

Florida Public Charter Schools Grant Program

2011-2014 Planning, Design, and Implementation Grant

Proposal: DUV3

**Renaissance Charter School Inc.
d/b/a Duval Charter High School**

Florida Public Charter School Grant Program (2011-2014)

Proposal Checklist/Table of Contents

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Florida Public Charter School Grant Program (2011-2014) Charter School Overview Form

Full name of charter school: Renaissance Charter School Inc. d/b/a Duval Charter High School

Contact name/Title: Derek Kelmanson / Operations Manager

Street address: 6245 North Federal Highway, 5th Floor

City: Ft. Lauderdale Zip Code: 33308

Telephone: 954-202-3500 x 1236 Fax: 954-202-9571

Email address: dkelmanson@charterschoolsusa.com Website: www.charterschoolsusa.com

Charter Authorizer: Duval County Public Schools Local School District (Name)

_____ Municipality (Name)

_____ University (Name)

Has the school previously received a grant under the Public Charter School Grant Program?

Yes _____ No X

Grade levels served: 9-12

Will proposed school serve in feeder zone of a lowest performing public school: Yes X No _____

If yes, name of lowest performing school(s): _____

For schools scheduled to open for the 2011-2012 school year, provide the estimated # of students the charter school will serve during its first year of operation: 750 students

For schools that have been operating for less than one year and have not previously received a grant under the Public Charter Schools Grant Program, provide the number of students on the October 2010 FTE survey count: N/A

Is an admission lottery used or will be used? Yes X No _____

Is the school a conversion charter school? Yes _____ No X

Will the school share any of the following with one or more other schools?

- facility _____
- administration (one or more administrators); _____
- 50% or more of governing board members. X

Yes X No _____ If yes, check which ones apply, and provide the name(s) of the school(s):
The developers/founders also serve as the Governing Board for other charter schools

Date school applied for 501(c)3 status: Issued June 2003 Approved: Yes X No _____ Pending _____

Is the school run by a management company? Yes X No _____

If Yes, what company? Charter Schools USA

Is the school affiliated with a university or community college? Yes _____ No X

If Yes, what university or community college? _____

*By submitting this application, Project recipient agrees to notify immediately the Office of Independent Education and Parental Choice, Charter Schools, FDOE, any change in the school's charter status, administration, contact information, or other descriptive information that is needed by the FDOE to maintain a current database of all operating charter schools in Florida.

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS Number

<p>Please return to: Florida Department of Education Office of Grants Management Room 325, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496</p>	<p>A) Program Name: Public Charter School Grant Program Planning, Design, and Implementation (2011-2014)</p>	<p>DOE USE ONLY Date Received</p>
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RECEIVED
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 OFFICE OF GRANTS MANAGEMENT

<p>B) Name and Address of Eligible Applicant: Duval Charter High School 6245 North Federal Hwy, 5th Floor Ft. Lauderdale, FL 33308</p>	<p>Project Number (DOE Assigned)</p>
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<p>C) Total Funds Requested: \$ 375,000</p> <hr/> <p>DOE USE ONLY Total Approved Project: \$</p>	<p>D) Applicant Contact Information</p> <table border="1"> <tr> <td data-bbox="613 840 1068 930"> <p>Contact Name: Derek Kelmanson</p> </td> <td data-bbox="1068 840 1541 930"> <p>Mailing Address: 6245 N, Federal Hwy, 5th Floor Ft. Lauderdale, FL 33308</p> </td> </tr> <tr> <td data-bbox="613 930 1068 1014"> <p>Telephone Number: 954-202-3500 x1236</p> </td> <td data-bbox="1068 930 1541 1014"> <p>SunCom Number:</p> </td> </tr> <tr> <td data-bbox="613 1014 1068 1102"> <p>Fax Number: 954-202-3512</p> </td> <td data-bbox="1068 1014 1541 1102"> <p>E-mail Address: dkelmanson@charterschoolsusa.com</p> </td> </tr> </table>	<p>Contact Name: Derek Kelmanson</p>	<p>Mailing Address: 6245 N, Federal Hwy, 5th Floor Ft. Lauderdale, FL 33308</p>	<p>Telephone Number: 954-202-3500 x1236</p>	<p>SunCom Number:</p>	<p>Fax Number: 954-202-3512</p>	<p>E-mail Address: dkelmanson@charterschoolsusa.com</p>
<p>Contact Name: Derek Kelmanson</p>	<p>Mailing Address: 6245 N, Federal Hwy, 5th Floor Ft. Lauderdale, FL 33308</p>						
<p>Telephone Number: 954-202-3500 x1236</p>	<p>SunCom Number:</p>						
<p>Fax Number: 954-202-3512</p>	<p>E-mail Address: dkelmanson@charterschoolsusa.com</p>						

CERTIFICATION

I, _____, (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

<p>E) _____ Signature of Agency Head</p>	<p>_____ Signature of Charter Head Ken Haiko, Chairman</p>
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ORIGINAL

A) DUVAL CHARTER HIGH SCHOOL / DUVAL COUNTY
 Name of Eligible Recipient/Fiscal Agent

C) TAPS Number

B) _____
 DOE Assigned Project Number

FLORIDA DEPARTMENT OF EDUCATION
 BUDGET NARRATIVE FORM

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
7700	310	Advertising and Marketing		15,000	100%			
7100	310	Governing Board Training		5,000	100%			
6400	310	Staff Recruiting and Training		4,000	100%			
7300	330	Travel – Charter School Conference		1,000	100%			
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D) TOTAL				\$ 25,000				

Duval Charter High School

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1. Project Abstract

Funding this RFP will assist in the planning, program design, and initial implementation of a high quality charter school that replicates an existing school design. Duval Charter High School (the "School") will be a tuition free public school of choice for parents and all students who live in Duval County. The School will serve up to 1,800 students in grades 9-12. The guiding vision for the School is the belief that all children can learn, become self-motivated life-long learners, function as responsible citizens, and actualize their potential as productive citizens in the local and global societies and the 21st century workforce.

The School's core philosophy is the belief that all children can learn, function as responsible citizens, and actualize their potential as productive members of the workforce. The School's mission stems from the core philosophy and values the relationship between teacher and student and the role the family plays in a child's academic and social development. The mission is to build a rigorous and productive learning environment where students can reach their academic potential and where teachers set clear educational goals.

The School is committed to provide academic and co-curricular programs from kindergarten through eighth grade, which assists all students to be successful in scholastic achievement, personal growth and social awareness. We expect all students to acquire skills, knowledge, and values, which will prepare them to be contributing, constructive citizens of our society. The Governing Board is dedicated to implementing effective school practices and to forming partnerships with parents and community in support of a quality education. The Governing Board has a over a decade of experience with replicating existing school designs and implementing the proven research-based Educational Model helps to ensure the success of the proposed School. It is the intent of the governing board to replicate the program design of its current successful charter schools.

The School understands and is dedicated to ensuring that all children have a fair, equal, and significant opportunity to obtain a high-quality education and continually strives for academic excellence on challenging State academic standards (Next Generation Sunshine State Standards) and the State academic assessment (the FCAT). The number of points a school accumulates is then equated to an overall school grade based on the percent of students meeting high standards in reading, mathematics, science, and writing, the percent of students making annual learning gains in reading and mathematics, the percent of the lowest 25% of students making annual learning gains in reading and mathematics, graduation rate, at-risk graduation rate, acceleration participation, accelerated performance, reading readiness and math readiness. To this end, the School will earn a school grade of a "C" in year one.

The School will use the project funds to implement the mission and philosophy and achieve the stated goals of the School by focusing on main areas that are set forth in this proposal.

2. Project Need

Vision: All children can learn, become self-motivated life-long learners, function as responsible citizens, and actualize their potential as productive citizens in the local and global societies and the 21st century workforce.

Mission: To create a learning environment that integrates a research-based curriculum, a culture of student safety and success, and concentration on academic rigor while focusing on citizenship and experiential learning through student engagement.

The School will be a free public school of choice for parents and all students who live in Duval County. The School will serve up to 1,800 students in grades 9-12. The following statistics demonstrate the need for the School:

Lack of School Choice Options

- There are only 3 charter high schools currently operating district wide in Duval County, a district with about 124,000 students. Additionally, there are 0 charter schools within a 3 mile radius and only 2 within 5 miles of the proposed site. There is a significant need for a quality charter high school with a comprehensive curriculum in this community. Additionally, there are only two traditional public high schools within 5 miles of the proposed site.

Population Growth

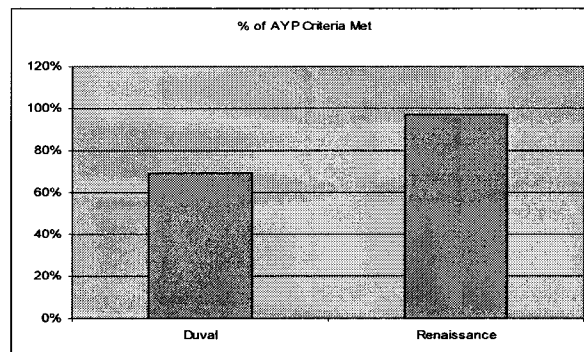
- The general population within a 5 mile radius has grown 21.07% since 2000.
- It is projected to grow another 6.63% in 5 years.

Population Demographics

- Within a 1 mile radius, the minority rate is nearly 40%.
- Within a 5 mile radius there are approximately 6,300 students aged 15-17.

Quality of existing schools

- Within a 5 mile radius, the only two high schools received a “C” and a “D” rating based their FCAT scores
- Adequate yearly progress (AYP) has declined in Duval County from 90% in the 2003-04 school year to 69% in the 2008-09 school year. Overall, percent of AYP criteria met across all Renaissance schools is 97%.



The School proposes to meet high standards of student achievement by aligning its curriculum with the Next Generation Sunshine State Standards and the educational requirements of the No Child Left Behind Act (NCLB). This combination is designed to meet high academic standards, which coupled with a high degree of local parental choice and community involvement, provides for the standards, flexibility, and diversity envisaged by the Charter School Statute. Meeting high standards at the School means that "every child can learn" given appropriate learning tools, measurable progress is supported by consistent data, and a variety of teaching strategies are used to match a student's learning style. The School's curriculum will be founded upon traditional educational methodologies and current research within the framework of the works of Robert Marzano.

3. Project Design and Implementation

(1) Founding and Governance

Renaissance Charter School Inc. (RCS) is committed to founding and providing effective oversight of high-quality schools of choice. The initial Founding Board will serve as the School's Governing Board. RCS is a Florida not-for-profit 501(c)3 corporation and is organized exclusively for educational purposes. RCS currently consists of four members. The number of board members may be increased at any time, but shall never be less than three. Currently, the members are: Ken Haiko, Chairman; Dennis Clark; Thomas Wheeler; and Corey Gold. RCS board members have the experience, skills and understanding in areas critical to charter school success. See Appendix in Charter Application for board members resumes. Also, see the RCS's network of current school's performance history in the response to (#4) School Leadership and Management below.

The Governing Board is responsible for implementing the mission, vision, and values of the School and developing the appropriate policies to ensure those fundamentals are maintained. The Governing Board has contracted with a professional education service provider, Charter Schools USA, to provide all necessary management and professional expertise. Charter Schools USA will assist in developing, planning, and marketing the School, as well as organizing the finance, human resources, curricula and operations of the School. Charter Schools USA will be responsible for developing, implementing, and ensuring the ongoing operational procedures in accordance with the mission, vision, and values outlined by the Governing Board and other stakeholders.

RCS's experience with replicating existing school designs and implementing the proven research-based Educational Model helps to ensure the success of the proposed School. With direct oversight from the ESP's corporate staff, as well as key leaders from existing schools, will be deployed to implement and monitor the school design. The Governing Board will leverage all of the tools and techniques in use at existing schools to successfully implement the proposed project. The qualifications of the members of the Governing Board and leaders of Charter Schools USA reflect backgrounds of high-level ability and achievement in government service and industry and a depth of service to the community that demonstrates powerful commitment.

The Governing Board has formulated its education and business concept into a plan that serves as a model intended for replication and has the proven ability to put that concept into place in new charter schools that equal the high quality existing charter schools governed by RCS.

The following is a narrative description of the organizational relationship:

- The Governing Board leads the organization and has ultimate authority and responsibility for school operations.
- The Governing Board has contracted with an Education Service Provider (ESP) Charter Schools USA to manage the day-to-day operations of the School.
- The ESP is responsible to the Governing board.
- The School Principal will be an employee of the ESP.
- The School Principal is responsible for managing School Staff.

The direct relationship between the Governing Board and the ESP provides clear accountability for the services provided in the management agreement. The organization as a whole is responsible for the School's performance and the ESP must be actively involved in managing the School's operations to be successful. While the School Principal will not report directly to the Governing Board, a strong relationship will exist. The School Principal will provide a monthly status report for the Governing Board and attend all board meetings. During board meetings, the School Principal will present the School's status report and field any questions of the board. Governing Board members will be given the opportunity to provide input on the School Principal's performance. In addition, the School Principal or designee will attend all Governing Board meetings and provide status updates to them on a routine basis.

The Governing Board will hold the School Principal accountable primarily through the performance expectations defined in the management agreement between the Board and the ESP. A comprehensive and rigorous performance evaluation process has been developed that aligns expectations to the Schools program design and the specific mission of the School. School Principal performance expectations are communicated in August of each year in two ways:

1. **Criteria on Performance Evaluation Tool.** All criteria that the School Principal will be evaluated on, is communicated in August. Given the range of responsibilities for which principals are accountable, the August communication ensures that specific expectations are set. The ESP clearly defines "what good performance looks like". Performance within each criterion is used to determine merit increases.
2. **School Principal Goals:** Each school has a Strategic Plan as well as a School Improvement Plan. School-wide goals are developed from these two documents. The School Principal in conjunction with the ESP jointly determines performance goals.

Performance is monitored throughout the year and feedback is provided to support continued improvements and high performance. Monitoring methods include:

- School site visits conducted semiannually.
- Staff surveys conducted in November and April.
- Parent survey conducted in November and April.
- Monthly Principal meeting and reporting.
- Benchmark tests.

A formal School Principal evaluation is conducted at the end of the year by the ESP. The outcomes will be provided to the board by the ESP. The following are the categories included in the School Principal evaluation tool. For each factor, specific criteria have been identified in terms of what performance is expected.

School Principal Evaluation

Academic Excellence	Operational Management	Superior Culture	Financial Growth	Growth
<ul style="list-style-type: none"> • Guaranteed and viable curriculum • Challenging goals and effective feedback • Parent and Community involvement • Safe and orderly environment • Collegiality and professionalism • Teacher level factors • Technology 	<ul style="list-style-type: none"> • Registration and student record keeping • Customer service • Governing board relations • Following ESP guidelines for facility operations • Supports ESP communications functions • Compliance with district and state regulation 	<ul style="list-style-type: none"> • Leadership • Human Resources • Performance and planning • Compensation management • CSUSA values • Staff Recognition • Hiring • Fellowship 	<ul style="list-style-type: none"> • Budget development and management • Business manager relations • Fundraising • Risk management 	<ul style="list-style-type: none"> • Enrollment • Succession Planning • School Opening Team

A School Advisory Councils (SAC) will be established at the beginning of each school year, which shall be comprised of parents of currently enrolled students, administrators, and teachers. The SAC facilitate achievement of the mission of the schools and ensure they meet the needs of the children and community. The SAC will act as a link between school administration, teachers, and the school community to discuss school-based issues, bringing them together in an authentic role in decisions, which affect instruction and the delivery of programs. SAC representatives will also provide regular reports to the Board.

The Governing Board has adopted a conflict of interest policy. When using Federal funds to enter into a contract for equipment or services, the School will comply with its procurement standards. The Governing Board is continuing to adopt policies to ensure the School meets federal definition of charter school as defined in Section 5210 of the ESEA. Each of the Governing Board Members has already completed the required

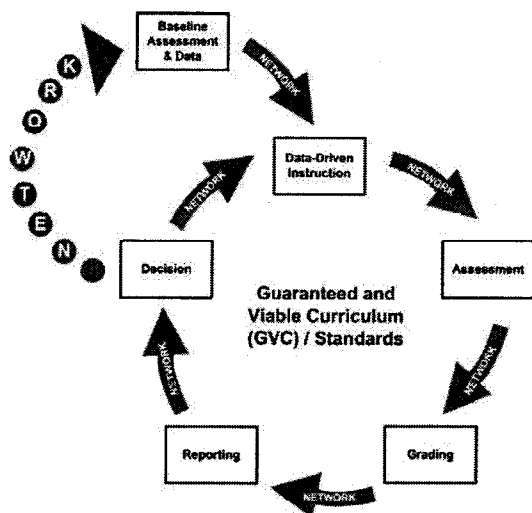
annual governance training as prescribed by the State Board of Education Rule 6A-6.0784, and will continue to meet ongoing requirements.

(2) Curriculum, Instruction, Assessment, and Accountability

The School's Educational Model is a framework for continuous improvement wherein the Guaranteed and Viable Curriculum is used to support and meet the needs of each student. The Educational Model is used to drive administrators and teachers to better understand, explain, and make predictions about the elements needed for each student to master the next Generation Sunshine State Standards. Educational best practices, technology, communication and documentation tools are revised and created to support the implementation of the model so that teachers have the support necessary to meet the needs of each student. Supporting tools of the model include the Personalized Learning Plans that lead students to set personal goals, achieve goals, and therefore, create individual academic successes while maintaining academic rigor. CSUSA is the first education management company in the nation to receive the SACS CASI accreditation seal, meaning that all of its current schools and new schools will be accredited.

The School will adopt Charter Schools USA's Guaranteed and Viable Curriculum, as aligned with the Next Generation Sunshine State Standards, as the framework for what is taught at each grade-level. A month-by-month scope and sequence within each Charter Schools USA Curriculum Map was created for all subjects aligned to the Next Generation Sunshine State Standards. To ensure student achievement, Charter Schools USA's Guaranteed and Viable Curriculum assures the following:

- The content considered essential for all students to learn versus the content considered supplemental has been identified and communicated to teachers
- The amount of essential content that has been identified can be addressed in the instructional time available to teachers
- The essential content is organized and sequenced in a way that students have ample opportunity to learn it
- Minimized interruptions and the proactive scheduling of non-instructional activities during the school day protects the instructional time available to teachers



The Guaranteed and Viable Curriculum ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next. After clear guidance is given to teachers regarding the content to be addressed in specific courses and at specific grade levels, the Education Team and school administration monitor learning so that the academic content necessary for

achievement within each grade is not disregarded or replaced.

Component 1: Baseline Assessment and Data

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses, to effectively target instruction, and to set school-level, classroom-level, and individual student-level goals.

Component 2: Data Driven Instruction

Charter Schools USA's Education Team along with school leaders, analyze baseline data from The School's Student Information System, and then provide targeted professional development to support teachers' knowledge base of the best instructional strategies to employ, that best meet the needs of each student. Teachers then have the information needed to effectively adjust instructional focus, and employ regrouping and other differentiation strategies, to ensure that each student is making progress towards mastery of specific skills and content. Using this innovative approach of data-driven instruction and ongoing teacher support, through collaboration within the Network around meeting the needs of each student, the School ensures a culture of continuous improvement and increased student achievement.

Component 3: Assessment

After data-driven instruction, formative assessments will be given to determine areas of growth, and will be used to continue to identify instructional priorities. Assessments measure instructional effectiveness and student achievement, and are an integral part of the Educational Model. Formative assessments, in particular, provide a systematic and regular measurement of students' progress in the classroom, and are the processes used to drive instructional practice. Further, timely and specific feedback, based upon formative assessments of student performance on grade level standards is given to establish individualized goals for all students (Marzano, 2003).

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses, to effectively target instruction, and to set school-level, classroom-level and individual student-level goals. Teachers begin the school year by assessing the last year's data and Charter Schools USA Benchmark #1 to target and differentiate instruction, and to help students focus their learning, as they work to master specific skills and content in the Next Generation Sunshine Standards. Benchmarks as well as FAIR data, and numeracy assessments will provide administrators and teachers with data for the measurement of learning outcomes for each individual student. Throughout the year school administrators meet with teachers in Data Summits to measure learning outcomes of each student by reviewing Benchmarks #2 and #3 to further drive instruction. Benchmark #4 is used to assess students' learning throughout the year, and to drive instruction the last four weeks of school by focusing on student academic gaps that must be mastered according to the Guaranteed and Viable Curriculum.

Progress monitoring for additional learning opportunities will be measured using resources aligned to the program in use, for example Accelerated Reader Reports, Words Their Way spelling assessments, and Elements of Vocabulary assessments.

Programs for Comprehensive Intervention that meet the state's rigorous guidelines for scientifically-based interventions will be measured according to the program guidelines (i.e. Soar to Success Oral Reading Checks and Retelling Rubrics). Overall success of the extended learning program will be measured through impact on student's FCAT success probability in FAIR and Charter Schools USA Benchmark score.

The School will also utilize a Narrative Report Card (NRC). The NRC gives parents, administrators and teachers a comprehensive overview of a student's current skill level and a measure of the student's progress toward attaining mastery of the Next Generation Sunshine State Standards. The NRC identifies and evaluates a student's mastery of specific grade level skills as they align with the Next Generation Sunshine State Standards. By aligning state specific standards with each content area, teachers, parents, and students can identify the specific areas a student has mastered as well as those areas in which a student needs improvement and support.

Additionally, the School will analyze students' FCAT scores (for grades 3-5) and results from diagnostic assessments (for grades K-2) to determine whether or not a child gains a year's worth of learning. Students demonstrate a year's worth of learning on the FCAT in one of three ways:

1. Improve achievement levels from 1-2, 2-3, 3-4, or 4-5;
2. Maintain within the relatively high levels of 3, 4, or 5; or
3. Demonstrate more than one year's growth within achievement levels 1 or 2 as indicated by the developmental scale score of the FCAT

This academic data is also reviewed during the creation of a strategic plan, i.e., school improvement plan. The strategic plan includes goals in core-content areas, school operations, and parent satisfaction. Academic goals include students within "Adequate Yearly Progress" subgroups meeting the requirements of No Child Left Behind, in regard to academic performance and test participation.

Further, the School follows Florida's Response to Intervention (RtI) Model to ensure the success of every student. The RtI model is a multi-tiered approach to providing high-quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions. RtI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. This includes multiple tiers of evidence-based instruction service delivery; a problem-solving method designed to inform the development of interventions, and integrated data collection/assessment system to inform decisions at each tier of service delivery. Initial screening assessments are used to identify students who need additional learning opportunities and academic interventions to achieve required benchmarks. After the initial screening assessment, those students identified as low-performing, or having skill gaps will receive reading intervention in accordance with their tier level. This is in accordance with the Response to Instruction requirement of Individuals with Disabilities in Education Act 2004, which requires each school to identify whether appropriate instruction in reading has taken place through the use of the practices of the Florida Sunshine State Standards and Next Generation Sunshine State Standards. Once interventions are established, they are

implemented and then evaluated whether the student is responding to the interventions. Documentation of the interventions will then be reviewed to evaluate if the strategies were successful. If the strategies were successful, then monitoring would continue on an as needed basis. If the interventions were not successful and sufficient evidence has been gathered that shows that a disability may be the primary cause of the student's learning or behavior problems, then an IEP Team, known as a Collaborative Problem Solving Team or Response to Intervention Team will refer the student for an evaluation. After a signed, informed parental consent has been obtained, a comprehensive evaluation is conducted by a multidisciplinary team. Knowing that assessment is useless if it does not inform instruction, teachers consistently use formative assessments in between Benchmark tests to inform them about their students and then adjust instruction. The Benchmark 1 assessment is an FCAT style assessment used as a universal screening tool to identify students in needs of intervention. If they do not reach expectations then students are placed into a Tier 2 intervention grouping. To ensure fidelity to both the RtI and ESE procedural requirements and programming, professional development will be conducted at the school for all administrators and educators. Further, professional development will continue throughout the year including research-based instructional strategies and classroom management training to ensure that teachers have all tools needed to ensure students' academic and social achievement.

Component 4: Grading

Grading of formative assessments is done through the Teacher eGrade Book on the Charter Schools USA's Student Information System graded at the most specific level of the state standards to facilitate data collection. As the data is collected, it is displayed within the Teacher eGrade Book in various formats for straightforward data analysis. The data is then reviewed at the specific standard to target individual student needs on specific skill expectations.

Component 5: Reporting

Reporting in Student Information System offers each school the capability of disaggregating data by individual student, by individual class, by grade level and by school. It also offers teachers, parents, and students online web access to student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of benchmarks more efficient. It will also provide students, parents, teachers and administrators, information to make decisions about differentiating instruction for each student.

Component 6: Decision

The process of data-driven instruction, assessment, grading and reporting of a particular objective as illustrated by the Educational Model Graph above, is now complete. The Educational Model is designed to give teachers and administrators a process for monitoring student progress. Various formative and summative assessments and Student Information System, provide the information and tools needed to make key instructional decisions based on the data. Teachers' ongoing decision to, either move on to a new objective and begin with a baseline assessment, or

revisit the same objective through data-driven instruction, ensures a culture of continuous and improved achievement for students.

The School will annually provide the Secretary, U.S. DOE and the FL DOE such information as may be required to determine if the School is making satisfactory progress toward achieving the objectives as well as cooperate with both agencies in evaluating the School.

(3) Business, Finance and Accounting

The Governing Board has contracted with an education service provider to implement the internal controls consistent with other charter schools and the sponsoring School District. The ESP will be responsible for the day-to-day financial management of the School. All accounting procedures, including accounting for CSP expenditures, will be performed using General Accounting Standards Board's (GASB) 34 guidelines and will be maintained utilizing the "Financial and Program Cost Accounting and Reporting for Florida Schools" as recommended in F.S. 1002.33(9)(g).

In compliance with F.S. 1002.33, the school will obtain an annual financial audit to be performed by an independent certified public accountant. The School's audited financial statements are comprised of three components: 1) entity-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves. The School will provide monthly budget to actual financial reports to the Governing Board and the Sponsor.

The School will follow the financial management processes defined by the ESP. Listed below is a summary of some of the standard procedures that will be utilized by the School to ensure sound internal accounting and a system of checks and balances:

Cash Receipts and Deposits - Accurate internal control of cash receipts and deposits will be maintained at all times. Cash receipts include currency, coin and checks. Cash deposits will be made when the total of funds to be deposited reaches \$500. Cash deposits are to be made at least twice weekly, even if the total of funds to deposit has not reached the \$500 limit.

Purchase Orders - All purchases greater than \$500 require the school Business Administrator to complete a purchase order. The School Principal can approve purchases in the amount of \$1,000 or less. An additional approval is required for any purchases in the amount of \$1,000 or more.

Check Signing - One primary checking account will be used to pay vendors, the "School Operating Account." Charter Schools USA Finance will maintain this account. The authorized check signers for the Operating Account are the Governing Board of Director's Chairperson and a member of Charter Schools USA Senior Management. A secondary checking account, the "School Principal's Account", will be accessible by the school. Emergency and small purchases, as well as aftercare snacks, are paid from this account. The balance of the Principal's account is monitored and maintained at or below \$5,000 as an additional safeguard. Any checks drawn of the Principal's account must

have two signatures – one must be the Principal and the other must be either the Assistant Principal or Business Administrator.

Payroll - Maintenance of the employee master file is the responsibility of the Charter Schools USA HR Department, and paying the employee is the responsibility of the Charter Schools USA Payroll Department, thereby creating appropriate segregation of duties. Once the payroll department prepares the semi-monthly payroll, it is forwarded to the School's Business Administrator for final review and approval. Payroll is then processed by the Charter Schools USA Payroll Department, which utilizes a third-party vendor for processing and tax activities.

Data Security - Financial data is maintained on a secured Microsoft NT network. Only the Charter Schools USA Finance Department shall have access to the data. The accounting system provides an audit trail of users' activity, which is periodically monitored by Senior Charter Schools USA Finance Staff. A tape backup is done daily onsite. In addition, the Information Technology Department maintains a weekly tape back up offsite.

The operating budget clearly demonstrates the fiscal viability of the school, including cash flow projections and an understanding of the funding methods available to charter schools.

Training for the School Principal and School Business Administrator will be provided by the Finance and Accounting Staff of Charter Schools USA. On an annual basis, these school administrators will be required to attend the Charter Schools USA Summer Leadership Institute, which will include training on relevant subjects such as budgeting, financial management and human resources best practices. In addition, ongoing training will be provided in the form of quarterly meetings, at a minimum, which will focus on current developments in industry best practices. In conjunction with the monthly financial reporting that will be provided, quarterly financial dashboard review meetings will be held with Charter Schools USA Finance and Accounting Staff and School Administrators to ensure that the school is operating in accordance with its budget.

(4) School Leadership and Management

It is the intent of the RCS to replicate the models of its current charter schools. The table below provides a summary of performance for each school for the last three years.

Renaissance Charter School Inc. Highlights											
County	School	2008 Grade	2009 Grade	2010 Grade	2008 AYP Met	2009 AYP Met	2010 AYP Met	2008 AYP % Met	2009 AYP % Met	2010 AYP %Met	Highlights
Broward	Hollywood Academy of Arts & Science (Elementary)	A	A	A	Y	N	Y	100%	97%	100%	4th year in a row earning an A!
Broward	Hollywood Academy of Arts & Science (Middle)	A	A	A	N	N	N	97%	95%	95%	Top 5 middle schools in Broward County. 4th year

Renaissance Charter School Inc. Highlights

											earning an A.
Broward	North Broward Academy of Excellence (Elementary)	B	B	A	N	N	Y	97%	95%	100%	Increased enrollment by 28%. 90% proficiency in Writing.
Broward	North Broward Academy of Excellence (Middle)	B	A	A	N	N	N	97%	85%	87%	99% proficiency in Writing. Increased 25 points move from B to A!
Miami-Dade	Renaissance Elementary Charter School	A	A	A	Y	Y	Y	100%	100%	100%	#1 elementary school in Dade County
Miami-Dade	Renaissance Middle Charter School	A	A	A	Y	Y	Y	100%	100%	100%	#6 middle school in Dade. AYP 4th year in a row!
St. Lucie	Renaissance Charter School at St. Lucie			C			N			74%	1st yr 1,260 and 1 point from "B"

In addition to the above referenced school performance the same educational model will be used to replicate the models of the two successful high schools currently managed by CSUSA. The Governing Board will be effective at replicating these existing school designs primarily due to our long standing partnership with the ESP. The ESP as a well developed Educational Model and extensive experience implementing this model in new schools. With direct oversight from the Governing Board, the ESP's corporate staff, as well as key leaders from existing schools throughout the entire network, will be deployed to implement and monitor the school design. All of the tools and techniques in use at existing schools will be leveraged for use in the new school.

The School staff will be employed and managed by the ESP. Human resources processes critical to effective school operations include the hiring process, employee evaluations, and the People First Plan, which provides a performance-based compensation system that has been proven to support student achievement. The School's budget is designed so that all the ordinary and necessary costs of operating the School, including capital needs, will be met primarily by the Florida Education Finance Program (FEFP). Grant funds will be used to accelerate the start up of the school and not ongoing operating expenses as the Schools' operating budget will be self-sufficient.

Hiring Process: The hiring process will be comprehensive and result in the employment of highly qualified staff. Pursuant to the anti-discrimination provision of 1000.05, Florida Statute and the Florida Education Equity Act, the hiring policy is to offer equal opportunity to all qualified employees and candidates without regard to race, creed,

color, national origin, age, sex, marital status, sexual orientation, physical or mental handicap, non-job related disabilities, or any other characteristic protected by law. The Schools will only employ professional teachers that are certified as required by Chapter 1012, Florida Statute. The Schools will adhere to the staff quality guidelines defined in No Child Left Behind. No Child Left Behind defines "highly qualified" teachers as those who have obtained full state certification (including alternative certification, with no record of waiver of the certification) or passed the state teacher-licensing exam. Additionally, all School employees hired must be committed to the high academic standards of the Schools and work cooperatively and collaboratively with fellow faculty, parents, community organizations and the business community to best meet the needs of students.

The School Principal is responsible for the administration of the School Staff. The selection criteria at a minimum include the following:

1. Educational Leadership Certification
2. Educational Background- Degree in Education with appropriate school grade level background; experience as an educational leader
3. Teaching experience
4. Knowledge of the needs of the School's population
5. Knowledge of curriculum for appropriate grades of student body
6. Experience in working with governing school boards
7. Skills in using technology as a tool for learning and monitoring student progress
8. Ability to work with community organizations, agencies and resources
9. Motivation to establish innovative and creative learning programs
10. Dedication to providing supplementary programs to enhance student learning
11. Commitment to professional development programs for faculty and school concepts
12. Ability to implement staff development and training
13. Ability to promote a positive school climate
14. Commitment to enabling each student to reach his/her personal best

Employee Evaluations: The School will use a robust process for recruiting all positions and an evaluation process that includes setting performance expectations; monitoring performance and providing coaching and feedback; evaluating performance; and aligning rewards with performance.

Instructional Management: Effective instructional management is dependent on high quality professional development on research-based best practices and strategies for both instructional staff and school leadership. The School will use the following methods for determining progress: the School Site Visits; Employee Evaluations; Formative Assessments to monitor teacher and school leader effectiveness.

Instructional Staff: All instructional staff will be trained in, monitored and evaluated based on the School's Educational Model as well as research-based "teacher level factors" that research demonstrates drives student success. Additionally, all teachers

will receive two weeks of instruction during New Teacher Induction at the beginning of each school year.

Certification Monitoring: Teachers' certification status will be actively monitored to ensure that their certification is current. Teachers who do not possess current certification will be separated from employment until such certification may become current. It is the responsibility of the ESP to ensure teachers meet the requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline. Non-renewable certificates and 5-year renewable requirements will be actively monitored for compliance by the ESP.

School Leadership: The School Principal will be the instructional leader of each school and will be proficient in the research-based instructional strategies. Each Principal will be supported by an Assistant Principal, Curriculum Resource Teacher, Grade level leads and the management company's education team. Professional development for Principals will begin with the Principal Institute focusing on student achievement and the research-based 21 responsibilities of a school leader from *School Leadership That Works (2005)* by Robert J. Marzano, Timothy Waters, and Brian A. McNulty. The responsibilities, which form the basis for the Schools leadership-focused staff development, are: affirmation; change agent; communication; contingent rewards; culture; discipline; flexibility; focus; ideals/beliefs; input; intellectual stimulation; involvement with curriculum, instruction and assessment (CIA); knowledge of CIA; monitor/evaluate; optimize; order; outreach; relationships; resources; situational awareness; and visibility

In addition, staff development focuses on all facets of the leadership role, as described in the Florida Principal Leadership Standards. The schools' leaders must possess the abilities and skills necessary to perform their designated tasks in a high-performing manner. The school leaders, commensurate with job requirements and delegated authority, shall demonstrate competence in instructional, operational and school leadership including: instructional leadership; managing the learning environment; learning, accountability and assessment; decision-making strategies; technology; human resource development; ethical leadership; vision; community and stakeholder partnerships; and diversity.

Monitoring: School leadership will conduct regular classroom visits and walkthroughs to ensure high quality instruction. The School Site Visit (SSV) process will effectively monitor each teacher's instructional effectiveness. SSV's will be conducted by administrators and Master Teachers throughout the ESP's network of schools. During these SSV's each teacher receives a 30-45 minute observation of their instructional delivery and implementation of research-based practices. Results of these observations are shared with each instructor as well as administration. Results from these observations drive the professional development calendar at the school level. Additionally, formative assessments will be continually used and monitored so that instruction can be adjusted to meet the needs of each student. Employee Evaluations ensures that teachers receive regular formal evaluations. Based on this feedback, each

teacher will create a Professional Growth Plan (PGP) in collaboration with their instructional leadership team in order to continually enhance the quality of instruction.

Professional development for the School Administrator follows the state of Florida's protocol according to www.floridaschoolleaders.org. The cycle of planning, delivery, follow-up to the delivery, and evaluation is followed. In addition, as the Florida Professional Development Evaluation Protocol indicates, new professional learning opportunities at the district (or organizational) level, school level, and faculty level are provided.

The school administrator and faculty members will be trained in successful instructional strategies and data collection systems to provide continuous assessment and achievement toward school goals. Effective teachers who utilize multiple instructional strategies are providing their students an educational environment that focuses on innovative learning methods for application of what they have learned. To facilitate a broad understanding of high-yield research based instructional strategies the ESP will provide the following professional development trainings:

Required Trainings	Other Offerings
<p>New Teacher Induction: a two to five-day seminar depending on the needs of the teachers that includes instructional methods for data-driven instruction and research based classroom management and student motivation.</p> <p>Teacher Learning Communities- an on-going community for new teachers that include monthly meetings to review and enhance the teacher's knowledge of high-yield instructional strategies.</p> <p>Curriculum Cadre - teachers from the ESP's network of schools meet to discuss innovative classroom strategies that support student achievement once a month, as well as to monitor the success of past strategies.</p> <p>Curriculum Mapping- although the process of curriculum mapping occurs throughout the school year, once a year teachers meet to discuss the notes they have taken throughout the year to see how they can improve the curriculum maps for each subject area. Master teachers then take this information to the classroom teachers to ensure that they have a successful next year by making them aware of any changes to the curriculum map.</p> <p>Data Analysis - staff development is provided to teachers to ensure that they are analyzing their students' data for maximum student achievement.</p>	<ul style="list-style-type: none"> • Writing Effective Lesson Plans • Formalization of the Instructional Program • Development of a Comprehensive Assessment Plan • Collection and Interpretation of Student Performance and Achievement Data • Theory of Multiple Intelligences • Harry Wong: The Effective Teacher • Assessment and Evaluation • What Great Teachers Do Differently: 14 Things that Matter Most • Classroom Instruction that Works: 9 High-Yield Strategies • Six Traits of Effective Writers • Using Manipulatives in Math • Strategies for Successful Test Taking • CHAMPs: A Proactive and Positive Approach to Classroom Management (CHAMP: Conversation, Help, Activity, Movement, Participation) • "Best Practice" Strategies for the Classroom • Centers in the Classroom • Technology in the Classroom • The Interdisciplinary Curriculum • English for Speakers of Other Languages Regulations and Procedures • Exceptional Student Education Regulations and Procedures • Research-Based Innovative Learning Methods

Professional development is a strategic tool for the School's continued growth, productivity and ability to retain valuable employees. Short-term plans for projects, long term plans for the organization, career development plans for the employee and skill building for immediate improvement in employee performance in areas of deficiency, are all a part of professional development. Added CSP Project Objective: On an annual basis, the School administrators will be required to attend the ESP's Summer Leadership Institute.

With the ongoing guidance and support of the corporate staff each school has developed a professional development calendar to include:

- Preschool in service
- Staff development during teacher planning week at faculty meetings
- Participation in Charter Schools USA curriculum cadres
- Improving Individual Student Achievement
- Data-Driven Decision Making
- Continuous Improvement Process

(5) Special Populations

Students in the Exceptional Student Education program shall be provided with an educational program implemented in accordance with federal, state, and local policies and procedures; and, specifically, the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 1000.05 of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code.

Based upon teacher or parent referral, students will be referred to a Collaborative Problem Solving Team or Response to Intervention Team. This team will consist of teachers, guidance counselors, specialists, administration, and the parent(s). First, the team identifies whether the concern is academic and/or behavioral in nature through data analyses. Interventions will be established by the team and agreed upon by the teacher(s) and the parent(s). Documentation of the interventions is then reviewed to evaluate if the strategies were successful. If the strategies were successful, the Collaborative Problem Solving Team or Response to Intervention Team continues to monitor on a monthly or as needed basis. If the interventions were not successful, an additional set of interventions will be deployed. If these interventions are also deemed unsuccessful, a psychologist will be added to the team to determine the appropriateness of an Exceptional Student Education packet and to administer formal psychological evaluations when given parental consent.

After a psychologist concludes a formal evaluation of the student, results are given to an IEP Committee for evaluation. An IEP Committee is comprised of the minimum staff persons: the school's ESE teacher, psychologist, administrator, parent, and regular classroom teacher(s). The IEP Committee will determine a student's eligibility for ESE services based on the results of the psychologist's formative assessment. Placement of the student in ESE services will be designed in the least restrictive environment.

Once a student has completed the registration process and there is an indication that the student has a current Individual Educational Plan (IEP), the School District Exceptional Student Education (ESE) staffing specialist assigned to the School will be notified. The parents of a student with a current IEP will be invited to attend a meeting with the School staff, the School District staffing specialist or other assigned ESE representative to discuss the type and degree of services required to meet the needs of the students. A recommendation will be made as to how the required services may be reasonably delivered to the student within the School and/or the School District system.

Gifted learners are defined as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities." (No Child Left Behind, 2002). Students who have been identified and qualify for a Gifted Education Program each have a written Educational Plan which includes a statement of the present levels of educational performance of the child, a statement of goals, including measurable short-term instructional objectives, a statement of the specific services to be provided to the child, and appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the objectives are being achieved.

English Language Learners (ELLs) are identified through the registration process. At the time of registration, parents are given a Home Language Survey to identify potential ELLs. Those students whose parents respond affirmatively to any of the questions are referred to the English for Speakers of Other Languages (ESOL) liaison for language screening. Staff with ESOL certification/endorsement in accordance with the policies and procedures of the State of Florida and the Sponsor will serve students identified as having limited proficiency in English. Assessment instruments used will follow the established guidelines and procedures of the Sponsor.

In order to promote both literacy and proficiency, the ESOL program will provide ELLs with English language development instruction that is age and grade appropriate and is tailored to the student's English proficiency level. ELLs will be in a climate that promotes not only listening, speaking and reading, but also writing skills. ELLs will receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers as documented by individual and group data.

All ELLs are required to have an Individual ELL Plan. It is initiated for any student who has been identified as English Language Learner (ELL) and is therefore eligible for participation in the English for Speakers of Other Languages program.

Language assessment will be conducted by an ESOL certified teacher/administrator who has been trained in the administration of the Assessment Instrument. The Placement, Program Delivery, Exit and Monitoring processes of ELLs will follow the guidelines established by the Sponsor.

4. Evaluation

Evaluating the effectiveness of the curriculum will come most naturally by analyzing the objectives of the curriculum for the school as a whole and more importantly by monitoring the progress of each individual student. The School will receive a school grade through Florida's A+ Grading System. According to the Florida A+ School Grading System each school measures individual student success and effectiveness of the curricula by student performance on the FCAT. The FCAT individual student performance data and new criteria that include graduation rate, acceleration and readiness is then combined to measure the school's success. The number of points a school accumulates is then equated to an overall school grade based on the percent of students meeting high standards in reading, mathematics, science, and writing, the percent of students making annual learning gains in reading and mathematics, the percent of the lowest 25% of students making annual learning gains in reading and mathematics, graduation rate, at-risk graduation rate, acceleration participation, accelerated performance, reading readiness and math readiness. To this end, the School will earn a school grade of a "C" in year one, with incremental goals and objectives in year two toward moving at least one letter grade (or maintaining an "A") and making Adequate Yearly Progress (AYP) by year three. In addition to the school wide goal of earning a school grade of a "C", the School will meet the following objectives:

Objective 1: The School will make adequate progress with the Lowest 25% in reading and mathematics as defined by the Florida A+ Plan.

Objective 2: The School will fully implement the Charter Schools USA Educational Model by the first Charter Schools USA School Site Visit.

Students will demonstrate academic improvement and success by either meeting high standards or making annual learning gains as defined by the Florida A+ Plan. The meeting of high standards is defined as those students who score an achievement level of three or higher in reading, mathematics, and/or science, and 3.5 or higher in writing.

Making annual learning gains can be measured in three ways:

1. Improve achievement levels from 1-2, 2-3, 3-4, or 4-5
2. Maintain within the relatively high levels of 3, 4, or 5; or
3. Demonstrate more than one year's growth within achievement levels 1 or 2 as indicated by the developmental scale score of the FCAT

The School understands and is dedicated to ensuring that all children have a fair, equal, and significant opportunity to obtain a high-quality education and continually strives for academic excellence on challenging State academic standards (Next Generation Sunshine State Standards) and the State academic assessment (the FCAT). Success in meeting the above school-wide goals and objectives for year one will be measured by the following:

1. At least 79% of students will earn an achievement level of 3 or higher on the reading portion of the FCAT.
2. At least 50% of students will make annual learning gains in reading as defined by the Florida A+ Plan.

3. At least 60% of the Lowest 25% in reading will make adequate progress as defined by the Florida A+ Plan.
4. At least 52% of 10th grade students will earn a passing scale score of 300 or more on the reading portion of the FCAT.
5. At least 55% of students will earn an achievement level of 3 or higher on the mathematics portion of the FCAT.
6. At least 60% of students will make annual learning gains in mathematics as defined by the Florida A+ Plan.
7. At least 60% of the Lowest 25% in mathematics will make adequate progress as defined by the Florida A+ Plan.
8. At least 75% of 10th grade students will earn a passing scale score of 300 or more on the mathematics portion of the FCAT.
9. At least 80% of 10th grade students will earn an achievement level of 3.5 or higher on FCAT Writes.
10. At least 50% of 11th grade students will earn an achievement level of 3 or higher on the science portion of the FCAT.
11. 100% of teachers and applicable staff will participate in Charter Schools USA's professional development on the Charter Schools USA Educational Model
12. The goal of NCLB is, to have 100 percent of students, proficient by 2013-2014. Florida has set intermediate goals for reading and mathematics for all schools and all students across grade levels in order to reach 100 percent proficiency by the end of the 2013-14, academic year. The School will make every effort to meet Adequate Yearly Progress (AYP) in year 1, as defined by No Child Left Behind.
13. When applicable, the graduation rate will be at least 85% according to the NGA 4-Year Cohort method. When applicable, the "At-Risk" graduation rate will be at least 70% according to the NGA 4-Year Cohort method.
14. When applicable the acceleration participation will be at least 50% and when applicable the acceleration performance will be at least 40%.
15. When applicable, the reading readiness will be at least 75% and when applicable the math readiness will be at least 70%.
16. All students will maintain a portfolio demonstrating and charting improvement and mastery of skills required at that grade level. This portfolio will be part of the Personal Learning Plan, which is the compendium of parent, student, and teacher conferences. This plan establishes academic goals for each individual student in relation to his/her performances and progress.
17. The percentage of parents who agree or strongly agree to the statement, "I would recommend our charter school to a friend," will be 90%.

5. Support for Strategic Imperatives

The School will continually work to improve and meet the standards of Focus Area 5: Improve Educational Choice Options from Florida's Next Generation PreK-20 Education Strategic Plan as a charter school in Florida. The percentage of students scoring at or above grade level as noted in area 5.2 of the Florida's Next Generation PreK-20

Education Strategic Plan will serve as a goal for the School as well as 5.5, the number of students to score a 4 or 5 on the FCAT in reading and math.

The School will align the reading instruction with the *Just Read, Florida!* initiative. Taking the three components of the *Just Read, Florida!* initiative into consideration, the School will support educators with research based reading professional development, involve parents at home and in the classroom through reading volunteer opportunities and promote community and corporate involvement by encouraging reading partnerships.

Incorporating the *Math and Science: Solutions for Florida's Future* initiative, math and science instruction in the School will require, but not be limited to, creative thinking, problem solving skills, fostering creativity and innovation, cultivating the acquisition of communication and information through contextual and applied learning strategies that promote global effectiveness.

6. Dissemination Plan

Recruitment and Marketing Plan - In order to ensure strong demand and create a "waitlist" application pool, marketing will occur to all appropriate populations (geographic, ethnic, age). Utilizing the School's Student Information System (SIS), applicants will be tracked and ordered appropriately. This method will provide an opportunity for all students applying to be admitted, while ensuring an orderly management of achieving enrollment targets across all grade levels. The School will conduct a three phase marketing campaign: Identification, Awareness and Recruitment. The efforts of this campaign should achieve enrollment capacity and a waitlist.

Phase I: Identification - First, we will identify eligible students as identified in the school's charter. Second, we will identify the target recruitment area based on a detailed and thorough analysis of the area.

Phase II: Awareness - The School will conduct a broad marketing campaign throughout the targeted areas that educates and publicizes to the community information about schools managed by the ESP and benefits available at the School. Publications and media clips will be produced bilingually as needed to match the demographics of the community.

The School is committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act, Section 1000.05(2)(a), and Florida Statutes that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability. Marketing strategies to announce the opening of the charter school to "hard to reach" populations will include, but not be limited to the following:

- Production of marketing materials and school applications in languages other than English, such as Spanish and Haitian-Creole, as needed, to accommodate the needs of the community
- Availability of bilingual staff to answer questions

- The website will have enrollment applications in multiple languages
- Radio public service announcements in multiple languages
- Posting of information (in appropriate languages for the community) in local public areas (i.e., libraries, grocery stores, YMCA, centers, etc.)
- Advertising in magazines, including free community publications
- Distribution of information to local businesses' human resources departments
- Advertise Open House Information Sessions in a variety of locations and languages throughout the community.

Phase III: Recruitment - Enrollment will continue until the school is fully enrolled and staffed, marketing efforts will be used as necessary to ensure full enrollment.

Additionally, applications will be made available online through SIS, accessible on the school website and in paper form at local distribution sites. SIS accepts student applications and monitors the number of applications submitted for each grade. SIS manages all aspects of the enrollment process including: online applications, application verification, sibling applicant record linking, admission preference management, manual and computerized lottery. Enrollment will also follow FS 1002.33(15)c, which includes enrolling students according to racial/ethnic balance provisions in FS1002.33 (7)(a)8. In accordance with 1022.33 (10)(d), the School may give enrollment preference to the following populations:

1. students who are siblings of a student enrolled in the charter school
2. students who are the children of a governing board member or an employee of the charter school

Lottery - In order to ensure that applicants have an equal opportunity to attend the charter schools in the even that Schools have more applicants than available seats, a structured lottery process will be in place. The rules and preferences for the lottery follow CSP guidelines and are included in the School's charter application. Admission and enrollment preferences, including the lottery system will comply with Federal guidelines (Charter Schools Program, Title V, Part B, Non-Regulatory Guidance and with Florida Statute 1002.33. The School will comply with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act.

7. Budget

The Public Charter Schools Grant Program (PCSGP) Planning, Design and Implementation (2011-2014) Budget Narrative and Detail are Attachment C & D.

Florida Public Charter School Program Project Budget Detail

2011-2012 First Year Implementation

Anticipated timeframe (from July 2011 to June 2012) :

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Estimated Cost
Examples:						
Professional Services	Advertising & Marketing Exp	July/Aug	Expenses for student enrollment marketing and advertising campaign - to print, electronic media, direct mail and community events (for 2011-2012 school year)	1	\$ 5,000.00	\$ 5,000.00
Professional Services	Advertising & Marketing Exp	Jan-Mar	Expenses for student enrollment marketing and advertising campaign - to print, electronic media, direct mail and community events (in preparation for the 2011-2012 school year)	1	\$ 4,600.00	\$ 4,600.00
Supplies	Textbooks	July/Aug	Textbooks - \$120 per student for each new student (supplement to operating budget)	750	\$ 120.00	\$ 90,000.00
Instr Media	Library Books	July/Aug	Library books - various titles - for grades 9 & 10 (supplement to operating budget)	1	\$ 25,000.00	\$ 25,000.00
Equipment	Wireless Tablet PC	July/Aug	For teacher use in the classroom to enhance delivery of the educational model.	37	\$ 300.00	\$ 11,100.00
Equipment	Motorized Electric Screen	July/Aug	Will be used to enhance learning through technology in grades 9-10	2	\$ 2,000.00	\$ 4,000.00
Equipment	Promethean Activeboard	July/Aug	Includes cost of equipment and installation for 30 Activeboards in the 9th and 10th grade classrooms. Will be used to enhance learning through technology.	30	\$ 4,250.00	\$ 127,500.00
School Administration	Travel	Nov/Dec	All travel related expenses, including cost of conference attendance, for the annual Florida Charter School's Conference for school principal and one board member.	1	\$ 1,000.00	\$ 1,000.00
School Administration	Travel	March	All travel related expenditures, including conference attendance, for the principal and assistant principal to attend the ASCD conference.	2	\$ 1,900.00	\$ 3,800.00
School Administration	Travel	June	All travel related expenditures, including conference attendance, for the principal assistant principal, and business administrator to attend the CSUSA Summer Leadership Institute for training on best practices.	3	\$ 1,000.00	\$ 3,000.00
						\$ -
						\$ -
						\$ -
1st Year Implementation Total						\$ 275,000.00

This format must be followed.

Florida Public Charter School Program Project Budget Detail

2nd Year Implementation

Anticipated timeframe (from July 2012 to June 2013) :

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Estimated Cost
Professional Services	Advertising & Marketing Exp	July/Aug	Expenses for student enrollment marketing and advertising campaign - to print, electronic media, direct mail and community events (for 2012-2013 school year)	1	\$ 2,750.00	\$ 2,750.00
Professional Services	Advertising & Marketing Exp	Jan-Mar	Expenses for student enrollment marketing and advertising campaign - to print, electronic media, direct mail and community events (in preparation for the 2011-2012 school year)	1	\$ 2,500.00	\$ 2,500.00
Equipment	Promethean Activeboard	July/Aug	Includes cost of equipment and installation for 18 Activeboards in the additional 11th & 12th grade classrooms. Will be used to enhance learning through technology.	15	\$ 4,250.00	\$ 63,750.00
School Administration	Travel	March	All travel related expenditures, including conference attendance, for the principal to attend the ASCD conference.	1	\$ 2,000.00	\$ 2,000.00
School Administration	Travel	June	All travel related expenditures, including conference attendance, for the principal assistant principal, and business administrator to attend the CSUSA Summer Leadership Institute for training on best practices.	3	\$ 1,000.00	\$ 3,000.00
School Administration	Travel	Nov/Dec	All travel related expenses, including cost of conference attendance, for the annual Florida Charter School's Conference for school principal and one board member.	1	\$ 1,000.00	\$ 1,000.00
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
2nd Year Implementation Total						\$ 75,000.00

This format must be followed.

CHARTER SCHOOL ASSURANCES

FISCAL AGENCY: Duval County Public Schools

NAME OF ORGANIZATION OR ENTITY: Renaissance Charter School

ADDRESS: 6245 N Federal Highway, 5th Floor, Ft. Lauderdale, FL 33308

PART I:

THE U. S. DEPARTMENT OF EDUCATION REQUIRES FLORIDA TO DOCUMENT THAT A CHARTER SCHOOL APPLICATION FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM CONTAINS THE FOLLOWING ASSURANCES. THESE ASSURANCES MAY BE ADDRESSED IN THE GRANT NARRATIVE OR THE SCHOOL'S CHARTER APPLICATION. STATE THE PAGE NUMBER TO INDICATE WHERE EACH OF THE STANDARDS IS ADDRESSED IN EITHER OF THE TWO DOCUMENTS. PROVIDE AN EXPLANATION ON A SEPARATE SHEET IF THE STANDARD IS NOT ADDRESSED IN EITHER DOCUMENT.

ASSURANCES	GRANT NARRATIVE PAGE NUMBER	CHARTER APPLICATION PAGE NUMBER
1. A description of the educational program to be implemented by the proposed charter school, including: (a) how the program will enable all students to meet challenging state student academic achievement standards; (b) the grade levels or ages of children to be served; and (c) the curriculum and instructional practices to be used.	4-19	8-47
2. A description of how the charter school will be managed.	2-4	90-123
3. A description of (a) the objectives of the charter school and (b) the methods by which the charter school will determine its progress toward achieving those objectives.	17-19	65-70
4. A description of the administrative relationship between the charter school and the authorized public chartering agency.	19	95-99
5. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.		115-119
6. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in Assurance #3 above.	19	134-138
7. A request and justification for waivers of any Federal, statutory, or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school; and a description of any state or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to the school.	N/A	N/A
8. A description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary, U.S. Department of Education.	26-28	
9. A description of how students in the community will be (a) informed about the charter school and (b) given an equal opportunity to attend the charter school.	23-25	119-127
10. An assurance that the eligible applicant will annually provide the Secretary, U.S. Department of Education and the Florida Department of Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in Assurance #3 above.	14	

Attachment E

11. An assurance that the eligible applicant will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this subpart.	8-9	
12. A description of how a charter school that is considered a local educational agency under state law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act.	NA	NA
13. An assurance that the charter school will comply with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act.	20	

PART II:

FLORIDA REQUIRES AN APPLICANT FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM TO DOCUMENT THE FOLLOWING ASSURANCES. ON A SEPARATE PAGE, ATTACH AN EXPLANATION FOR ANY ASSURANCE MARKED "NO."

ASSURANCES	Yes	No
1. Funds received under this grant will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources, and in no case will such funds be used to supplant funds from nonfederal sources.	√	
2. Activities will be implemented which are consistent with state and federal fiscal and program requirements.	√	
3. The charter school will maintain accurate and timely project records which document progress in implementing this project, and which demonstrate compliance with all state and federal fiscal and program requirements.	√	
4. The charter school and the district will provide all information required by the Florida Department of Education for fiscal audit, program evaluation and annual reporting to the U.S. Department of Education.	√	
5. The charter school will provide the Secretary, U.S. Department of Education and the Florida Department of Education any information that may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in its charter.	√	
6. The charter school will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this program.	√	
7. The charter school will submit a timely annual report to the school district and to the Florida Department of Education, as required by Section 1002.33, Florida Statutes, containing all the information required by law.	√	
8. The charter school will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.	√	
9. The charter school will comply will all provisions of the Nonregulatory Guidance-Public Charter Schools Program of the U.S. Department of Education, which includes the use of lottery for enrollment if the charter school is oversubscribed.	√	

CERTIFICATION IS HEREBY GIVEN THAT ALL FACTS, FIGURES, AND REPRESENTATIONS MADE IN THIS APPLICATION WITH REGARD TO PARTICIPATION OF THE ORGANIZATION OR ENTITY SPECIFIED ABOVE ARE TRUE AND CORRECT.

KEN HAIKO, CHAIRMAN:

Signature of Authorized Representative

1/25/2011

Date Signed

ED 80-0013 - Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements Form.

Duval Charter High School

Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. Lobbying

As required by Section 1352, title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 –

- A.** The applicant certifies that it and its principals:
 - (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery falsification or destruction of records, making false statements, or receiving stolen property;
 - (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
 - (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and
- B.** Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610--

- A.** The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - (b) Establishing an on-going drug-free awareness program to inform employees about--
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantees policy of maintaining a drug free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will--

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted --

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

Drug-Free Workplace (Grantees who are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 --

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT
 Renaissance Charter School, Inc.

PRINTED NAME AND TITLE OF AUTHORIZED CHARTER SCHOOL REPRESENTATIVE
 Ken Haiko, Chariman

SIGNATURE  DATE SIGNED
 January 25, 2011

General Education Provisions Act (GEPA) Plan

As provided in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs, and specifically the provision in Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382), the following is intended to address this requirement.

The School intends to take all necessary steps to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

To ensure the success of this proposal, we will address any and all relevant barriers that would otherwise impede equitable access or participation including gender, race, national origin, color, disability, or age. These barriers will not prevent students, teachers, etc. from such access or participation in, this Federally-funded project.

Examples that describe ways in which we will comply with Section 427 include:

- Spanish speaking staff will be available to meet with parents and students.
- The implementation activities will be designed to reach the entire school community including all racial/ethnic groups within it.
- Distribute promotional materials in multiple languages, including Spanish to make sure that "harder-to-reach" families (e.g. single-parent families, low socio-economic households, etc.) are aware of the grant and the activities in which they can participate.
- The School will post materials in locations of public access.
- Parent surveys will be administered in both English and Spanish.
- Admission applications will be available in English, Spanish and other languages as necessary.

Attachment J
CSP 09/12 Grant Objectives

Section 1: CSP Grant Objectives

Directions: The objectives in **BOLD** are fixed objectives that apply to every school receiving CSP funds. The school must add a minimum of one objective in each of the five areas listed below. The school may choose to add as many objectives as deemed appropriate. The objectives should focus on what the school expects to accomplish over the course of the grant period. Schools will be required to report on each objective. Please refer to the verification section for a description of what documentation is required to demonstrate performance. For individualized objectives, please include the documentation that will be submitted by school to demonstrate that objective was met. Include this information in the verification section of the form.

When developing objectives, be sure they are specific and measurable and include what documentation will be provided to demonstrate progress.

IMPORTANT: Failure to meet objectives, or properly report on objectives, may result in denial of future disbursements of grant award.

Note: Phase 1- Program Planning and Design

Phase 2- Implementation 1

Phase 3- Implementation 2

Objective	Date to be Completed	Verification
<i>1. Founding and Governance</i>		
A. School will have a formal governing board prepared to fulfill its duties. (FIXED)	End of Phase 1	1. List of governing board members 2. Adopted by-laws 3. Adopted Policies and Procedures Manual
B. Governing Board will complete required governance training. (FIXED)	End of Phase 1	Verification of training submitted to Department of Education
C. Governing board will adopt conflict of interest policies. (FIXED)	End of Phase 1	Adopted conflict of interest policies in policies and procedures manual consistent with federal regulations at 34 CFR §75.525
D. Governing board will adopt policies to ensure school meets federal definition of a charter school (Section 5210, NCLB). (FIXED)	End of Phase 1	Adopted policies that address subsections D, E, F, G, H, I, J, and K of Section 5210 of the ESEA (Elementary and Secondary Education Act, reauthorized as the No Child Left Behind Act of 2001.
E. School will implement an annual Governing Board Satisfaction survey to measure satisfaction with management company services.	End of Phase 2	Survey Conducted and results published.
<i>2. Curriculum, Instruction, Assessment, & Accountability</i>		
A. School will have a plan for ongoing evaluation of school performance. (FIXED)	End of Phase 1	Board approved policies and procedures addressing the school plan to evaluate overall performance.

B. Develop and conduct benchmark test assessments of all students four times per year	End of Phase 2	Benchmark test results reported to Board.
3. Business, Finance, and Accounting		
A. School will adopt strong internal financial controls. (FIXED)	End of Phase 1	1. Adopted policy requiring monthly financial reporting to governing board 2. Contract that requires monthly financial reporting to sponsor 3. Adopted policies describing internal financial controls and/or segregation of duties 4. Adopted procurement policies consistent with federal regulations at 34 CFR §§74.40-74.48
B. Business administration leaders at the School will attend CSUSA Summer Leadership Institute (or similar conference) to stay abreast of best practices in budgeting, financial management and human resources.	End of phase 2 and 3	Confirmation of Attendance
C. School will meet or exceed its budgeted school surplus.	End of phase 2 and 3	Fund balance as confirmed in charter school annual financial statement audit
4. School Leadership and Management		
A. School principal and one board member attend annual Florida Charter School conference each year of the	End of Phase 1,2, 3	Confirmation of attendance at Florida Charter School Conference

grant. (FIXED)		
B. School has board approved professional development plan for school principal. (FIXED)	End of Phase 1	Copy of approved plan or policies describing plan.
C. School Principal will attend CSUSA Summer Leadership Institute (or similar conference) to stay abreast of best practices in professional leadership development.	End of phase 2 and 3	Confirmation of Attendance
<i>5. Special Populations</i>		
A. School has policies describing procedures to ensure compliance with the Individual with Disabilities Education Act (IDEA)		Copy of approved policies.
B. Gifted students will have a written education plan	End of phase 2 and 3	Copy of plan

Internal Revenue Service

Date: November 10, 2005

RYDER SYSTEM CHARTER SCHOOL INC
6245 N FEDERAL HWY 5TH FLR
FT LAUDERDALE FL 33308-1905

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:

Richard E. Owens 31-07974
Customer Service Representative
Toll Free Telephone Number:
877-829-5500
Federal Identification Number:
65-0864257

Dear Sir or Madam:

This is in response to your request of November 10, 2005, regarding your organization's tax-exempt status.

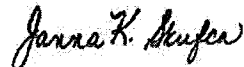
In June 2003 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a school under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Janna K. Skufca, Director, TE/GE
Customer Account Services

Internal Revenue Service

Date: June 17, 2004

Joy Yoder
6245 N. Federal Hwy. 5th Floor
Ft. Lauderdale, FL 33308

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:
Paul Perry 31-07423
Customer Service Representative
Toll Free Telephone Number:
8:00 a.m. to 6:30 p.m. EST
877-829-6500
Fax Number:
513-263-3756

Dear Sir or Madam:

This is in response to your request of June 17, 2004, regarding affirmation of the tax-exempt status of Ryder System Charter School Inc.

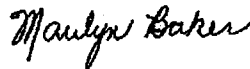
Our records indicate that a determination letter issued in June 2003 granted this organization exemption from federal income tax under section 501(c)(3) of the Internal Revenue Code. That letter is still in effect.

Based on information subsequently submitted, we classified this organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in section 509(a)(1) and 170(b)(1)(a)(ii).

Donors may deduct contributions to this organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to the organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Marilyn Baker, Manager, TE/GE
Customer Account Services

TRIPP SCOTT

Attorneys At Law
A Professional Association

November 10, 2005

Direct Dial: 954.627.3813
e-mail: smd@trippscott.com

Internal Revenue Service
P. O. Box 2508
Room 4024
Cincinnati, OH 45201

Attention: Mr. Owens (ID #3107974)

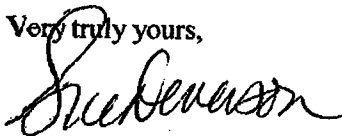
**Re: Ryder System Charter School, Inc. name change to
Renaissance Charter School, Inc.**

Dear Mr. Owens:

Pursuant to your telephone conversation with Gina Faya of Charter Schools USA, enclosed please find a certified copy of the Articles of Amendment of Ryder System Charter School, Inc. which first changed its name to Renaissance Elementary Charter School, Inc. on August 10, 2004, and subsequently filed additional Articles of Amendment to change its name to Renaissance Charter School, Inc. on September 20, 2004.

If you have any questions with regard to the enclosed Amendments, please do not hesitate to contact me.

Very truly yours,



Sue Deverson, CP
Certified Paralegal
Corp. Dept.

/sd

Enclosures

c: Gina Faya, w/Encls.

175676v.1 980058.0002

110 Southeast Sixth Street • Fifteenth Floor • Fort Lauderdale, Florida 33301
Post Office Box 14245 • Fort Lauderdale, Florida 33302
Tel 954.525.7500 • Fax 954.761.8475

State of Florida



Department of State

I certify the attached is a true and correct copy of the Articles of Amendment, filed on August 10, 2004, to Articles of Incorporation for RYDER SYSTEM CHARTER SCHOOL, INC. which changed its name to RENAISSANCE ELEMENTARY CHARTER SCHOOL, INC., a Florida corporation, as shown by the records of this office.

I further certify the document was electronically received under FAX audit number H04000164175. This certificate is issued in accordance with section 15.16, Florida Statutes, and authenticated by the code noted below.

The document number of this corporation is N98000004768.

Authentication Code: 404A00049709-081104-N98000004768-1/1

Given under my hand and the
Great Seal of the State of Florida,
at Tallahassee, the Capital, this the
Eleventh day of August, 2004



Glenda E. Hood
Glenda E. Hood
Secretary of State

State of Florida



Department of State

I certify the attached is a true and correct copy of the Articles of Amendment, filed on September 20, 2004, to Articles of Incorporation for RENAISSANCE ELEMENTARY CHARTER SCHOOL, INC. which changed its name to RENAISSANCE CHARTER SCHOOL, INC., a Florida corporation, as shown by the records of this office.

I further certify the document was electronically received under FAX audit number H04000187789. This certificate is issued in accordance with section 15.16, Florida Statutes, and authenticated by the code noted below.

The document number of this corporation is N98000004768.

Authentication Code: 204A00055391-092004-N98000004768-1/1

Given under my hand and the
Great Seal of the State of Florida,
at Tallahassee, the Capital, this the
Twentieth day of September, 2004



Glenda E. Hood
Glenda E. Hood
Secretary of State