has boundless gratitude towards.

Below are some descriptions and accomplishments of COHEA:

- Serving predominantly minority students with a 98% rate and economically disadvantaged students with 90%; which qualify for free and reduced lunch.
- Fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.
- In 2013, COHEA received the prestigious "School of the Year Award" by the City of Hialeah as a testament to its academic excellence and its service to the community.
- Received national recognition in 2013, 2014 and 2015 by *Newsweek Magazine*, having ranked as one of the "Best High Schools in America."
- Received national recognition in 2015, 2016, 2017, 2018 by *US News and World Report* Best High Schools in America
- Presently at 97.44%, and rising from 91%, its extraordinary graduation rate is one of the highest within the state of Florida (presently at 75%) and also within the school district (77% at present).
- Four consecutive years of being awarded an "A" school rating under State of Florida Accountability System.
- 2016, 2017 *US News and World Report*- "Best High School in America" Gold Award
- 100% of seniors enrolled in the Fire Academy graduated with CPR, First Responder and Emergency Vehicle Operator Certifications.

- Executive PASS Partnership with Miami-Dade College-Hialeah Campus.
- Florida Tax Watch- 2016 Principal Leadership Award- Carlos O. Alvarez, Principal- City of Hialeah Educational Academy

Carlos O. Alvarez

8394 NW 144 Street
Miami Lakes, FL 33016
Cell (786) 294-2735
calvarez@coheaedu.com

Education:

2002-2003 Nova Southeastern University Miami, FL
Master of Science **Educational Leadership**

- Administrative Internship- Ben Sheppard Elementary, completed 300 hours of administrative duties and responsibilities that sequenced through all grade levels. Responsible for organizing after-school tutorial programs based on student data and needs assessment. Created professional development workshops for parents to assist students for preparation of science projects. Administered school wide SRI testing, which included training teachers, developing proctor's schedule, room assignments as well as overseeing entire testing process in the capacity of an assistant principal. Also, responsible for planning, implementing and following through in other delegated administrative duties.

1998-2000 St. Thomas University Miami, FL
Bachelor in Arts **Elementary Education**

- Educational Internship- Ernest Graham Elementary, interned at the fourth grade level in all subject areas. Responsible for developing lesson plans using M-DCPS Competency Based Curriculum. Trained in FCAT student preparation using Sunshine State Standards.

1995-1997 Miami-Dade Community College Miami, FL
Associate in Arts **Elementary Education**

Professional Experience

2008- Present City of Hialeah Educational Academy School Hialeah, FL
Principal

- **Manages, supervises, and appraises the performance of all employees**
- **Manages the daily operations of the school**
- **Manages the school finances and budget**
- **Primary and public-facing representative**
- **Maintains communication with stakeholders**
- **Oversees the management, maintenance, and development of school facilities (physical plant)**
- **Develops the broad goals and oversees the implementation of goal driven strategies**
- **Instructional Leader**
- **Insures the implementation of a Progressive Disciplinary Plan of Action**
- **Develops and oversees the implementation of safety and security measures plan**

2006- 2008 Mater Academy Middle/High School Hialeah Gardens, FL
Assistant Principal

- **Attendance/Tardy Policy**
- **Responsible for reporting Full-Time Equivalent (FTE)**
- **Develop Master Schedule for Middle School**
- **Coordinate transportation routes for buses and parents**
- **Implemented cafeteria management system**
- **Responsible for physical plant**
- **Implemented Progressive Disciplinary Plan of Action**
- **Oversee sixth grade operations**
- **Social Studies and Physical Education Department**

2003- 2006 José Martí Middle School Hialeah, FL

Administrative Assistant

- **Participate in planning and preparation for School Improvement Plan**
- **Enforce progressive discipline through Miami-Dade County Public Schools Code of Student Conduct**
- **Planned, developed, and implemented lunch management system**
- **Summer Camp/ After school tutoring/ Saturday FCAT Academy Coordinator**
- **Accountable for supervision of all security monitors**
- **Participated and planned final scope for major school repair and paint job**
- **Monitored Read 180 program, in all reading classes**

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Erin Laura Demirjian

Home Address: _____

Business Name and Address: 14301 SW 42nd St Miami, FL

Phone Number: _____

E-mail address: edemirjian@aol.com

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
1. "Charter school personnel" means a 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 decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
2. "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.
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Erin Demirjian

Erin Demirjian — *Signature*

01 / 14 / 2026 — *Date*

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

Dr. Erin Demirjian has been providing psychological care to clients struggling with varying degrees of mental health and life issues since 1996. Erin works with a diverse population and provides individual, couple and family therapy in an outpatient setting. Erin has had a significant impact in the public sector working as program director of several community programs helping children, adolescents and families who were in crisis and currently in the private sector providing therapy to adults, children and families in her practice in Miami, Florida.

Erin graduated from Roger Williams University with a B.A. in Psychology and a minor in Marketing. She went on to earn an M.A. in Psychology from University of Dayton and completed a M.S and doctorate degree in clinical forensic psychology from Miami Institute of Psychology. Erin completed her psychology internship at Northeastern Ohio Universities College of Medicine. She is also active in her community and serves as a school board member for Pinecrest Academy.

Erin L. Demirjian, Psy. D.

Home Address: 10 Venetian Way #802 Miami, FL 33139
Phone: (305) 761-0809 Fax: (305) 532-9544

Education

December 2002 — **Miami Institute of Psychology**
Psychology Doctorate

Clinical and Forensic Psychology
Miami, Florida

August 1999 — **Miami Institute of Psychology**
Master of Arts and Sciences

Psychology
Miami, Florida

December 1997 — **University of Dayton**
Master of Sciences

General Psychology
Dayton, Ohio

May 1993 — **Roger Williams University**
Bachelor of Arts

Psychology
Minor in Marketing
Bristol, Rhode Island

Honors

· **Psi Chi National Honor Society, Psychology**

Internship

July 2001 – July 2002
Akron, OH

Psychology Intern
Northeastern Ohio Universities College of Medicine

· Individual Therapy
· Group Therapy
· Clinical Interviews
· Psychological Testing
· Preparing Psychological Evaluations

Employment and Work Experience

Nov 2010 – Present — **Private Practice**
Miami, FL

· Individual, family, couple's therapy
· Psychological testing and evaluations

April 2006 – July 2011 — **Director**
Miami, FL — **Alternate Family Care**

· Obtain referrals and market program to referral sources
· Oversee program and Provide therapy to Specialized Foster Children
· Manage a multidisciplinary team
· Supervise implementation of treatment goals of the program
· Supervise the day to day operation of a treatment program
· Schedule programming
· Conduct trainings for staff and foster parents
· Audit charts to assure adherence to regulation

April 2004 – Oct 2010 — **Therapist**
Miami, FL — **Citrus Health Network**

· Individual therapy
· Develop treatment plans
· Prepare monthly summaries

Dec 1999 – Dec 2009 — **Marketing/ Referral Coordinator**
Miami, FL — **Demirjian Neurology and Pain**
Dayton, OH

· Contacted area physicians to increase referrals
· Marketed private practice
· Developed on-line contacts
· Tracked patient satisfaction

June 2003 – November 2004 — **Therapist Supervisor**
Miami, FL — **Village South Treatment Center**
Baseline Studies

· Part of a national team conducting the Women's Treatment for Trauma and Substance Use Disorders

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Juan Molina

Home Address: _____

Business Name and Address: 14301 SW 42nd St Miami, FL

Phone Number: _____

E-mail address: juan@juanmolina.com

[X] Resume and professional bio are attached here.

[ ] Resume and professional bio are attached elsewhere in the application (specify). _____

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

[ ] Yes [X] No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

_____

_____

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a 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 decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "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.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Juan Molina

Juan Molina
Signature

01 / 14 / 2026
Date

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

Juan Molina

530 Wren Avenue, Miami Springs, FL 33166
mobile – 305.975.8897
email – juan@juanmolina.com

PROFILE:



Mr. Molina has a passion for and in-depth experience working in high-paced/fast-growth companies, specifically in Healthcare and Technology sectors. He is currently part of the founding team at CareCloud, a Cloud-based software and services company providing the next generation of practice and clinical management technologies to healthcare providers of all sizes and serves as the company's Director of Business Development and Chief Evangelist.

Prior to CareCloud, Mr Molina was also part of the founding team of Avisena, an ASP revenue cycle management (RCM) company. At Avisena he served the company in several roles beginning in the technology division where he was responsible for the design, development, and implementation of the company's network and application infrastructure. He was later responsible for key aspects of the company's first merger and acquisition and also served as the project manager for the M&A managing keys areas such as human resources integration, change management issues, and technology infrastructure transitions. He also served as Avisena's first Marketing Manager implementing their go-to-market strategy and successfully launching and positioning their products and services in the marketplace. He also played a crucial role in developing the company's strategy for its sales and marketing division. His leadership helped transform sales and resulted in double-digit growth since 2004 where he served as Director of Business Development. In this capacity he helped the company grow and was responsible for over $9M in sales of the company's $15M in revenue at his departure.

Prior to Avisena, Mr. Molina worked at Web, Inc formerly iNNERHOST (NASDAQ: WWWW) and Florida International University's Vice Presidential Offices. At Web, Inc he was a Network Administrator and a Network Operations Center (NOC) Systems Engineer. There he was responsible for maintaining and troubleshooting over 8000 websites hosted on Intel-based, Microsoft web servers, conducting high-level quality assurance tests on over 250 web servers, and managing clients from around the world. At FIU he was responsible for assisting and implementing many university-wide initiatives.

Mr. Molina attended Florida International University, serves on several community boards, is a member of the American College of Healthcare Executives (ACHE) and has been honored by the South Florida Business Journal as the winner of the "Up and Comer" Award in the Professional Services category as well as by South Florida Business Leader as a "Mover and Shaker."

SKILL SET:

- Nine years of healthcare revenue cycle management, physician practice operations, healthcare IT, and business process improvement experience.
- Proven and very successful in sales, marketing, technology, management and leadership roles.
- Excellent strategic planning, critical thinking, communication, and interpersonal skills.
- High integrity individual who earns trust while working with clients, colleagues and team members. Embraces team spirit, is inclusive of others and disparate ideas and creates win-win solutions for all parties involved.
- Strong business and information systems background including HIT systems (PM, EHR, RCM) and cloud computing platforms.
- Expert in understanding physician and medical professional's buying psychology. Proven experience in selling to physicians, practice administrators, and C-level hospital executives.
- Specialist in streamlining and creating cost-efficient operations for healthcare providers.
- Experience in educating workforces in implementing tools and methodologies that increase problem-solving skills and automate processes across the entire organization including, Salesforce.com automation and business process improvement methodologies.
- Ability to identify and execute strategies that create momentum and generate rapid financial results that serve as a foundation for future continual growth.

EDUCATION:

Florida International University, Miami, FL
Management Information Systems 2001

F.I.U., Microsoft Certified Technical Education Center 2002
Microsoft Certified Professional

Monsignor Edward Pace Catholic High School 1996

WORK EXPERIENCE (Condensed):

CareCloud, Miami, FL
Director of Business Development – Chief Evangelist 2010 – Present

Avisena, Miami, FL
Director of Business Development 2001 – 2010

- Demonstrated management expertise or considered expert in :
    - Physician revenue cycle (both administrative/financial and clinical) as related to running a streamlined medical practice
    - In-depth understanding of leading-edge medical software technology (RCM and EMR/EHR), software integration at vendor, hospital, and payer levels.
    - Benchmarking and financial analysis of medical practices on industry standard and internal KPIs and audit controls.
    - Management of large and small group formation, credentialing projects and governmental requirements
- Seven years of experience selling directly to physicians, administrators, and hospital executives.
- Surpassed target sales goals on a yearly basis.
- Negotiated alliances and contracts for service expansion locally and nationally.
- Assist in the development of short-term and long-range company goals and objectives.
- Performed training and provide mentoring/management for all new practice advisors.
- Performed analysis on all key sales and marketing metrics.
- Salesforce.com administrator/expert – Helped develop and maintain corporate CRM solution.

iNNERHOST, Miami, FL
Network Operations Center Systems Engineer & Network Administrator 2000 – 2001

- Responsible for managing network activity, network operations, and infrastructure for clients globally.
- Advanced support, troubleshooting, and overall management of thousands of applications running on Microsoft applications such IIS 4.0 / 5.0, Windows NT, Windows 2000 Professional / Server, SQL Server 7 / 2000, Exchange, Terminal Services, SharePoint Team Services and BizTalk Server.
- Responsible for support for clients on shared and dedicated web-hosting solutions.
- Maintaining and troubleshooting over 8000 websites hosted on Dell, and IBM Intel web servers.
- Conduct high-level quality assurance test on 100+ web servers.

Intelligent Business Solutions Consulting, Miami, FL
Consultant / Project Manager 1999 – 2000

- Project strategist for several company projects that included multi-tiered application systems design, architecture and implementation.
- Responsible for managing teams of consultants on several in-house and offsite projects.
- Managed all aspects of projects including, product life cycle management, risk assessments, contingency planning, data modeling, strategic planning, and resource allocation issues.
- Coordinated user training, established standards, quality control, and team development workshops for use within the organization.

VOLUNTEER EXPERIENCE & PHILANTHROPIES :

Mercy Hospital, Miami, Florida
Treasurer, Board of Directors Mercy Hospital Ambassadors 2006 – Present

Melrose Elementary School, Miami, Florida 2009 – Present
Educational Excellence School Advisory Council

Eugenia B. Thomas Community School, Doral, Florida
Volunteer Webmaster (www.myclassisfun.com), Fifth Grade 2004 – 2006

Sigma Phi Epsilon National Fraternity, Richmond, Virginia
Facilitator, Carlson Leadership Academy 1996 – Present

- Designed and conducted leadership seminars, goal-setting workshops, recruitment clinics, and conferences for groups up to 350 individuals.
- Organized and facilitated goal-setting and evaluative retreats, sales skills presentations, and educational seminars for groups of 15-100.
- Educated and trained participants in intensive development program with emphasis in marketing, sales, management, interpersonal relations, and public speaking.

Sigma Phi Epsilon FL Nu Chapter at Florida International University, Miami, Florida
President of Alumni Advisory Committee, Board of Trustees, Coach 2001 – Present

AWARDS:

- South Florida Business Journal "Up & Comer Award" Winner, 2008
- South Florida Business Leader "Mover & Shaker Award" Winner, 2008
- Rainmaker Award, 2007
- Million Dollar Club, 2005, 2006, 2007, 2008, 2009
- Presidential Circle of Excellence Award, 2005, 2006

LANGUAGES:

- English – native language
- Spanish – fluent

MEMBERSHIPS/AFFILIATIONS:

- Board of Directors, Mercy Hospital Ambassadors
- American College of Healthcare Executives (ACHE)
- Medical Group Management Association (MGMA)
- Next In Line, Young Professionals Networking Organization
- Sigma Phi Epsilon National Fraternity

INTERESTS:

- Cycling
- Healthcare
- Education
- Politics
- Food and Wine

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Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Shannine Sadesky

Home Address: _____

Business Name and Address: 14301 SW 42nd St Miami, FL

Phone Number: _____

E-mail address: ssadesky@yahoo.com

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

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(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
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2. "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.
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Shannine Sadesky

Shannine Sadesky — *Signature*

01 / 13 / 2026 — *Date*

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

Shannine Sadesky

1201 River Reach Dr., Apt. 504
Ft. Lauderdale, FL 33315
Email: ssadesky@yahoo.com
Cell Phone: (786) 854-8343
Work Phone: (954) 255-9740

OBJECTIVE:
To lead within an organization that promotes excellence in education.

EDUCATION
M.S. in Educational Leadership – Fall 2002
Nova Southeastern University, summa cum laude

B.A. in Elementary Education – Fall 1996
The American University, cum laude

CERTIFICATIONS & ENDORSEMENTS
Florida Department of Education Professional Educator's Certificate

- Educational Leadership (all levels)
- Elementary Education (1-6)
- English Speakers of Other Languages (ESOL) Endorsed
- School Principal (all levels)

WORK EXPERIENCE
Board Member, 2005 – present
Mater Academy, Inc., Miami, FL

Board Member, 2005 - present
Pinecrest Academy, Inc., Miami, FL

School Support Specialist, June 2018 – present
Somerset Academy Riverside, Coral Springs, FL

- Assist with school marketing efforts and community outreach
- Support the Principal with all aspects of preparing the school for its inaugural opening

Principal, August June 2016 – June 2017
Somerset Academy Lakes Charter Elementary, West Palm Beach, FL
Sports Leadership and Management Charter Middle School, West Palm Beach, FL

- Performed all duties of School Principal
- Prepared and launched the opening of the schools during their inaugural year

Board Member, 2014 – 2017
SLAM Charter Schools, Inc., Miami, FL

Mentor Principal, August 2015 – June 2016
Ben Gamla Preparatory Charter School, Hollywood, FL
Ben Gamla Preparatory Charter Middle School, Hollywood, FL
Ben Gamla Charter High School, Hollywood, FL

- Worked collaboratively with Governing Board, administrative team and support agencies to assist with opening of school operations, procedures and training including such things as facilities preparation, registration, purchases, budgeting, staff development and instruction, Human Resources, daily operations guidelines, job descriptions, handbook preparation, scheduling and data management
- Mentored and supported the Principal, Assistant Principal, and Leadership Team

Principal, August August 2012 - June 2015
Somerset Academy Village Elementary, Wilton Manors, FL
Somerset Academy Village Middle School, Wilton Manors, FL

- Performed all duties of School Principal
- Increased middle school grade two letter grades in 2014 – 2015
- Coordinated Somerset Academy District Job Fair which produced hundreds of applicants
- Assisted with the SACS District Accreditation

Principal, June 2012 – June 2013
Somerset Academy Central Miramar Elementary , Miramar, FL
Somerset Academy Central Miramar Middle, Miramar, FL
Somerset Academy Central Miramar High, Miramar, FL

- Opened the Title I schools with approximately 1,000 PK-12 students its inaugural year
- Achieved "A" School Ratings in the elementary and high school and "B" school rating in the middle school
- Worked collaboratively with the Governing Board and support agencies to plan and execute the opening of the schools including such tasks as facilities preparation, registration, purchases, budgeting, staff development and instruction, Human Resources, daily operations guidelines, job descriptions, handbook preparation, scheduling and data management

Principal, June 2006 – June 2013
Somerset Neighborhood School, Miramar, FL
Somerset Academy Miramar Elementary, Miramar, FL
Somerset Academy Miramar Middle, Miramar, FL

- Achieved "A" School Ratings all years, met AYP for Title I schools, and met and exceeded School Improvement Plan goals
- Achieved Gold Seal Award of Excellence for all three schools in 2009
- Awarded highest performing school in the state of Florida for closing the achievement gap in reading and math among low socioeconomic students by the National Title I Association
- Increased enrollment from 75 students in 2005 to over 1200 students in 2009
- Worked collaboratively with Governing Board and support agencies to plan the opening of the schools including such tasks as facilities preparation, registration, purchases,

budgeting, staff development and instruction, Human Resources, daily operations guidelines, job descriptions, handbook preparation, scheduling and data management
- Coordinated Somerset Academy District Job Fair which produced hundreds of applicants
- Assisted with the SACS District Accreditation
- Collaboratively participated in grant writing and was awarded $500,000.00 from the Walton Family Foundation

Elementary Principal, August 2005 – present
Somerset Neighborhood School, Miramar, FL
- Coordinated the opening of our new elementary and middle school expansions and increased the school from 75 students to over 900 students year one
- Instituted a rigorous reading initiative that incorporated community partners, parents, staff, and students that yield large reading gains among all student groups and individual students as evidenced on the SAT-10 and the FCAT
- Achieved significant learning gains, some evidenced with learning gain increases of over 25 percentile points, among all student groups in reading, writing, and mathematics

Assistant Principal, August 2003 – July 2005
Somerset Academy Charter School, Pembroke Pines, FL
- Performed all Assistant Principal duties for over 900 students and more than 60 staff members at the elementary level
- Coordinated extensive School Improvement tasks including an expanded, fully-functioning library, improved transportation procedures, and increased academic achievement among students
- Increased school grade from "B" to "A" and achieved learning gains among the 25% lowest achieving students, including meeting AYP
- Created and implemented the school's S.A.F.E. emergency preparation plan
- Created and managed a 16-week after-school FCAT tutoring program for over 300 students.
- Assisted with secondary school growth and operations

Learning Enrichment After-School Program (L.E.A.P.) Director, August 2001 – June 2005
Somerset Academy Charter School, Pembroke Pines, FL
- Oversaw over 400 students and 20 staff members
- Coordinated and implemented intensive tutoring increasing school learning gains
-

Lead Teacher, August 2000 – August 2003
Somerset Academy Charter School, Pembroke Pines, FL
- Supervised and trained staff and students in grades 3-5
- Developed the school schedule and established a school inventory system
- Lead the data-driven and collaborative decision-making process
- Wrote the SIP, conducted annual climate surveys, and coordinated SACS Accreditation initiatives
- Served as Curriculum Specialist and Dean of Discpline for third through fifth grade students

Lead Teacher and Classroom Teacher, August 1997 – August 2000
Somerset Neighborhood School, Miramar, FL

- Assisted with the inaugural year of the first Somerset Academy school
- Supervised the school of 75 students from 1998 - 1999

Conference Presenter

- Co-presenter at the National Charter Schools Conference in 2008 and 2009 on "NESTing", a formula for creating and replicating successful charter schools
- 2005 – 2008, Presenter for three consecutive years at the Charter School Conference in Broward County, Florida
- September 2004 – Florida Council of Elementary Educators, Orlando, FL
  Workshop Title: "Teacher and Administrator Talk: Power in Effective Communication"
- July 2002 –Florida Charter School Leadership Conference, Miami, FL
  Workshop Title: "Data Driven Decision Making for Teachers and Administrators"
- Summer 2001 - Florida Charter School Leadership Conference, Orlando, FL
  Workshop Title: "Putting the Power in Power Standards"

AWARDS, RECOGNITIONS & ACCOMPLISHMENTS

- Member of Golden Key National Honor Society since 1996
- Broward Education Foundation Science Grant Recipient, 1999
- Annenberg Challenge Grant Project Steering Committee Award for Outstanding Leadership, 2003
- Administrator at a Florida A+ School, 2003 – 2005, 2008
- Recipient of two Walton Grant awards totaling $460,000.00
- Participant in the first ever SACS District Accreditation
- Participated and led the opening of several highly successful charter schools
- Successfully opened new charter schools from the ground up
- Participated in the first charter school Florida SACS Accreditation
- Participated in the first charter school nationally to be district accredited
- Principal within the highest performing (charter) district in the State of Florida

SPECIALIZED TRAINING

- Completion of Broward County School District's LEAD and Interim First Year Principal Program
- Classroom Walkthrough Training 2.0
- Clinical Educator Certified
- Robert Marzano's Classroom Instruction That Works Training
- CHAMPS for Administrators
- S.A.F.E. Schools Training
- Robert Marzano's Effective Educators

REFERENCES

Available upon request

Shannine Sadesky, MS. Ed.

Ms. Sadesky is one of Florida's most experience and accomplished Charter School educators and administrators. She is currently the Principal at Somerset Academy Lakes. She was previously the principal of Somerset's Pembroke Pines Campus, an A+ school for three years in a row.

Prior to becoming an administrator at Somerset's Pembroke Pines campus, Ms. Sadesky was part of the staff that opened the Somerset Neighborhood School, one of Broward County's first charter schools. There, Ms. Sadesky served as Somerset's lead teacher for the multiage, multilevel classroom grades 3, 4, and 5. Her responsibilities included planning for all curriculum levels, parent communication, portfolio development, school administration, and staff selection.

After earning her bachelor's degree (cum laude) in Elementary Education from American University, Ms. Sadesky continued her graduate studies at Nova Southeastern University where she completed the certification program in Educational Leadership.

Ms. Sadesky has served as a Conference Instructor in conferences such as the Florida Council of Elementary Educators, the Florida Charter School Leadership Conference, and in workshops such as *Teacher and Administrator Talk: Power in Effective Communication*; *Data Driven Decision Making for Teachers and Administrators*; and *Putting the Power in Power Standards*. She has also been recognized as a Member of Golden Key National Honor Society, a Broward Education Foundation Science Grant Recipient, and has received an Award from the Annenberg Challenge Grant Project Steering Committee for Outstanding Leadership. Most recently, Ms. Sadesky is credited with writing a competitive grant sponsored by the Walton Family Foundation, which awarded over $300,000 to Somerset's Miramar Campuses.

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Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Albert Maillo
   Home Address:
   Business Name and Address: 14301 SW 42nd St Miami, FL
   Phone Number:
   E-mail address: albert.maillo01@gmail.com

[X] Resume and professional bio are attached here.
[ ] Resume and professional bio are attached elsewhere in the application (specify).

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   [ ] Yes [X] No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

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Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
1. "Charter school personnel" means a 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 decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
2. "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.
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Albert Maillo

Albert Maillo
Signature

01 / 13 / 2026
Date

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

Albert Maillo (Director)

Albert Maillo is an alumnus of Pinecrest Preparatory Academy Charter High School, graduated in May of 2019. Since graduation, he has received his AA from Miami Dade College and is working towards his Bachelors of Arts in Political Science at Florida International University. Albert is currently working with Onsite Permit Consultants, Corp. as an assistant permit expeditor and serves on the Pinecrest Academy, Inc. Governing Board. Albert's professional experience has helped him to develop and promote the Pinecrest network.

Albert Maillo

15437 SW 18 ST
Miami, FL, 33185
(786) 303-5755
albert.maillo01@gmail.com

CAREER OBJECTIVE

~~Undergraduate student majoring in Political Science and Economics, currently attending Florida International University,~~ with 5 months of work experience. Aiming to leverage a proven knowledge of program development, leadership execution, and effective work ethic skills to successfully carry-out my duties and responsibilities at your company. Frequently praised as focused by my peers, I can be relied upon to help your company achieve its goals.

EDUCATION

~~FLORIDA INTERNATIONAL UNIVERSITY~~ **~~Miami, FL~~**
B.A. Political Science and B.B.A. Finance Candidate (Expected graduation Jun 2021)
- **Relevant Coursework:** Pre-Law Certification
- **Scholarships:** Florida Bright Futures- Academic Scholar, FIU Blue & Gold Scholarship award

MIAMI DADE COLLEGE **Miami, FL**
A.A. Pre-Bachelor (Jun 2019)
- **GPA:** 3.8
- **Awards & Honors:** Honors Scholar

PINECREST PREPARATORY ACADEMY CHARTER HIGH SCHOOL **Miami, FL**
High School Diploma (May 2019)
- **Unweighted GPA:** 3.9
- **Weighted GPA:** 5.2
- **Awards & Honors:** Summa Cum Laude, Year-Round Principal's Honor Roll (9th-12th grade), AP Scholar with Distinction, American Legion School Award
- **Extracurricular Activities:** National Honor Society (NHS), STEM Leadership Team , Student Government Association (SGA), Class Officer Board, Cross Country, HOSA Future Health Professionals, Mu Alpha Theta (MAΘ) , Science National Honor Society (SNHS)

PROFESSIONAL EXPERIENCE

~~Pinecrest Academy, Inc. Governing Board~~ **~~Miami, FL~~**
Board Member *Sept 2019 - Present*
- Contribute personal experience and expertise in charter school networks, to create quality assurance structures that support expansion plans to continue to operate academically and financially successful charter schools. As well as, to collaborate with a leadership coalition and our educational service provider, Academica, to develop strategic plans and engage in meaningful relationships with students, parents, teachers, and administrators to promote successful charter school growth.

OnSite Permit Consultants, Corp. **Miami, FL**
Assistant Permit Expeditor *Jun 2019 – Present*
- Assist in the process of obtaining construction permits from the building department of Miami-Dade County and other municipalities that fall under, for project developers. Coordinate and expedite the approval process by reviewing documents, meeting with plan reviewers/inspectors, and following through with new or current submissions. Liaison between client and building department

Academica **Miami, FL**
Special Projects Intern *Apr 2019 – Aug 2019*
- Conceptualize and execute corporate projects, including media development and school development. Data analysis and interpretation for further plan of action. Spearhead initiatives that accomplish the goals of company executives. Provide outreach to schools and surrounding communities.

Nicklaus Children's Hospital **Miami, FL**
Volunteer *Jun 2016 – Sep 2017*

- Gained a diverse amount of experience from a variety of departments, including nurses station, minor procedures suite, and urgent care. Interacted and communicated with patients and their families, as well as to aide nurses and office staff in any jobs they might have. Jobs would vary from cleaning and organizing the floor or taking over for the secretary, during lunch breaks.

CREDENTIALS AND LICENSES

- ~~Adobe Certified Associate- Illustrator~~
- Computer Skills Placement (CSP)

ADDITIONAL SKILLS

- ~~Fluent in Spanish and English~~
- Adaptability to different work environments and responsibilities
- Tech Savvy
- Critical Thinking & Initiative
- Professional communication skills
- Detail-oriented
- Educational leadership
- Corporate teamwork

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Background and Contact Information

1. Full name: Sheila Caleo Gonzalez

   Home Address: 221 SW 129 ct. Miami, Fl 33184

   Business Name and Address: Mater Grove Academy 2805 SW 32nd Ave East Bldg. Miami Fl 33133

   Phone Number: (305).442-4992

   E-mail address: Scaleo@matergroveacademy.com

- [x] Resume and professional bio are attached here.
- [ ] Resume and professional bio are attached elsewhere in the application (specify). _____

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

   ☐ Yes ☑ ~~No~~ NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a 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 decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "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.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Sheila Caleo

Sheila Caleo
Signature

01 / 13 / 2026
Date

Document Ref: DMDWQ-WKXVX-YX5G2-XW8LT

Sheila Caleo Gonzalez is an accomplished educational leader who has contributed to the field of education for over 25 years. She holds a Bachelor of Science Degree in Elementary Education from Florida International University with an endorsement in English as a Second Language (ESOL) and certification in Primary Education. She continued her studies and earned a Master Degree in Educational Leadership from Florida International University.

Ms. Caleo Gonzalez began her educational career in 1997. She has worked as an educator in the Mater, Somerset, and Pinecrest Charter School system managed by Academica since 1998. In 2009, she became the pre-school director at Somerset Academy South Miami. In her current position, she is the founding principal at Mater Grove Academy, which opened its doors in 2011.

Ms. Caleo Gonzalez lives by the motto, "that every student matters and every moment counts." She prides herself on knowing each of her students and creating a climate of collaboration at her school. It is her belief that children learn best when students, parents, teachers, and staff take part in the learning process. She feels that teamwork is the ultimate way a school can be successful in reaching each child's maximum potential. In 2021, Ms. Caleo Gonzalez was elected to serve as a Governing Board Member of Pinecrest Academy, Inc.

Sheila Caleo Gonzalez

Principal

305-305-6251

scaleo@matergroveacademy.com

Miami, Florida

Skills

Curriculum Implementation

Stakeholder Engagement

School Event Coordination

Teacher Development

Group Facilitation and Presentation

Microsoft Office

Problem Solving Skills

Fluent in Spanish

Education

Master of Educational Leadership
Florida International Education
Miami, Florida
2009-2011

Bachelor of Elementary Education
Florida International Education
Miami, Florida
1992-1996

Professional Summary

Ms. Caleo Gonzalez began her educational career in 1997. She has worked as an educator in the Mater, Somerset, and Pinecrest Charter School system managed by Academica since 1998. In her current position, she is the founding principal at Mater Grove Academy, which opened its doors in 2011. In 2021, Ms. Caleo Gonzalez was elected to serve as a Governing Board Member of Pinecrest Academy, Inc.

Professional Experience

Principal, Mater Grove Academy
Miami, Florida, 2011 – Present

- Carry out the school vision and mission and goals established by School Improvement Plan
- Create, develop, and implement curriculum, goals, and objectives for the School.
- Create and work within the budget guidelines set forth each year
- Prepare registration materials, organize classes, create and maintain student schedules.
- Prepare school parent workshops, parent letters, and school manuals,
- Implement school policies, including the Student Code of Conduct.
- Conduct teacher and staff observations on a regular basis
- Maintain a safe learning environment and conduct safety drills
- Interview and hire faculty and staff.
- Ensure that the school is compliant with required staff certification and organize professional development based on needs of the staff.
- Create meaningful partnerships for the school and implement new programs
- Prepare for and comply with FTE, ESOL, and ESE audit requirements.

Pre-School Director & Teacher, Somerset Academy South Miami,
Miami, Florida 2009-2011

- Curriculum planning and implementation
- Hired teachers for Pre-School positions.
- Observed and evaluated teachers
- Parent conferences with classroom teachers
- Taught Pre-K 4

Teacher, Pinecrest Preparatory Elementary Charter School
Miami, Florida 2000-2009

- Taught Kindergarten, First Grade and Second Grade
- Kindergarten Grade Level Chair

Teacher, Mater Academy Charter School
Miami, Florida 1998-2000

- Taught Kindergarten
- Kindergarten Grade Level Chair

Teacher, St. Agatha Catholic School
Miami, Florida 1998-2000

- Taught Pre-K 4

Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc

NAME OF THE GOVERNING BOARD MEMBER: Erin L Demirjian

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

N/A

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

MIAMI-DADE COUNTY PUBLIC SCHOOLS

Personal

Name of Charter School: Pinecrest Academy Inc

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

Name: ERIN (First) L (Middle) DEMIRJIAN (Last)

Home Address: 10 Venetian Way # 802 (Street Number)

Miami Beach (City) FL (State) 33139 (Zip Code)

Home Phone: 305-532-9544 Work Phone: _____

Fax Number: 305-532-9544 Cellular Number: 305-761-0809

Email Address: EDemirjian@AOL.com

Member's Employment: Self (Employer Name) Therapist - Mental Health (Title/Position)

Employer Address: 10 Venetian Way # 802 (Street Number)

Miami Beach FL (City) FL (State) 33139 (Zip Code)

Spouse's Name: N/A (First) _____ (Middle) _____ (Last)

Spouse's Employment: _____ (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

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

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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☑

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. 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 ☐

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, and/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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

7/13/18
Date

Restating that all information in this document is still accurate and current.

Erin Demirjian
Signature

7/13/21
Date

Restating that all information in this document is still accurate and current.

Erin Demirjian
Signature

07 / 03 / 2024
Date

Signature Certificate

Document Ref.: HOI4K-YHMD2-8QJ6B-RMVAM

Document signed by:



Erin Demirjian

Verified E-mail:
edemirjian@me.com

IP: 107.77.215.122 | Date: 15 Jul 2021 15:04:51 UTC

Erin Demirjian

Document completed by all parties on:
15 Jul 2021 15:04:51 UTC

Signed with PandaDoc.com

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Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc.

NAME OF THE GOVERNING BOARD MEMBER: Carlos O. Alvarez

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

N/A

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Document Ref: G6AI6-TESTN-BKZ25-9VKK8

MIAMI-DADE COUNTY PUBLIC SCHOOLS

Personal

Name of Charter School: Pinecrest Academy Inc.

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

Name: Carlos (First) O. (Middle) Alvarez (Last)

Home Address: 14361 NW 83rd Ave. (Street Number)

Miami Lakes (City) FL (State) 33016 (Zip Code)

Home Phone: (305) 362-4006 Work Phone: (305) 362-4006 Ext. 13

Fax Number: _____ Cellular Number: (786) 294-2735

Email Address: calvarez@coheaedu.com

Member's Employment: City of Hialeah Education Academy (Employer Name) Principal (Title/Position)

Employer Address: 2590 W. 76th St. (Street Number)

Hialeah (City) FL (State) 33016 (Zip Code)

Spouse's Name: Hazel (First) _____ (Middle) Alvarez (Last)

Spouse's Employment: Cargo International (Employer Name) Accounting Manager (Title/Position)

Employer Address: 2351 NW 121st. Ct. #115 (Street Number)

Miami, FL (City) FL (State) 33182 (Zip Code)

Will your child(ren) attend this charter school? No If no, why not? they attend Mater Gardens and Mater Lakes.

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.

Document Ref: G6AI6-TESTN-BKZ25-9VKK8

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, or any of your relatives, 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, including advisory boards, 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	Yes ☑	No ☐

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charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

I serve as a Town of Miami Lakes Councilmember

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. 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 ☑

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, and/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.

Document Ref: G6AI6-TESTN-BKZ25-9VKK8

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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

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14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

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29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.

Signature _____ Date 10/30/20

Restating that all information in this document is still accurate and current.

Signature _____ Date 07 / 03 / 2024

Document Ref: G6AI6-TESTN-BKZ25-9VKK8

Signature Certificate

Reference number: G6AI6-TESTN-BKZ25-9VKK8

Signer	Timestamp	Signature
Carlos Alvarez Email: calvarez@pinecrestacademyschools.org		
Sent:	03 Jul 2024 12:16:11 UTC	
Viewed:	03 Jul 2024 18:10:27 UTC	
Signed:	03 Jul 2024 18:10:40 UTC	
Recipient Verification:		
✔Email verified	03 Jul 2024 18:10:27 UTC	

IP address: 107.122.189.141
Location: Brooklyn, United States

Document completed by all parties on:
03 Jul 2024 18:10:40 UTC

Signed with PandaDoc

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Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc

NAME OF THE GOVERNING BOARD MEMBER: Albert Maillo

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Document Ref: ERFGM-BLRF9-V75BW-9KGYZ

Personal

Name of Charter School: Pinecrest Academy Inc

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

Name: Albert (First) _____ (Middle) Maillo (Last)

Home Address: 15437 SW 18 ST (Street Number)

Miami (City) FL (State) 33185 (Zip Code)

Home Phone: _____ Work Phone: 305-379-9000

Fax Number: _____ Cellular Number: _____

Email Address: albert.maillo01@gmail.com

Member's Employment: Kluger Kaplan (Employer Name) Legal Assistant (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Spouse's Name: _____ (First) _____ (Middle) _____ (Last)

Spouse's Employment: _____ (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Will your child(ren) attend this charter school? 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.

Document Ref: ERFGM-BLRF9-V75BW-9KGYZ

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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☑

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charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. 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 ☑

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. A.M. 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, and/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.

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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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

Document Ref: ERFGM-BLRF9-V75BW-9KGYZ

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

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29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.

Albert Maillo
Signature

08 / 07 / 2025
Date

Document Ref: ERFGM-BLRF9-V75BW-9KGYZ

CERTIFICATE *of* SIGNATURE

REF. NUMBER
ERFGM-BLRF9-V75BW-9KGYZ

DOCUMENT COMPLETED BY ALL PARTIES ON
07 AUG 2025 21:34:31 UTC

SIGNER	TIMESTAMP	SIGNATURE
ALBERT MAILLO EMAIL ALBERT.MAILLO01@GMAIL.COM	SENT 07 AUG 2025 21:20:38 UTC VIEWED 07 AUG 2025 21:33:47 UTC SIGNED 07 AUG 2025 21:34:31 UTC	 IP ADDRESS 104.28.57.247 LOCATION NEW YORK, UNITED STATES

RECIPIENT VERIFICATION

EMAIL VERIFIED
07 AUG 2025 21:33:47 UTC

Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc

NAME OF THE GOVERNING BOARD MEMBER: Sheila Calco Gonzalez

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Document Ref: HBBWM-M9EHB-NOSWC-LGYJF

MIAMI-DADE COUNTY PUBLIC SCHOOLS **Personal**

Name of Charter School: Pinecrest Academy

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

Name: Sheila (First) _____ (Middle) Caleo Gonzalez (Last)

Home Address: 221 SW 129 Ct. (Street Number)

Miami (City) Florida (State) 33184 (Zip Code)

Home Phone: _____ Work Phone: (305) 442-4992

Fax Number: _____ Cellular Number: (305) 305-6251

Email Address: scaleo@matergroveacademy.com

Member's Employment: Mater Grove Academy (Employer Name) Principal (Title/Position)

Employer Address: 2805 SW 32nd Avenue. (Street Number)

Miami (City) Florida (State) 33133 (Zip Code)

Spouse's Name: _____ (First) _____ (Middle) _____ (Last)

Spouse's Employment: _____ (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (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.

Document Ref: HBBWM-M9EHB-NOSWC-LGYJF

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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☑

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charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. 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 ☑

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

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

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

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/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.

Document Ref: HBBWM-M9EHB-NOSWC-LGYJF

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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

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14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

Document Ref: HBBWM-M9EHB-NOSWC-LGYJF

29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

11/14/2021

Date

Restating that all information in this document is still accurate and current.

Sheila Caleo

Signature

07 / 03 / 2024

Date

Document Ref: HBBWM-M9EHB-NOSWC-LGYJF

Signature Certificate

Reference number: HBBWM-M9EHB-NOSWC-LGYJF

Signer	Timestamp	Signature
Sheila Caleo Email: scaleo@matergroveacademy.com		
Sent:	03 Jul 2024 12:00:11 UTC	
Viewed:	03 Jul 2024 19:47:04 UTC	
Signed:	03 Jul 2024 19:47:31 UTC	
Recipient Verification:		IP address: 50.228.74.38
✔Email verified	03 Jul 2024 19:47:04 UTC	Location: Miami, United States

Document completed by all parties on:
03 Jul 2024 19:47:31 UTC

Page 1 of 1

Signed with PandaDoc

PandaDoc is a document workflow and certified eSignature solution trusted by 50,000+ companies worldwide.

Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc

NAME OF THE GOVERNING BOARD MEMBER: Shannine Sadesky

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

Mater Academy, Inc.

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Document Ref: LAWR2-XOEPN-WENNI-2BBLW

MIAMI-DADE COUNTY PUBLIC SCHOOLS **Personal**

Name of Charter School: Pinecrest Academy, Inc.

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

Name: Shannine (First) _____ (Middle) Sadesky (Last)

Home Address: 721 SE 17TH ST Apt 326 (Street Number)

Ft. Lauderdale (City) FL (State) 33316 (Zip Code)

Home Phone: _____ Work Phone: _____

Fax Number: _____ Cellular Number: 786-853-8343

Email Address: s.sadesky@yahoo.com

Member's Employment: The ACE Foundation (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Spouse's Name: — (First) _____ (Middle) — (Last)

Spouse's Employment: — (Employer Name) — (Title/Position)

Employer Address: — (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

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

N/A

Will you be able to attend regularly scheduled board meetings? Yes X 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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☒

Document Ref: LAWR2-XOEPN-WENNI-2BBLW

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☒

10. 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 ☒

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

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

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

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/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.

Document Ref: LAWR2-XOEPN-WENNI-2BBLW

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 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

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14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC 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);
16. 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 (Contractual Requirement);
17. 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 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 1002.33(12)(g)(4));
18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

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29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.

S Sadesky
Signature

7/12/21
Date

Restating that all information in this document is still accurate and current.

Shawnine Sadesky
Signature

07 / 02 / 2024
Date

Document Ref: LAWR2-XOEPN-WENNI-2BBLW

Signature Certificate

Reference number: LAWR2-XOEPN-WENNI-2BBLW

Signer	Timestamp	Signature
Shannine Sadesky Email: ssadesky@materacademy.com		
Sent:	02 Jul 2024 20:53:20 UTC	
Viewed:	02 Jul 2024 21:02:22 UTC	
Signed:	02 Jul 2024 21:02:41 UTC	
Recipient Verification:		IP address: 73.56.17.158
✔Email verified	02 Jul 2024 21:02:22 UTC	Location: Fort Lauderdale, United States

Document completed by all parties on:
02 Jul 2024 21:02:41 UTC

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Exhibit E

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

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 law.

NAME OF THE CHARTER SCHOOL: Pinecrest Academy Inc.

NAME OF THE GOVERNING BOARD MEMBER: Juan Molina

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Personal

Name of Charter School: Pinecrest Academy Inc

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

Name: Juan (First) _____ (Middle) Molina (Last)

Home Address: 31 Hunting Lodge Court (Street Number)

Miiami Springs (City) FL (State) 33166 (Zip Code)

Home Phone: _____ Work Phone: 305-265-4200

Fax Number: _____ Cellular Number: 305-975-8897

Email Address: juan@juanmolina.com

Member's Employment: Atomic Health, LLC / The Molina Group, LLC (Employer Name) Managing Director (Title/Position)

Employer Address: 31 Hunting Lodge Court (Street Number)

Miami Springs (City) FL (State) 33166 (Zip Code)

Spouse's Name: Ilia (First) _____ (Middle) Molina (Last)

Spouse's Employment: Miami Dade County Public Schools (Employer Name) Executive Director, Middle School Redesign (Title/Position)

Employer Address: 1450 NE 2nd Ave (Street Number)

Miami (City) FL (State) 33132 (Zip Code)

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

No Children

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.

Document Ref: YXOLT-EDSHV-YVE4H-B6CSJ

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, or any of your relatives, 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, including advisory boards, 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	Yes ☐	No ☒

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☒ No ☐

10. 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 ☒

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, and/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.

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2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(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 F.S. Section 1002.345(2) (F.S. Section 1002.33(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 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(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 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. 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" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
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12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 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 F. S. Sections 39.203 and 768.095.
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18. 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 1002.33(24)(b));
19. 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 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) 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 (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. 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 (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. 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 Compliance and Support 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, Miami-Dade County Public School Policies 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, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.

Juan Molina
Signature

07 / 29 / 2024
Date

Document Ref: YXOLT-EDSHV-YVE4H-B6CSJ

Signature Certificate

Reference number: YXOLT-EDSHV-YVE4H-B6CSJ

Signer	Timestamp	Signature
Juan Molina Email: juan@juanmolina.com Shared via link		
Sent:	29 Jul 2024 19:54:22 UTC	
Viewed:	29 Jul 2024 22:31:15 UTC	IP address: 104.56.193.24
Signed:	29 Jul 2024 22:33:37 UTC	Location: Miami, United States

Document completed by all parties on:
29 Jul 2024 22:33:37 UTC

Page 1 of 1

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Pinecrest Preparatory Academy Middle School			2026-27			2027-28		2028-29		2029-30		2030-31	
				75% Enrollment	50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment
ENROLLMENT	**Cost**	**Basis**											
Classrooms			2	2	**1**	5	**3**	8	**4**	9	**5**	9	**5**
6 - 8			44	33	22	110	55	176	88	198	99	198	99
Total Enrollment			44	33	22	110	55	176	88	198	99	198	99
REVENUES													
State Sources with expected enrollment			$ 364,983.00	$ 273,737.25	$ 182,491.50	$ 928,951.74	$ 464,475.87	$ 1,514,661.14	$ 757,330.57	$ 1,739,663.74	$ 869,831.87	$ 1,774,457.02	$ 887,228.51
Federal Sources - NSLP funds 50% of students	$ 4.60	50%	$ 18,216.00	$ 13,662.00	$ 9,108.00	$ 46,223.10	$ 23,111.55	$ 75,066.31	$ 37,533.16	$ 85,716.35	$ 42,858.17	$ 87,002.09	$ 43,501.05
Local Sources - Lunch program paid students	$ 4.00	10%	$ 3,168.00	$ 2,376.00	$ 1,584.00	$ 8,038.80	$ 4,019.40	$ 13,055.01	$ 6,527.51	$ 14,907.19	$ 7,453.60	$ 15,130.80	$ 7,565.40
Capital Outlay	$ 1,839.66	Per Student	$ 52,614.28	$ 39,460.71	$ 26,307.14	$ 161,890.08	$ 101,181.30	$ 323,780.16	$ 161,890.08	$ 364,252.68	$ 182,126.34	$ 364,252.68	$ 182,126.34
Operating Grants and Contributions			$ 6,600.00	$ 4,950.00	$ 3,300.00	$ 11,000.00		$ 17,600.00		$ 19,800.00		$ 19,800.00	
Other Revenues			$ 3,300.00	$ 2,475.00	$ 1,650.00	$ 11,000.00		$ 17,600.00		$ 19,800.00		$ 19,800.00	
Other Sources - Referendum	$ -	Per Student	$ -	$ -	$ -	$ -		$ -		$ -		$ -	$ 9,900.00
			$ 448,881.28	*$ 336,660.96*	*$ 224,440.64*	$ 1,167,103.72	$ 592,788.12	$ 1,961,762.62	$ 963,281.31	$ 2,244,139.96	$ 1,102,269.98	$ 2,280,442.59	$ 1,130,321.30
EXPENDITURES													
Instruction - 5000													
Salaries (includes classroom teachers, contract or hourly, and teacher	See Staffing Plan		$ 102,700.00	$ 102,700.00	$ 51,350.00	$ 260,601.25	$ 130,300.63	$ 474,727.68	$ 211,608.22	$ 587,828.10	$ 241,630.13	$ 596,645.52	$ 298,322.76
Fringe Benefits			$ 23,621.00	$ 23,621.00	$ 11,810.50	$ 59,938.29	$ 29,969.14	$ 109,187.37	$ 48,669.89	$ 135,200.46	$ 55,574.93	$ 137,228.47	$ 68,614.23
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan		$ 26,000.00	$ -	$ -	$ 52,780.00	$ -	$ 107,143.40	$ -	$ 108,750.55	$ -	$ 110,381.81	
Fringe Benefits			$ 5,980.00	$ -	$ -	$ 12,139.40	$ -	$ 24,642.98	$ -	$ 25,012.63	$ -	$ 25,387.82	
Salaries (includes Media Specialist, Librarian)	See Staffing Plan		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Fringe Benefits			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Contracted Professional Services (includes Therapists & other contrac	$ 700.00	ESE Student	$ 3,388.00	$ 2,541.00	$ 1,694.00	$ 8,597.05	$ 4,298.53	$ 13,961.61	$ 6,980.80	$ 15,942.41	$ 7,971.21	$ 16,181.55	$ 8,090.77
Classroom Supplies & Equipment	$ 35.00	Student	$ 1,540.00	$ 1,155.00	$ 770.00	$ 3,907.75	$ 1,953.88	$ 6,346.19	$ 3,173.09	$ 7,246.55	$ 3,623.28	$ 7,355.25	$ 3,677.62
Teacher Supplies	$ 25.00	Student	$ 1,100.00	$ 825.00	$ 550.00	$ 2,791.25	$ 1,395.63	$ 4,532.99	$ 2,266.50	$ 5,176.11	$ 2,588.05	$ 5,253.75	$ 2,626.87
Textbooks and/or ebooks/Student Activities	$ 115.00	Student	$ 5,060.00	$ 3,795.00	$ 2,530.00	$ 12,839.75	$ 4,814.91	$ 10,425.88	$ 7,819.41	$ 11,905.05	$ 8,928.79	$ 6,041.81	$ 6,041.81
Supplemetal instructional materials (CIRP/SIRP and Technology)	$ 50.00	Student	$ 2,200.00	$ 1,650.00	$ 1,100.00	$ 5,582.50	$ 2,791.25	$ 9,065.98	$ 4,532.99	$ 10,352.22	$ 5,176.11	$ 10,507.50	$ 5,253.75
Digital Education Content Materials (Leased)	$ 145.00	Student	$ 6,380.00	$ 4,785.00	$ 3,190.00	$ 16,189.25	$ 8,094.63	$ 26,291.34	$ 13,145.67	$ 30,021.43	$ 15,010.71	$ 30,471.75	$ 15,235.87
Computer - Equipment for Instruction	$ 2,300.00	Classroom	$ -	$ 4,600.00	$ 2,300.00	$ 11,672.50	$ 7,003.50	$ 18,956.14	$ 9,478.07	$ 21,645.54	$ 12,025.30	$ 21,970.23	$ 12,205.68
Curriculum Planning, Research, Development and Evaluation (part of	$ 110.00	Per Student	$ 4,840.00	$ 3,630.00	$ 2,420.00	$ 12,281.50	$ 6,140.75	$ 19,945.16	$ 9,972.58	$ 22,774.88	$ 11,387.44	$ 23,116.50	
Student Activities	$ 10.00	Student	$ 440.00	$ 330.00	$ 220.00	$ 1,116.50	$ 558.25	$ 1,813.20	$ 906.60	$ 2,070.44	$ 1,035.22	$ 2,101.50	
Sub-Total Instruction			*$ 183,249.00*	*$ 149,632.00*	*$ 85,434.50*	*$ 460,436.99*	*$ 197,321.08*	*$ 827,039.90*	*$ 318,553.81*	*$ 983,926.36*	*$ 364,951.16*	*$ 992,643.44*	*$ 420,069.38*
Instructional Support Services - 6000													
Contracted Professional Services (counseling and psychological)	$ 800.00	ESE Student	$ 3,872.00	$ 2,904.00	$ 1,936.00	$ 9,825.20	$ 4,912.60	$ 15,956.12	$ 7,978.06	$ 18,219.90	$ 9,109.95	$ 18,493.20	$ 9,246.60
Workshops/Trainings	$ 500.00	Teacher	$ 1,000.00	$ 1,000.00	$ 500.00	$ 2,500.00	$ 1,250.00	$ 4,500.00	$ 2,000.00	$ 5,500.00	$ 2,250.00	$ 5,500.00	
Online Assesment	$ 4.50	Student	$ 198.00	$ 148.50	$ 99.00	$ 502.43	$ 251.21	$ 815.94	$ 407.97	$ 931.70	$ 465.85	$ 945.67	
Hardware Maintenance	$ 400.00	Classroom	$ 800.00	$ 800.00	$ 400.00	$ 2,030.00	$ 1,218.00	$ 3,296.72	$ 1,648.36	$ 3,764.44	$ 2,091.36	$ 3,820.91	
Sub-Total Instructional Support Services			*$ 5,870.00*	*$ 4,852.50*	*$ 2,935.00*	*$ 14,857.63*	*$ 7,631.81*	*$ 24,568.78*	*$ 12,034.39*	*$ 28,416.04*	*$ 13,917.16*	*$ 28,759.78*	*$ 77,131.41*
Board - 7100													
Professional Services (Legal)	$ 2,500.00	School	$ -	$ 2,500.00	$ 2,500.00	$ 2,537.50	$ 2,537.50	$ 2,575.56	$ 2,575.56	$ 2,614.20	$ 2,614.20	$ 2,653.41	$ 2,653.41
Insurance (General Liability, D&O, Professional Liability)	$ 1,000.00	Classroom	$ 2,000.00	$ 2,000.00	$ 1,000.00	$ 5,075.00	$ 3,045.00	$ 8,241.80	$ 4,120.90	$ 9,411.11	$ 5,228.39	$ 9,552.27	$ 5,306.82
Network Fee	$ 100.00	Student	$ 4,400.00	$ 3,300.00	$ 2,200.00	$ 11,000.00	$ 101.50	$ 17,600.00	$ 103.02	$ 19,800.00	$ 104.57	$ 19,800.00	$ 106.14
Sub-Total Board			*$ 6,400.00*	*$ 7,800.00*	*$ 5,700.00*	*$ 18,612.50*	*$ 5,684.00*	*$ 28,417.36*	*$ 6,799.49*	*$ 31,825.30*	*$ 7,947.16*	*$ 32,005.68*	*$ 8,066.36*
School Administration - 7300													
Salaries (includes Principal, Secretary & other Office Personnel)			$ 54,978.53	$ 25,000.00	$ 25,000.00	$ 84,550.31	$ -	$ 107,248.07	$ -	$ 127,156.16	$ -	$ 129,063.51	$ 304,188.49
Fringe Benefits			$ 12,645.06	$ 5,750.00	$ 5,750.00	$ 19,446.57	$ -	$ 24,667.06	$ -	$ 29,245.92	$ -	$ 29,684.61	$ 69,963.35
ESP Fees (Portion of the fee charged by ESP)	$ 225.00	Student	$ 9,900.00	$ 7,425.00	$ 4,950.00	$ 24,750.00	############	$ 39,600.00	############	$ 44,550.00	############	$ 44,550.00	
Equipment Rental / Lease	$ 300.00	Per Month	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,654.00	$ 3,654.00	$ 3,708.81	$ 3,708.81	$ 3,764.44	$ 3,764.44	$ 3,820.91	$ 3,820.91
Travel	$ 1,200.00	Administrator	$ 792.00	$ 792.00	$ 792.00	$ 803.88	$ 803.88	$ 815.94	$ 815.94	$ 828.18	$ 828.18	$ 840.60	$ 840.60
Advertising and Promotion	$ 25.00	Student	$ 1,100.00	$ 825.00	$ 550.00	$ 2,791.25	$ 1,395.63	$ 4,532.99	$ 2,266.50	$ 5,176.11	$ 2,588.05	$ 5,253.75	$ 2,626.87
License Fees	$ 200.00		$ 200.00	$ 200.00	$ 200.00	$ 203.00	$ 203.00	$ 206.05	$ 206.05	$ 209.14	$ 209.14	$ 212.27	$ 212.27
Dues and Subcriptions	$ 4.00	Student	$ 176.00	$ 132.00	$ 88.00	$ 446.60	$ 223.30	$ 725.28	$ 362.64	$ 828.18	$ 414.09	$ 840.60	$ 4.25
Postage	$ 50.00	Classroom	$ 100.00	$ 100.00	$ 50.00	$ 253.75	$ 152.25	$ 412.09	$ 206.05	$ 470.56	$ 261.42	$ 477.61	$ 265.34
Printing	$ 225.00	Classroom	$ 450.00	$ 450.00	$ 225.00	$ 1,141.88	$ 685.13	$ 1,854.41	$ 927.20	$ 2,117.50	$ 1,176.39	$ 2,149.26	$ 1,194.03
Office Supplies	$ 25.00	Student	$ 1,100.00	$ 825.00	$ 550.00	$ 2,750.00	$ 304.50	$ 4,400.00	$ 309.07	$ 4,950.00	$ 313.70	$ 4,950.00	$ 318.41
Office Equipment	$ 1,500.00		$ -	$ 1,500.00	$ 1,500.00	$ 1,522.50	$ 1,522.50	$ 1,545.34	$ 1,545.34	$ 1,568.52	$ 1,568.52	$ 1,592.05	$ 1,592.05
Computer Equipment	$ 1,000.00	Administrator	$ 660.00	$ 660.00	$ 660.00	$ 669.90	$ 669.90	$ 679.95	$ 679.95	$ 690.15	$ 690.15	$ 700.50	$ 700.50
Sub-Total School Administration			*$ 85,701.59*	*$ 47,259.00*	*$ 43,915.00*	*$ 142,983.64*	*$ 9,614.08*	*$ 190,395.97*	*$ 11,027.53*	*$ 221,554.84*	*$ 11,814.07*	*$ 224,135.66*	*$ 385,727.08*
Facilities Acquisition & Construction - 7400													$ 160,741.18
Building Lease (see budget summary for calculation)			$ 66,000.00	$ 49,500.00	$ 17,600.00	$ 168,300.00	$ 50,500.00	$ 274,665.60	$ 76,507.50	$ 315,178.78	$ 103,030.10	$ 321,482.35	$ -
Purchase of Buildings & Fixed Equipment			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Land			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Facilities Acquisition & Construction			*$ 66,000.00*	*$ 49,500.00*	*$ 17,600.00*	*$ 168,300.00*	*$ 50,500.00*	*$ 274,665.60*	*$ 76,507.50*	*$ 315,178.78*	*$ 103,030.10*	*$ 321,482.35*	*$ 160,741.18*
Fiscal Services - 7500													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)			$ -	$ -	$ -	$ 22,837.50	$ -	$ 23,180.06	$ -	$ 23,527.76	$ -	$ 23,880.68	$ 47,761.36
Fringe Benefits			$ -	$ -	$ -	$ 5,252.63	$ -	$ 5,331.41	$ -	$ 5,411.39	$ -	$ 5,492.56	$ 10,985.11
Fee to County School Board - up to 250 students			$ 18,249.15	$ 13,686.86	$ 9,124.58	$ 46,447.59	$ 23,223.79	$ 75,733.06	$ 37,866.53	$ 86,983.19	$ 43,491.59	$ 88,722.85	$ 44,361.43
Planning, Research, Development and Evaluation (Part of ESP's Fee	$ 115.00		$ 5,060.00	$ 3,795.00	$ 2,530.00	$ 12,839.75	$ 6,419.88	$ 20,851.75	$ 10,425.88	$ 23,810.10	$ 11,905.05	$ 24,167.25	$ 12,083.62
Professional Services - Annual Audit	$ 14,000.00		$ 14,000.00	$ 14,000.00	$ 14,000.00	$ 14,210.00	$ 14,210.00	$ 14,423.15	$ 14,423.15	$ 14,639.50	$ 14,639.50	$ 14,859.09	$ 14,859.09

Pinecrest Preparatory Academy Middle School			2026-27			2027-28		2028-29		2029-30		2030-31	
				75% Enrollment	50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment
Sub-Total Fiscal Services			*$ 37,309.15*	*$ 31,481.86*	*$ 25,654.58*	*$ 101,587.46*	*$ 43,853.67*	*$ 139,519.44*	*$ 62,715.56*	*$ 154,371.93*	*$ 70,036.14*	*$ 157,122.42*	*$ 130,050.61*
Food Services - 7600													
Salaries (Food Service Workers)			$ -	$ -	$ -	$ 14,461.72	$ -	$ 29,357.29	$ -	$ 29,797.65	$ -	$ 30,244.62	$ 30,244.62
Fringe Benefits			$ -	$ -	$ -	$ 3,326.20	$ -	$ 6,752.18	$ -	$ 6,853.46	$ -	$ 6,956.26	$ 6,956.26
Food, Materials & Supplies - Vendor provided meals 60% Participation	$ 3.80	Per Meal per day	$ 18,057.60	$ 13,543.20	$ 9,028.80	$ 45,821.16	$ 22,910.58	$ 74,413.56	$ 37,206.78	$ 84,970.99	$ 42,485.49	$ 86,245.55	$ 43,122.78
Equipment Rental / Lease (provided by food vendor)													
Inspection fees	$ 75.00	Twice per year	$ 150.00	$ 150.00	$ 150.00	$ 152.25		$ 154.53		$ 156.85		$ 159.20	
Sub-Total Food Services			*$ 18,207.60*	*$ 13,693.20*	*$ 9,178.80*	*$ 63,761.33*	*$ 22,910.58*	*$ 110,677.57*	*$ 37,206.78*	*$ 121,778.95*	*$ 42,485.49*	*$ 123,605.63*	*$ 80,323.65*

Pinecrest Preparatory Academy Middle School				2026-27			2027-28		2028-29		2029-30		2030-31	
					75% Enrollment	50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment
Central Services - 7700														
Central services costs				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Sub-Total Facilities Acquisition & Construction				*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	
Pupil Transportation Services - 7800														
Field Trip Expenses for competitions & Events				$ -	$ -	$ -	$ -		$ -		$ -		$ -	
Sub-Total Pupil Transportation Services				*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Operation of Plant - 7900														
Salaries (Custodian, crossing guards, security)	See Staffing			$ -	$ -	$ -	$ 21,112.81	$ -	$ 85,718.02	$ -	$ 87,003.79	$ -	$ 88,308.84	$ 66,231.63
Fringe benefits				$ -	$ -	$ -	$ 4,855.95	$ -	$ 19,715.14	$ -	$ 20,010.87	$ -	$ 20,311.03	$ 15,233.28
Purchased Service (Custodial, fire and alarm, etc)	$ 2,400.00	Per Classroom		$ 4,800.00	$ 4,800.00	$ 2,400.00	$ 12,180.00	$ 7,308.00	$ 19,780.32	$ 9,890.16	$ 22,586.65	$ 12,548.14	$ 22,925.45	$ 12,736.36
Lawn Maintenance	$ 200.00	Per Classroom		$ 400.00	$ 400.00	$ 200.00	$ 1,015.00	$ 609.00	$ 1,648.36	$ 824.18	$ 1,882.22	$ 1,045.68	$ 1,910.45	$ 1,061.36
Pest Control	$ 40.00	Per Classroom		$ 80.00	$ 80.00	$ 40.00	$ 203.00	$ 121.80	$ 329.67	$ 164.84	$ 376.44	$ 209.14	$ 382.09	$ 212.27
Security Services - SRO - Shared with co-located charter	$ 4,166.67	Per Month					$ 50,750.00	$ 50,750.00	$ 51,511.25	$ 51,511.25	$ 52,283.92	$ 52,283.92	$ 53,068.18	$ 53,068.18
Property Insurance	$ 3,500.00	Per Classroom		$ 7,000.00	$ 7,000.00	$ 3,500.00	$ 17,762.50	$ 10,657.50	$ 28,846.30	$ 14,423.15	$ 32,938.87	$ 18,299.37	$ 33,432.95	$ 18,573.86
Telephone Services	$ 300.00	Per Month		$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,654.00	$ 3,654.00	$ 3,708.81	$ 3,708.81	$ 3,764.44	$ 3,764.44	$ 3,820.91	$ 3,820.91
Water & Sewer	$ 425.00	Per Classroom		$ 850.00	$ 850.00	$ 425.00	$ 2,156.88	$ 1,294.13	$ 3,502.77	$ 1,751.38	$ 3,999.72	$ 2,222.07	$ 4,059.72	$ 2,255.40
Electricity	$ 2,400.00	Per Classroom		$ 4,800.00	$ 4,800.00	$ 2,400.00	$ 12,180.00	$ 7,308.00	$ 19,780.32	$ 9,890.16	$ 22,586.65	$ 12,548.14	$ 22,925.45	$ 12,736.36
Sub-Total Operation of Plant				*$ 21,530.00*	*$ 21,530.00*	*$ 12,565.00*	*$ 125,870.13*	*$ 81,702.43*	*$ 234,540.96*	*$ 92,163.93*	*$ 247,433.58*	*$ 102,920.89*	*$ 251,145.08*	*$ 185,929.62*
Maintenance of Plant - 8100														
Repairs & Maintenance	$ 3.00	Sq. Ft.		$ 8,580.00	$ 6,435.00	$ 4,290.00	$ 21,450.00	$ 1,787.50	$ 34,320.00	$ 2,860.00	$ 38,610.00	$ 3,217.50	$ 38,610.00	$ 2,574.00
Supplies														
Sub-Total Maintenance of Plant				*$ 8,580.00*	*$ 6,435.00*	*$ 4,290.00*	*$ 21,450.00*	*$ 1,787.50*	*$ 34,320.00*	*$ 2,860.00*	*$ 38,610.00*	*$ 3,217.50*	*$ 38,610.00*	*$ 2,574.00*
Administrative Technology Services - 8200														
Systems Operation	$ 750.00	Per Classroom		$ 1,500.00	$ 1,500.00	$ 750.00	$ 3,806.25	$ 2,283.75	$ 6,181.35	$ 3,090.68	$ 7,058.33	$ 3,921.29	$ 7,164.20	$ 3,980.11
Systems Planning & Analysis														
Sub-Total Administrative Technology Services				*$ 1,500.00*	*$ 1,500.00*	*$ 750.00*	*$ 3,806.25*	*$ 2,283.75*	*$ 6,181.35*	*$ 3,090.68*	*$ 7,058.33*	*$ 3,921.29*	*$ 7,164.20*	*$ 3,980.11*
Debt Service - 9200														
Redemption of Principal							$ -							
Recoverable Grant Expense														
Interest *(Interest Only at 6%)*														
Sub-Total Debt Service				*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Contingency														
Operating expense contigency - 3% of FEFP - Considered restricted f	3%			$ -	$ -	$ -	$ 35,013.11	$ -	$ 58,852.88	$ -	$ 67,324.20	$ -	$ 68,413.28	$ 297.00
Sub-Total Contingency				*$ -*	*$ -*	*$ -*	*$ 35,013.11*	*$ -*	*$ 58,852.88*	*$ -*	*$ 67,324.20*	*$ -*	*$ 68,413.28*	*$ 297.00*
Total Expenditures				*$ 434,347.34*	*$ 333,683.56*	*$ 208,022.88*	*$ 1,156,679.03*	*#REF!*	*$ 1,929,179.81*	*#REF!*	*$ 2,217,478.31*	*#REF!*	*$ 2,245,087.55*	*#REF!*
Excess of Revenues over Expenditures				$ 14,533.94	$ 2,977.39	$ 16,417.76	$ 10,424.69	#REF!	$ 32,582.81	#REF!	$ 26,661.65	#REF!	$ 35,355.04	#REF!

Charter School Application Evaluation Instrument

Name of Applicant:	AcadeMir Charter Schools, Inc.	
Name of School:	AcadeMir at Palm Orchard	
Grade Levels:	**K-8**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: AcadeMir Charter School Preparatory		**W.L.# 1015**
High Performing System Replication: YES		

The Miami Dade County Public School District

Model Florida Charter School Application High-Performing Charter School System Replication

REVIEW PROCESS

2026 Application Cycle

Charter School Application Evaluation Instrument

Name of Applicant:	AcadeMir Charter Schools, Inc.	
Name of School:	AcadeMir at Palm Orchard	
Grade Levels:	**K-8**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: AcadeMir Charter School Preparatory		**W.L.# N/A**
High Performing System Replication: Yes		

Model Florida Charter School Application High-Performing Charter School System Replication Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that support the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

Capacity Interview:
Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

Meets the Standard: The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard: The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard: The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
☐	☒

Name of Person Compiling this Assessment: Antonietta DiGirolamo Date: April 7, 2026

Title: Executive Director

Charter School Application Evaluation Instrument

Name of Applicant:	AcadeMir Charter Schools, Inc.	
Name of School:	AcadeMir at Palm Orchard	
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Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
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High Performing System Replication: Yes		

STANDARDS	SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	SECTION 6	SECTION 7
	Replication Overview	*Mission, Guiding Principles and Purpose*	Educational Program, Curriculum, and Instructional Design	Student Performance, Assessment and Evaluation	Student Recruitment and Enrollment	Management and Staffing	Facilities
Meets	✓	✓	✓		✓	✓	✓
Partially Meets				✓			
Does Not Meet							
	SECTION 8	SECTION 9	SECTION 10	SECTION 11	SECTION 12		
	Transportation Service	Food Service	School Safety and Security	Budget	Financial Mgmt and Oversight	Applicant's Historical Performance	
Meets	✓	✓	✓	✓	✓	✓	
Partially Meets							
Does Not Meet							

Charter School Application Evaluation Instrument

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Name of School:	AcadeMir at Palm Orchard	
Grade Levels:	**K-8**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: AcadeMir Charter School Preparatory		**W.L.# N/A**
High Performing System Replication: Yes		

Section 1: Replication Overview

The Replications section should identify the High-Performing System submitting the application, the High-Performing School being replicated, and a description of how the proposed school will be substantially similar to the school being replicated.

Statutory Reference(s):
s. 1002.33(6), Florida Statutes (F.S.)

Evaluation Criteria:
A response that meets the standard will present an action plan that:

- Evidence that the applicant's school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant's proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	AcadeMir Charter Schools, Inc.	
Name of School:	AcadeMir at Palm Orchard	
Grade Levels:	**K-8**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: AcadeMir Charter School Preparatory		**W.L.# N/A**
High Performing System Replication: Yes		

2. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:
s. 1002.33(2), F.S.

Evaluation Criteria:
A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	AcadeMir Charter Schools, Inc.	
Name of School:	AcadeMir at Palm Orchard	
Grade Levels:	**K-8**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: AcadeMir Charter School Preparatory		**W.L.# N/A**
High Performing System Replication: Yes		

3. Educational Program, Curriculum, and Instructional Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)2., F.S.

Evaluation Criteria:

Reviewers will look for an educational program, curriculum and instructional design that is substantially similar to the high-performing charter school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	AcadeMir Charter Schools, Inc.	
Name of School:	AcadeMir at Palm Orchard	
Grade Levels:	**K-8**	
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High Performing Replication: AcadeMir Charter School Preparatory		**W.L.# N/A**
High Performing System Replication: Yes		

4. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):
s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5., F.S.

Evaluation Criteria:
A response that meets the standard will present:

- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths	Reference

Concerns and Additional Questions	Reference
• The application indicates that the school will adhere to the Miami-Dade County Public Schools (M-DCPS) testing schedule; however, the stated frequency of i-Ready Diagnostic administration (p. 37) is not aligned with current M-DCPS assessment practices. • In addition, the application references the M-DCPS Third Grade Midyear Promotion Test; this reference is inaccurate, as student assessment and promotion determinations are based on the FAST ELA, in accordance with current district requirements.	

Charter School Application Evaluation Instrument

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Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: AcadeMir Charter School Preparatory		**W.L.# N/A**
High Performing System Replication: Yes		

5. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(10), F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	AcadeMir Charter Schools, Inc.
Name of School:	AcadeMir at Palm Orchard
Grade Levels:	**K-8**
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High Performing Replication: AcadeMir Charter School Preparatory	**W.L.# N/A**
High Performing System Replication: Yes	

6. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14., F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes a clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- A viable and adequate staffing plan.
- A compensation and benefits plan or outline of such a plan that is aligned with the proposed budget.
- An adequate plan to ensure proper and timely background screening for all personnel.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

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Name of School:	AcadeMir at Palm Orchard
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High Performing Replication: AcadeMir Charter School Preparatory	**W.L.# N/A**
High Performing System Replication: Yes	

7. <u>Facilities</u>
The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):
s. 1002.33(7)(a)13.; s. 1002.33(18), F.S.

Evaluation Criteria:
If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

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Name of School:	AcadeMir at Palm Orchard	
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High Performing Replication: AcadeMir Charter School Preparatory		**W.L.# N/A**
High Performing System Replication: Yes		

8. <u>Transportation Service</u>
The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20), F.S.

Evaluation Criteria:
A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	AcadeMir Charter Schools, Inc.
Name of School:	AcadeMir at Palm Orchard
Grade Levels:	**K-8**
Date Technical Review Completed: 4/7/26	**Date of Review by ARC: 4/10/26**
High Performing Replication: AcadeMir Charter School Preparatory	**W.L.# N/A**
High Performing System Replication: Yes	

9. <u>Food Service</u>
The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20)(a)1., F.S.

Evaluation Criteria:
A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	AcadeMir Charter Schools, Inc.	
Name of School:	AcadeMir at Palm Orchard	
Grade Levels:	**K-8**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: AcadeMir Charter School Preparatory		**W.L.# N/A**
High Performing System Replication: Yes		

10. <u>School Safety and Security</u>

The School Safety and Security section should provide a description of the school's plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):

s. 1002.33(7)(a)11., F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully developed plan will be completed upon approval of the application.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	AcadeMir Charter Schools, Inc.	
Name of School:	AcadeMir at Palm Orchard	
Grade Levels:	**K-8**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: AcadeMir Charter School Preparatory		**W.L.# N/A**
High Performing System Replication: Yes		

11. <u>Budget</u>
The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):
s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2., F.S.

Evaluation Criteria:
A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	AcadeMir Charter Schools, Inc.	
Name of School:	AcadeMir at Palm Orchard	
Grade Levels:	**K-8**	
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High Performing Replication: AcadeMir Charter School Preparatory		**W.L.# N/A**
High Performing System Replication: Yes		

12. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11., F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school's finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Academy Elementary	
Grade Levels:	**K-5**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: Pinecrest Academy (South Campus)		**W.L.# 0342**
High Performing System Replication: YES		

The Miami Dade County Public School District

Model Florida Charter School Application High-Performing Charter School System Replication

REVIEW PROCESS

2026 Application Cycle

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Academy Elementary	
Grade Levels:	**K-6**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: Pinecrest Academy (South Campus)		**W.L.# 0342**
High Performing System Replication: Yes		

Model Florida Charter School Application High-Performing Charter School System Replication Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that support the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

Capacity Interview:
Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

Meets the Standard: The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard: The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard: The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
☐	☒

Name of Person Compiling this Assessment: Dr. A. DiGirolamo Date: 4-10-2026

Title: Executive Director

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Academy Elementary	
Grade Levels:	**K-6**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: Pinecrest Academy (South Campus)		**W.L.# 0342**
High Performing System Replication: Yes		

STANDARDS	SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	SECTION 6	SECTION 7
	Replication Overview	*Mission, Guiding Principles and Purpose*	Educational Program, Curriculum, and Instructional Design	Student Performance, Assessment and Evaluation	Student Recruitment and Enrollment	Management and Staffing	Facilities
Meets	✓	✓	✓	✓	✓	✓	✓
Partially Meets							
Does Not Meet							
	SECTION 8	SECTION 9	SECTION 10	SECTION 11	SECTION 12		
	Transportation Service	Food Service	School Safety and Security	Budget	Financial Mgmt and Oversight	Applicant's Historical Performance	
Meets	✓	✓	✓	✓	✓	✓	
Partially Meets							
Does Not Meet							

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Academy Elementary	
Grade Levels:	**K-6**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: Pinecrest Academy (South Campus)		**W.L.# 0342**
High Performing System Replication: Yes		

Section 1: Replication Overview

The Replications section should identify the High-Performing System submitting the application, the High-Performing School being replicated, and a description of how the proposed school will be substantially similar to the school being replicated.

Statutory Reference(s):
s. 1002.33(6), Florida Statutes (F.S.)

Evaluation Criteria:
A response that meets the standard will present an action plan that:

- Evidence that the applicant's school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant's proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Academy Elementary	
Grade Levels:	**K-6**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: Pinecrest Academy (South Campus)		**W.L.# 0342**
High Performing System Replication: Yes		

2. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:
s. 1002.33(2), F.S.

Evaluation Criteria:
A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Academy Elementary	
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High Performing System Replication: Yes		

3. Educational Program, Curriculum, and Instructional Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)2., F.S.

Evaluation Criteria:

Reviewers will look for an educational program, curriculum and instructional design that is substantially similar to the high-performing charter school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

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High Performing System Replication: Yes		

4. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):
s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5., F.S.

Evaluation Criteria:
A response that meets the standard will present:

- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

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High Performing System Replication: Yes		

5. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(10), F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

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High Performing System Replication: Yes	

6. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14., F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes a clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- A viable and adequate staffing plan.
- A compensation and benefits plan or outline of such a plan that is aligned with the proposed budget.
- An adequate plan to ensure proper and timely background screening for all personnel.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

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High Performing System Replication: Yes	

7. <u>Facilities</u>
The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):
s. 1002.33(7)(a)13.; s. 1002.33(18), F.S.

Evaluation Criteria:
If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
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Strengths	**Reference**
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

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High Performing System Replication: Yes	

8. <u>Transportation Service</u>
The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20), F.S.

Evaluation Criteria:
A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
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Strengths	Reference
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High Performing System Replication: Yes		

9. <u>Food Service</u>
The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20)(a)1., F.S.

Evaluation Criteria:
A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

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High Performing System Replication: Yes		

10. <u>School Safety and Security</u>

The School Safety and Security section should provide a description of the school's plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):

s. 1002.33(7)(a)11., F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully developed plan will be completed upon approval of the application.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.
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Grade Levels:	**K-6**
Date Technical Review Completed: 4/7/26	**Date of Review by ARC: 4/10/26**
High Performing Replication: Pinecrest Academy (South Campus)	**W.L.# 0342**
High Performing System Replication: Yes	

11. <u>Budget</u>
The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):
s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2., F.S.

Evaluation Criteria:
A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.
Name of School:	Pinecrest Academy Elementary
Grade Levels:	**K-6**
Date Technical Review Completed: 4/7/26	**Date of Review by ARC: 4/10/26**
High Performing Replication: Pinecrest Academy (South Campus)	**W.L.# 0342**
High Performing System Replication: Yes	

12. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11., F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school's finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria for this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Academy Middle School	
Grade Levels:	**6th -8th**	
Date Technical Review Completed: 4/7/2026		**Date of Review by ARC: 4/10/26**
High Performing Replication: Pinecrest Academy Charter MS		**W.L.# 6022**
High Performing System Replication: YES		

The Miami Dade County Public School District

Model Florida Charter School Application High-Performing Charter School System Replication

REVIEW PROCESS

2026 Application Cycle

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Academy Middle School	
Grade Levels:	**6th -8th**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: N/A		**W.L.# N/A**
High Performing System Replication: Yes		

Model Florida Charter School Application High-Performing Charter School System Replication Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that support the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

Capacity Interview:
Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

Meets the Standard: The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard: The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard: The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
☐	☒

Name of Person Compiling this Assessment: Dr. A. DiGirolamo Date: 04-10-2026

Title: Executive Director

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.
Name of School:	Pinecrest Academy Middle School
Grade Levels:	6th -8th
Date Technical Review Completed: 4/7/26	**Date of Review by ARC: 4/10/26**
High Performing Replication: N/A	**W.L.# N/A**
High Performing System Replication: Yes	

STANDARDS	SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	SECTION 6	SECTION 7
	Replication Overview	*Mission, Guiding Principles and Purpose*	Educational Program, Curriculum, and Instructional Design	Student Performance, Assessment and Evaluation	Student Recruitment and Enrollment	Management and Staffing	Facilities
Meets	✓	✓	✓	✓	✓	✓	✓
Partially Meets							
Does Not Meet							
	SECTION 8	SECTION 9	SECTION 10	SECTION 11	SECTION 12		
	Transportation Service	Food Service	School Safety and Security	Budget	Financial Mgmt and Oversight	Applicant's Historical Performance	
Meets	✓	✓	✓	✓	✓	✓	
Partially Meets							
Does Not Meet							

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Academy Middle School	
Grade Levels:	**6th -8th**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: N/A		**W.L.# N/A**
High Performing System Replication: Yes		

Section 1: Replication Overview

The Replications section should identify the High-Performing System submitting the application, the High-Performing School being replicated, and a description of how the proposed school will be substantially similar to the school being replicated.

Statutory Reference(s):
s. 1002.33(6), Florida Statutes (F.S.)

Evaluation Criteria:
A response that meets the standard will present an action plan that:

- Evidence that the applicant's school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant's proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
The evaluation criteria were met in this section.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.
Name of School:	Pinecrest Academy Middle School
Grade Levels:	**6th -8th**

Date Technical Review Completed: 4/7/26	**Date of Review by ARC: 4/10/26**
High Performing Replication: N/A	**W.L.# N/A**
High Performing System Replication: Yes	

2. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:

s. 1002.33(2), F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The evaluation criteria were met in this section.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.
Name of School:	Pinecrest Academy Middle School
Grade Levels:	**6th -8th**

Date Technical Review Completed: 4/7/26	**Date of Review by ARC: 4/10/26**
High Performing Replication: N/A	**W.L.# N/A**
High Performing System Replication: Yes	

3. Educational Program, Curriculum, and Instructional Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):
s. 1002.33(7)(a)2., F.S.

Evaluation Criteria:

Reviewers will look for an educational program, curriculum and instructional design that is substantially similar to the high-performing charter school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The evaluation criteria were met in this section.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Academy Middle School	
Grade Levels:	**6th -8th**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: N/A		**W.L.# N/A**
High Performing System Replication: Yes		

4. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):

s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5., F.S.

Evaluation Criteria:

A response that meets the standard will present:

- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The evaluation criteria were met in this section.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.
Name of School:	Pinecrest Academy Middle School
Grade Levels:	**6th -8th**
Date Technical Review Completed: 4/7/26	**Date of Review by ARC: 4/10/26**
High Performing Replication: N/A	**W.L.# N/A**
High Performing System Replication: Yes	

5. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(10), F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths	Reference
The evaluation criteria were met in this section.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.
Name of School:	Pinecrest Academy Middle School
Grade Levels:	**6th -8th**
Date Technical Review Completed: 4/7/26	**Date of Review by ARC: 4/10/26**
High Performing Replication: N/A	**W.L.# N/A**
High Performing System Replication: Yes	

6. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14., F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes a clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- A viable and adequate staffing plan.
- A compensation and benefits plan or outline of such a plan that is aligned with the proposed budget.
- An adequate plan to ensure proper and timely background screening for all personnel.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The evaluation criteria were met in this section.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.
Name of School:	Pinecrest Academy Middle School
Grade Levels:	**6th -8th**
Date Technical Review Completed: 4/7/26	**Date of Review by ARC: 4/10/26**
High Performing Replication: N/A	**W.L.# N/A**
High Performing System Replication: Yes	

7. <u>Facilities</u>
The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):
s. 1002.33(7)(a)13.; s. 1002.33(18), F.S.

Evaluation Criteria:
If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
The evaluation criteria were met in this section.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Academy Middle School	
Grade Levels:	**6th -8th**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: N/A		**W.L.# N/A**
High Performing System Replication: Yes		

8. <u>Transportation Service</u>
The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20), F.S.

Evaluation Criteria:
A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
The evaluation criteria were met in this section.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Academy Middle School	
Grade Levels:	**6th -8th**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: N/A		**W.L.# N/A**
High Performing System Replication: Yes		

9. <u>Food Service</u>
The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20)(a)1., F.S.

Evaluation Criteria:
A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
The evaluation criteria were met in this section.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.
Name of School:	Pinecrest Academy Middle School
Grade Levels:	**6th -8th**
Date Technical Review Completed: 4/7/26	**Date of Review by ARC: 4/10/26**
High Performing Replication: N/A	**W.L.# N/A**
High Performing System Replication: Yes	

10. <u>School Safety and Security</u>

The School Safety and Security section should provide a description of the school's plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):

s. 1002.33(7)(a)11., F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully developed plan will be completed upon approval of the application.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The evaluation criteria were met in this section.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.
Name of School:	Pinecrest Academy Middle School
Grade Levels:	**6th -8th**

Date Technical Review Completed: 4/7/26	**Date of Review by ARC: 4/10/26**
High Performing Replication: N/A	**W.L.# N/A**
High Performing System Replication: Yes	

11. <u>Budget</u>
The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):
s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2., F.S.

Evaluation Criteria:
A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The evaluation criteria were met in this section.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.
Name of School:	Pinecrest Academy Middle School
Grade Levels:	**6th -8th**
Date Technical Review Completed: 4/7/26	**Date of Review by ARC: 4/10/26**
High Performing Replication: N/A	**W.L.# N/A**
High Performing System Replication: Yes	

12. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11., F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school's finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The evaluation criteria were met in this section.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Preparatory Academy Middle School	
Grade Levels:	**6th -8th**	
Date Technical Review Completed: 4/7/2026		**Date of Review by ARC: 4/10/26**
High Performing Replication: Pinecrest Academy Charter MS		**W.L.# 6022**
High Performing System Replication: YES		

The Miami Dade County Public School District

Model Florida Charter School Application High-Performing Charter School System Replication

REVIEW PROCESS

2026 Application Cycle

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Preparatory Academy Middle School	
Grade Levels:	**6th -8th**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: Pinecrest Preparatory Charter Middle School		**W.L.# 6022**
High Performing System Replication: Yes		

Model Florida Charter School Application High-Performing Charter School System Replication Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that support the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

Capacity Interview:
Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

Meets the Standard: The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard: The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard: The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
☐	☒

Name of Person Compiling this Assessment: **: Dr. A. DiGirolamo** Date: 04-10-2026

Title: Executive Director

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Preparatory Academy Middle School	
Grade Levels:	6th -8th	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: Pinecrest Preparatory Charter Middle School		**W.L.# 6022**
High Performing System Replication: Yes		

STANDARDS	SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	SECTION 6	SECTION 7
	Replication Overview	*Mission, Guiding Principles and Purpose*	Educational Program, Curriculum, and Instructional Design	Student Performance, Assessment and Evaluation	Student Recruitment and Enrollment	Management and Staffing	Facilities
Meets	✓	✓	✓	✓	✓	✓	✓
Partially Meets							
Does Not Meet							
	SECTION 8	SECTION 9	SECTION 10	SECTION 11	SECTION 12		
	Transportation Service	Food Service	School Safety and Security	Budget	Financial Mgmt and Oversight	Applicant's Historical Performance	
Meets	✓	✓	✓	✓	✓	✓	
Partially Meets							
Does Not Meet							

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.
Name of School:	Pinecrest Preparatory Academy Middle School
Grade Levels:	**6th -8th**
Date Technical Review Completed: 4/7/26	**Date of Review by ARC: 4/10/26**
High Performing Replication: Pinecrest Preparatory Charter Middle School	**W.L.# 6022**
High Performing System Replication: Yes	

Section 1: Replication Overview

The Replications section should identify the High-Performing System submitting the application, the High-Performing School being replicated, and a description of how the proposed school will be substantially similar to the school being replicated.

Statutory Reference(s):
s. 1002.33(6), Florida Statutes (F.S.)

Evaluation Criteria:
A response that meets the standard will present an action plan that:

- Evidence that the applicant's school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant's proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria in this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Preparatory Academy Middle School	
Grade Levels:	**6th -8th**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: Pinecrest Preparatory Charter Middle School		**W.L.# 6022**
High Performing System Replication: Yes		

2. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:

s. 1002.33(2), F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria in this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Preparatory Academy Middle School	
Grade Levels:	**6th -8th**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: Pinecrest Preparatory Charter Middle School		**W.L.# 6022**
High Performing System Replication: Yes		

3. Educational Program, Curriculum, and Instructional Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)2., F.S.

Evaluation Criteria:

Reviewers will look for an educational program, curriculum and instructional design that is substantially similar to the high-performing charter school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
The criteria in this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.
Name of School:	Pinecrest Preparatory Academy Middle School
Grade Levels:	**6th -8th**
Date Technical Review Completed: 4/7/26	**Date of Review by ARC: 4/10/26**
High Performing Replication: Pinecrest Preparatory Charter Middle School	**W.L.# 6022**
High Performing System Replication: Yes	

4. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):
s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5., F.S.

Evaluation Criteria:
A response that meets the standard will present:

- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria in this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Pinecrest Academy Inc.	
Name of School:	Pinecrest Preparatory Academy Middle School	
Grade Levels:	**6th -8th**	
Date Technical Review Completed: 4/7/26		**Date of Review by ARC: 4/10/26**
High Performing Replication: Pinecrest Preparatory Charter Middle School		**W.L.# 6022**
High Performing System Replication: Yes		

5. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(10), F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria in this section have been met.	
Concerns and Additional Questions	**Reference**

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High Performing System Replication: Yes		

6. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14., F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes a clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- A viable and adequate staffing plan.
- A compensation and benefits plan or outline of such a plan that is aligned with the proposed budget.
- An adequate plan to ensure proper and timely background screening for all personnel.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria in this section have been met.	
Concerns and Additional Questions	**Reference**

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High Performing System Replication: Yes		

7. <u>Facilities</u>

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):

s. 1002.33(7)(a)13.; s. 1002.33(18), F.S.

Evaluation Criteria:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
The criteria in this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

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High Performing System Replication: Yes		

8. <u>Transportation Service</u>
The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20), F.S.

Evaluation Criteria:
A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
The criteria in this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

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High Performing System Replication: Yes		

9. <u>Food Service</u>
The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20)(a)1., F.S.

Evaluation Criteria:
A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria in this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

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High Performing System Replication: Yes		

10. <u>School Safety and Security</u>
The School Safety and Security section should provide a description of the school's plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):
s. 1002.33(7)(a)11., F.S.

Evaluation Criteria:
A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully developed plan will be completed upon approval of the application.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria in this section have been met.	
Concerns and Additional Questions	**Reference**

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High Performing System Replication: Yes		

11. <u>Budget</u>
The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):
s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2., F.S.

Evaluation Criteria:
A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria in this section have been met.	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

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High Performing System Replication: Yes		

12. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11., F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school's finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
The criteria in this section have been met.	
Concerns and Additional Questions	**Reference**