



AGENDA

REGULAR MEETING OF THE CAPE CORAL CHARTER SCHOOL GOVERNING BOARD

Tuesday, March 8, 2022

City of Cape Coral Council Chambers

5:30 PM

1. CALL TO ORDER

A. Chairman Dr. Guido Minaya

2. MOMENT OF SILENCE:

A. Chairman Dr. Guido Minaya

3. PLEDGE OF ALLEGIANCE:

A. Chairman Dr. Guido Minaya

4. ROLL CALL:

A. Chairman Dr Guido Minaya, Vice Chair Dr Melissa Rodriguez Meehan, Michael Campbell, Kristifer Jackson, Susan Mitchell, Gloria Raso Tate, District 1, Neal Saiz . Parent Representatives: Jennifer Hoagland, OHS/SAC, Tonya Frank, OEN/OES

B. MOTION for Approval of Charter School Authority Governing Board Members who wish to virtually attend this meeting be allowed to continue to participate, discuss, and vote on items appearing on today's Agenda dated March 8, 2022 - Vice-Chair Rodriguez Meehan

5. APPROVAL OF MINUTES:

A. Request for Approval of the Minutes of the Regular Governing Board Meeting on Tuesday, February 8, 2022.

6. APPROVAL OF AGENDA REGULAR MEETING:

A. Request for Approval of the Agenda for the Regular Governing Board Meeting, March 8, 2022.

7. PUBLIC COMMENT:

A. Public Comment is limited to three(3) minutes per individual; 45

minutes total comment time.

8. CONSENT AGENDA:

- A. Request for Approval of the Oasis High School Charter Renewal SY 2021-2022 thru SY 2036-2037 - Superintendent Jacquelin Collins
- B. Request for Approval of the Cambridge University AICE Curriculum and Assessments Program in the Amount of \$118,078.19 - Superintendent Collins

9. SUPERINTENDENT REPORT:

- A. Executive Presentation of the Financial Statements and Independent Auditor's Report for Year Ending June 30, 2021 - Christopher Kessler, CPA, Principal, State and Local Government, CliftonLarsonAllen LLP
- B. Synopsis of the Financial Statements and Independent Auditor's Report Year Ending June 30, 2021 - Mark Mason, Director of Finance, City of Cape Coral
- C. COGNIA Final Accreditation Report for the City of Cape Coral Oasis Charter Schools - Jacquelin Collins, Superintendent

10. CITY MANAGER REPORT:

- A. Connie Barron, Assistant City Manager, City of Cape Coral

11. CHAIRMAN REPORT:

- A. Chairman Dr. Guido Minaya

12. FOUNDATION REPORT:

- A. Gary Cerny, Foundation President or Jennifer Hoagland, Treasurer

13. STAFF COMMENT:

- A. School Report: Oasis Middle School - Donnie Hopper, Principal

14. UNFINISHED BUSINESS:

15. NEW BUSINESS:

16. FINAL BOARD COMMENT AND DISCUSSION:

17. TIME AND DATE OF NEXT MEETING

- A. The Next Regular Governing Board Meeting will be held on Tuesday, April 12, 2022 at 5:30p.m. in Cape Coral City Council Chambers, 1015 Cultural Park Blvd., Cape Coral, FL 33990

18. ADJOURNMENT:

Members of the audience who address the Board/Commission/Committee shall step up to the speaker's lectern and give his/her full name, address and whom he/she represents. Proper decorum shall be maintained at all time. Any audience member who is boisterous or disruptive in any manner to the conduct of this meeting shall be asked to leave or be escorted from the meeting room.

In accordance with the Americans with Disabilities Act and S.S. 286.26, Florida Statutes, persons needing a special accommodation to participate in this proceeding should contact the Office of the City Clerk whose office is located at City Hall, 1015 Cultural Park Boulevard, Florida; telephone number is 1-239-574-0411, at least forty-eight (48) hours prior to the meeting for assistance. If hearing impaired, telephone the Florida Relay Service Numbers, 1-800-955-8771 (TDD) or 1-800-955-8700 (v) for assistance.

In accordance with Florida Statute 286.0105: any person who desires to appeal any decision at this meeting will need a record of the proceedings and for this purpose may need to ensure that a verbatim record of the proceedings is made which includes the testimony and evidence upon which the appeal is based.

Item Number:	1.A.
Meeting Date:	3/8/2022
Item Type:	CALL TO ORDER

AGENDA REQUEST FORM
City Of Cape Coral Charter School Authority

TITLE:

Chairman Dr. Guido Minaya

SUMMARY:

ADDITIONAL INFORMATION:

RECOMMENDED ACTION:

Item Number: 2.A.

Meeting Date: 3/8/2022

Item Type: MOMENT OF SILENCE:

AGENDA REQUEST FORM

City Of Cape Coral Charter School Authority

TITLE:

Chairman Dr. Guido Minaya

SUMMARY:

ADDITIONAL INFORMATION:

RECOMMENDED ACTION:

Item Number: 3.A.

Meeting
Date: 3/8/2022

Item Type: PLEDGE OF
ALLEGIANCE:

AGENDA REQUEST FORM
City Of Cape Coral Charter School
Authority

TITLE:

Chairman Dr. Guido Minaya

SUMMARY:

ADDITIONAL INFORMATION:

RECOMMENDED ACTION:

Item Number:	4.A.
Meeting Date:	3/8/2022
Item Type:	ROLL CALL:

AGENDA REQUEST FORM
City Of Cape Coral Charter School Authority

TITLE:

Chairman Dr Guido Minaya, Vice Chair Dr Melissa Rodriguez Meehan, Michael Campbell, Kristifer Jackson, Susan Mitchell, Gloria Raso Tate, District 1, Neal Saiz . Parent Representatives: Jennifer Hoagland, OHS/SAC, Tonya Frank, OEN/OES

SUMMARY:

ADDITIONAL INFORMATION:

RECOMMENDED ACTION:

Item Number:	4.B.
Meeting Date:	3/8/2022
Item Type:	ROLL CALL:

AGENDA REQUEST FORM
City Of Cape Coral Charter School Authority

TITLE:

MOTION for Approval of Charter School Authority Governing Board Members who wish to virtually attend this meeting be allowed to continue to participate, discuss, and vote on items appearing on today's Agenda dated March 8, 2022 - Vice-Chair Rodriguez Meehan

SUMMARY:

ADDITIONAL INFORMATION:

RECOMMENDED ACTION:

Item Number: 5.A.

Meeting
Date: 3/8/2022

Item Type: APPROVAL OF MINUTES:

AGENDA REQUEST FORM
City Of Cape Coral Charter School
Authority

TITLE:

Request for Approval of the Minutes of the Regular Governing Board Meeting on Tuesday, February 8, 2022.

SUMMARY:

ADDITIONAL INFORMATION:

RECOMMENDED ACTION:

ATTACHMENTS:

Description	Type
GB MINUTES FEB 8 2022	Backup Material



GOVERNING BOARD MINUTES

Regular Meeting

City of Cape Coral Charter School Authority

Governing Board Regular Meeting

City Council Chambers
Tuesday, February 8, 2022 at 5:30p.m.

1. Call to Order

Chairman Dr. Guido Minaya

A Regular Meeting of the City of Cape Coral Charter School Authority Governing Board of Lee County, Florida, met on Tuesday, February 8, 2022 at City Council Chambers, Cape Coral FL 33990. Chairman Minaya called the meeting to order at 5:30p.m.

2. Moment of Silence

Chairman Minaya

3. Pledge of Allegiance to the Flag of the United States of America

Chairman Minaya

4. Roll Call

Chairman Minaya, Michael Campbell, Susan Mitchell, Neal Saiz.

Parent Representatives: Hoagland, OHS/SAC, Frank, OEN/OES

Absent Excused: Jackson, Raso Tate, Rodriguez Meehan

Also Present: Jacquelin Collins, Superintendent

Danielle Jensen, Director of Food Service and Transportation

Tim Loughren, AP OHS

Donnie Hopper, Principal, OMS

Dr Brianne Romano, AP OMS

Kevin Brown, Principal, OEN

Kelly Weeks, AP OEN

MaryBeth Grecsek, Principal, OES

Carrie Abes, AP OES

Dolores Menendez, City Attorney (AE)

Mark Moriarty, Assistant City Attorney, City of Cape Coral

Connie Barron, Assistant City Manager
Mark Mason, Finance Director, CCC
Michele Hoffmann, Director IT, CCC
Mark Ridenour, Capital Projects, CCC
Damon Grant, Public Works Facilities Project Manager, CCC
Angela Cline, Classification & Compensation Manager, CCC
A.J. Forbes, Fleet Manager, CCC
Amy Pawloski, Teacher OMS
Trevor Pawloski, Student-OHS
CCPD Officer Herrera

5. Approval of Minutes

Motion made by Member Campbell, Second by Member Mitchell to Approve the Minutes of the Regular Meeting on Tuesday, January 18, 2022. Unanimous. Motion Carried

6. Approval of Regular Agenda Meeting

Motion made by Member Campbell, Second by Member Mitchell to Approve the Regular Governing Board Meeting Agenda, on Tuesday, February 8, 2022. Unanimous. Motion Carried

7. Public Comment

No Activity

8. Consent Agenda

Motion made by Member Campbell, Second by Member Mitchell to Approve the "Charter School General Personnel Recommendations November - December 2021" as presented. Unanimous. Motion Carried

9. Superintendent's Report

9A: Introduced Oasis High student, Trevor Pawloski, who gave a presentation on his positive experiences as an Oasis High intern.

9B: DISTRICT HALF CENT SALES TAX UPDATE - CSA and City Team had meeting with (IS) Dr Savage and his District Team. The District admitted they depend on the funding to meet the needs of their buildings, etc., it is important to their sustainability. However, they are also interested in CSA priority needs. Collins said Mayor Gunter encouraged the District and CSA to further develop a partnership to not only share Best Practices, but to also find ways to work together to meet the needs of the students, schools, and our communities. Savage agreed to further meetings between the CSA and the District to create a stronger alliance.

CAFR UPDATE - The Financial Statements and Independent Auditor's Report is complete and has been uploaded to the Florida Department of Education and District's portals. Chris Kessler from the accounting firm, CliftonLarsonAllen will make a CAFR overview presentation during the next GB meeting on March 8th.

CORONA VIRUS/OMICRON VARIANT UPDATE - Collins said the charter schools have suffered from a few COVID surges, in particular the first two weeks return from Winter Break. Oasis is following the new CDC guidelines for the *Omicron variant*. Since January 2022:

- Staff Positive Cases - 60
- Student Positive Cases - 244
- Total Positive Case - 304
- Positivity rates - Each 1-student infection equals up to 3 other students becoming ill and also testing positive; the trend is elementary students recover faster than others
- Exposures - parents have the right to decide whether or not to quarantine their child
- DOH no longer contacting families with school exposure info; CSA still notifies DOH school positive cases
- CSA offers free testing to staff and students (with waiver)
- Staff Exposures - 18
- Student Exposures - 2055
- Total Exposures - 2073
- Current Lee County positivity rate: 21% Current State of Florida positivity: 18%

OASIS SOUTH CAMPUS TRAFFIC ANALYSIS - Collins contacted City for Traffic Analysis of Oasis South Campus (Corbett, Khodor). Next year the south campus is projected to be at capacity; this means upwards of 100+/- extra cars will be on our [already] crowded campus. Already one of the findings is that school start/end times are close together, and this overlap causes congestion and possible safety issues. CSA discovery teams are meeting to discuss pros/cons of the situation and what can be done up to, and including, an adjusted school start/dismiss time (SY 2023-24). Parents will be included in the next round of discussions - maybe a TownHall - and after further research Collins will bring a formal recommendation to the Board as to what the final suggestions are to help alleviate the heavy traffic congestion, and most importantly, address any safety concerns.

OASIS MIDDLE RECEIVES ITEEA STEM SCHOOL OF EXCELLENCE AWARD - OMS has been awarded the "*ITEEA STEM School of Excellence, 2021-2022*" for its commitment to providing a robust Integrative STEM education program, and exemplifying outstanding leadership in the field of STEM education. An Oasis team of educators, lead by Dr John Omundsen, Oasis Director of STEM Education will attend the 86th Annual Conference in March, and bring back the award for the system to share. Dr Omundsen will also be a key presenter at the conference discussing "*Breaking Down Walls in Makerspaces.*"

SCHOOL FIGHT SONG UPDATE - Brothers Eric and Tyler Feichthaler have successfully copyrighted their *Shark School Spirit* fight song. This means the song can now be publically shared and played in our schools during games, etc.

10. **City Manager's Report**

10A: Connie Barron, Assistant City Manager

- Chapter 26 revisions still in progress; hopefully there will be an update by early next month/the next GB meeting. Barron will also have an update on the Oasis Middle School Gym Agreement which has to go to City Council for approval.
- Angela Cline - continues to work with Leisa Orcutt on CSA pay ranges, etc
- Mark Ridenour - no status change on the OEN Portables Project
- Michelle Hoffmann - IT services seems to be doing well

10B: Damon Grant, Facilities Project Manager: Gave update on the charter schools' custodial and maintenance services including:

- Over Spring Break (March 21-25) the OES elevator will get a full modernization.
- February 5th Alison Colello became the department's Custodial Supervisor; she oversees 1-Charter School Lead, along with 14-custodians.
- Grant will meet with Collins to discuss recent services feedback, and any enhancements/adjustments/tweeks that will improve services.

10C: Mark Mason, Director Financial Services: Updated his previous presentation, "Student Transportation Accelerated Bus Replacement Report" and continued with "*Analysis and Clarification of the Proposed Charter School Authority Bus Lease Agreement.*" [presentation/document]

11. Chairman's Report

- Commented on Mayor Gunter and the City's partnership during the January signing of the "Amended Master Lease Agreement for All Charter Schools and Facilities, 2021-2026" [pic overhead]
- Encouraged members to attend the Lighthouse Awards, March 6 at the Yacht Club
- Encouraged members to attend the Rist Family Foundation OEN Makerspace Dedication on March 14
- Encouraged members to attend the Charter School Governance Conference - March 26 (virtual) which supports CSA Strategic Plan professional development initiatives.
- Reminded members to complete and submit "*Form 1 - Financial Statement*" (7/1)
- Reminded members a few terms are expiring and new board member applications will be available Feb 28 - April 4 (members still have to apply even if they want to return); board reorganization is also upcoming on April 12th.

12. Foundation Report

Jennifer Hoagland, Treasurer for Gary Cerny, Foundation President

- Lighthouse Awards will be on Sunday, March 6, 2022. All members of the governing board are invited.
- "Feel the Love" baskets are still going out to homes that are feeling the effects of COVID
- Cape Charter Foundation Scholarship Applications are open Feb 10 - March 31, 2022. This year the Foundation is also offering the scholarships for 2/4 year trade/vocational public institutions.
- The annual Rally is set. A Foundation Family Fun Night the day before the Rally is forming with details to follow. There is also a teen golf tourney in conjunction

with the adults planned. Visit the Foundation website for more details and auction donations/sponsorship information.

- Grants awarded to school clubs and sports clubs include: OES cheer supplies and run club; OHS new camera for yearbook and photography club; OHS football for helmet reconditioning; OMS uniforms and equipment for intramural sports.
- Educational Grants for 2nd Semester is open - teachers can apply at any time

13. Staff Comment

Oasis Elementary North and Oasis Elementary South presented a unified elementary schools report. (Principals Brown and Grecsek - presentation)

14. Unfinished Business

ADVANCED TO CITY MANAGER REPORT, ITEM 10C

Item 14A: "Analysis and Clarification of the Proposed Charter School Authority Bus Lease Agreement" - Mark Mason, Director of Finance, City of Cape Coral

15. New Business

No Activity

16. Final Board Comment and Discussion

Minaya - Requested Superintendent Collins to provide a report on the so-called "Teacher Exodus" that Lee County is experiencing, and include whether or not it is also present/possibility in the Charter Schools.

Campbell - No Comment (NC)

Mitchell - NC

Saiz - NC

Hoagland - NC

17. Time and Date of Next Meeting

The next Regular Governing Board Meeting will be held on Tuesday, March 8, 2022 at 5:30 p.m. in City Council Chambers.

18. Adjournment

The Governing Board adjourned at 6:32p.m.

Respectfully Submitted,

Kathleen Paul-Evans

Charter School Authority Board Secretary

Secretary

Date of approval

Item Number:	6.A.
Meeting Date:	3/8/2022
Item Type:	APPROVAL OF AGENDA REGULAR MEETING:

AGENDA REQUEST FORM
City Of Cape Coral Charter School
Authority

TITLE:

Request for Approval of the Agenda for the Regular Governing Board Meeting, March 8, 2022.

SUMMARY:

ADDITIONAL INFORMATION:

RECOMMENDED ACTION:

Item Number: 7.A. Meeting Date: 3/8/2022 Item Type: PUBLIC COMMENT:
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AGENDA REQUEST FORM
City Of Cape Coral Charter School Authority

TITLE:

Public Comment is limited to three(3) minutes per individual; 45 minutes total comment time.

SUMMARY:

ADDITIONAL INFORMATION:

RECOMMENDED ACTION:

Item Number: 8.A.
Meeting Date: 3/8/2022
Item Type: CONSENT AGENDA:

AGENDA REQUEST FORM
City Of Cape Coral Charter School Authority

TITLE:

Request for Approval of the Oasis High School Charter Renewal SY 2021-2022 thru SY 2036-2037 - Superintendent Jacquelin Collins

SUMMARY:

ADDITIONAL INFORMATION:

RECOMMENDED ACTION:

ATTACHMENTS:

Description	Type
▢ OHS RENEWAL 2021-2022 THRU 2036-2037	Backup Material



**THE CITY OF CAPE CORAL,
A municipal corporation of the State of Florida
1015 Cultural Park Blvd, Cape Coral, FL. 33990**

TABLE OF CONTENTS

APPLICATION COVER SHEET	4
INTENT AND REQUEST FOR RENEWAL	6
STATEMENT OF ELIGIBILITY	8
JUSTIFICATION FOR RENEWAL	29
EXECUTIVE SUMMARY	31
1. EDUCATIONAL PLAN	32
Section 1: Mission, Guiding Principles and Purpose.....	32
Section 2: Target Population and Student Body	33
Section 3: Educational Program Design	34
Section 4: Curriculum and Instructional Design.....	35
Section 5: Student Performance.....	40
Section 6: Exceptional Students.....	43
Section 7: English Language Learners	47
Section 8: School Culture and Discipline	48
Section 9: Supplemental Programming	49
2. ORGANIZATIONAL PLAN	50
Section 10: Governance	50
Section 11: Management and Staffing.....	544
Section 12: Human Resources and Employment.....	56
Section 13: Professional Development	58
Section 14: Student Recruitment and Enrollment.....	60
Section 15: Parent and Community Involvement	62
3. BUSINESS PLAN	64
Section 16: Facilities.....	64
Section 17: Transportation Service	64
Section 18: Food Service	65
Section 19: School Safety and Security	65
Section 20: Budget.....	67
Section 21: Financial Management and Oversight	69
4. STATEMENT OF ASSURANCES.....	71

5. ATTESTATION	73
APPENDIX A: INSURANCE DOCUMENTS	755
APPENDIX B: SCHOOL CALENDAR / DAILY SCHEDULE.....	76
APPENDIX C: CODE OF ORDINANCES/Ch. 26 CITY OF CAPE CORAL CHARTER SCHOOL AUTHORITY	768
APPENDIX D: GOVERNING BOARD INFORMATION	933
APPENDIX E: PARENT INVOLVMENT POLICY.....	944
APPENDIX F: NEOLA POLICY	955
APPENDIX G: OPERATING BUDGET FISCAL YEARS 2018-2021.....	966

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Oasis High School

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: City of Cape Coral

If a non-profit organization, has it been incorporated with Florida's Secretary of State? _____

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

NAME OF CONTACT PERSON: **Jacquelin Collins**

TITLE/RELATIONSHIP TO NON-PROFIT: **Superintendent**

MAILING ADDRESS: 3519 Oasis Blvd. Cape Coral, FL 33914

PRIMARY TELEPHONE: (239) 424-6100 ext. 7447_ **ALTERNATE TELEPHONE:**

E-MAIL ADDRESS: Jacquelin.Collins@capecharterschools.org

Names, roles, and current employment of all persons on applicant group, i.e., anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

Full Name	Current Job Title & Employer	Role with Proposed School
Dr. Christina Britton	Principal	
Timothy Loughren	Assistant Principal	
Elizabeth Cannon	Assistant Principal	

Projected Date of School Opening (Month/Year): renewal of charter as of July 1, 2022

Do any of the following describe your organization, or the school proposed in this application?

____ Seeks approval to convert an already existing public school to charter status. (*Applicant must attach as Attachment A evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.*)

____ Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.

 x Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.

____ Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.

____ Will contract or partner with an Education Service Provider (ESP). (*See definition of an ESP in the Addendum, which applicant must complete if using an ESP.*) If yes, include the provider's portfolio in answering the questions below regarding pending applications and school openings.

 Name of ESP: _____

____ Seeks approval to replicate an existing school model. (*See definition of a replication in the Addendum, which applicant must complete if replicating a school model.*)

____ Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S.
(Applicant must complete Addendum A1.)

Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the upcoming school year other than the one presented here? ____Yes __x__No *If yes, complete the table below (add lines as necessary).*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
	n/a			

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future? ____Yes __x__No *If yes, complete the table below (add lines as necessary).*

Planned School Name	Authorizer	City, State	Opening Date
n/a			

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States? ____Yes __x__No *If yes, complete DOE Form IEPC-M1A which can be found at <http://www.fl DOE.org/schools/school-choice/charter-schools/charter-school-reference>, and include as Attachment DD.*

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



Superintendent

Signature
Jacquelin Collins

Title
2/28/22

Printed Name

Date

INTENT AND REQUEST FOR RENEWAL



February 28, 2022

**Dr. Ken Savage, Ed.D.
Superintendent of Schools
The School District of Lee County
Lee County Public Education Center
2855 Colonial Boulevard
Fort Myers, Florida 33966-1012**

Dear Dr. Savage,

On behalf of the City of Cape Coral Charter School Authority, which holds the charter for Oasis High School, located at 3519 Oasis Boulevard, Cape Coral, Florida 33914, we are requesting a charter renewal for an additional fifteen (15) year term, beginning in the school year 2021-2022, and ending in the school year 2036-2037.

Oasis High School is part of the Oasis Charter Schools, a municipal charter school system which also includes two elementary schools, and a middle school. This year Oasis celebrates 16 years of successful operations. Built from the ground up, our K-12 charter schools are high-performing academic environments with more than 3,511 students, educators, and support staff. As a result of excellent test scores and consistent student performance, each school has been designated an “A” school by the Florida Department of Education.

In accordance with the highest academic intentions of our governing board, school staff, and school administrators, along with our students, parents, guardians, and community stakeholders, we are humbly requesting your support for a renewal term of fifteen (15) years.

The Charter School Request for Renewal has been submitted by Jacquelin Collins, the school's superintendent. All notices, questions, or other correspondence related to the renewal of the above charter application should be directed to the attention of Superintendent Collins at:

Jacquelin Collins

Superintendent

The City of Cape Coral Oasis Charter Schools

3519 Oasis Boulevard

Cape Coral, Florida 33914

Tel. (239) 424-6100 Fax (239) 541-1039

E-mail: Jacquelin.Collins@capecharterschools.org

In closing, please know we appreciate the opportunity to submit this renewal application. Our partnership with the School District of Lee County has always been one of mutual respect; we are looking forward to continuing this positive and productive relationship for many more years.

Respectfully,

A handwritten signature in cursive script that reads "Jacquelin Collins". The signature is written in black ink and is positioned below the "Respectfully," text.

Jacquelin Collins

Superintendent of Schools

City of Cape Coral Oasis Charter Schools

STATEMENT OF ELIGIBILITY

1002.33(7)(1) School Mission:

The Oasis Charter School's mission is to create a K-12 system that educates students to be responsible, critical thinkers who are prepared to compete in the global workforce. Oasis High School (OHS) personnel will prepare its students to be independent, innovative, compassionate leaders and critical thinkers through scientifically based instructional models, a thoughtful approach to curriculum design, state-of-the-art technology, and a keen focus on rigorous academic standards. These components, coupled with a highly trained staff and responsive leadership, will prepare students to be contributing civic-minded students in a rapid, changing global landscape.

The school will serve students in grades 9-12 and meet the state-established class size amendment requirements. Enrollment targets are approximately 800 students and will serve students who reside in Lee County, Florida. The school reserves the right to give preference to students who are siblings of currently enrolled students in the charter school, students with a parent serving as a member of the Governing Board, children of employees of the school, and children of active or retired military personnel.

1002.33(7)(2) Focus of Curriculum, instructional methods used, distinctive instructional techniques use of appropriate technologies:

Oasis High School's basic educational program adheres to a standards-based approach; thus, adhering to Florida State Standards (soon to be known as the B.E.S.T Standards). Practices include the use of a standards-based student learning targets, backwards design, academic vocabulary, and standards-aligned performance tasks for each unit or lesson. Formative and summative assessment tools will be used to determine student mastery, enrichment, or intervention needs. The scope and sequencing will be aligned with the Florida Standards and the expectations of the state assessments.

Oasis High School was the first high school in Lee County to offer the Cambridge AICE curriculum, and we will continue to offer this rigorous program. The Cambridge AICE program allows students to tailor their instruction to their learning preferences while meeting graduation requirements. Students that graduate with an AICE diploma, and 100 volunteer hours, are eligible for the state-sponsored Bright Futures program affording them free tuition at any state sponsored university.

A comprehensive STEAM program will be a component of the students' coursework. These programs will include a standards-based approach, as well as active participation and opportunities to engage in other areas of the arts. Students demonstrate their understanding of the integration of science, technology, engineering, art, and mathematics using additional modalities that express their understanding.

Technology training and computer use is a part of the high school curriculum. Teachers and students alike, utilize technology daily. OHS classrooms are currently in the process of being upgraded;

SMART Boards will be replaced with Promethean Boards. There is a 1:1 student-to-Chromebook ratio. OHS students use technology for multiple purposes. As such, technology is used to enrich learning environments, assess students' level of conceptualization, projects, research, and practice.

With an increased focus on the use of technology, digital citizenship plays a greater role for students and staff. OHS personnel utilize software platforms to manage campus devices, monitor student performance, maintain academic honesty, prescribe additional learning experiences, and ensure student safety and wellbeing. With monitoring software programs in place, OHS personnel can foster a safe, ethical, and appropriate use of technology.

Reading and Language Arts:

OHS students utilize state, district adopted, or AICE curriculum reading textbooks and assessments as their core for reading instruction. The materials are used to support a comprehensive approach rich with engaging, standards-based materials. A balanced literacy methodology is implemented with a focus on integrating reading and writing. Writing skills have been developed with vertical alignment using curriculum maps so that students are fluent and effective writers, and to meet state testing requirements. Reading and writing strategies are an expected component across all core subject areas. The reading curriculum is inclusive; however, all students are progress monitored a minimum of 3 times per year with state approved, normed programs to determine mastery and/or areas of need. Skills-based instruction is a priority and students will be provided additional instruction and practice opportunities to address skill deficits within the progression of standards.

All Florida high school students must earn four credits in Language Arts to meet graduation requirements, as well as pass the 10th grade state reading assessment, or earn a concordant score on the SAT or ACT. General education students are served through regular education language arts classes. Students requiring remediation are served in regular education language arts classes and are also placed in leveled reading classes to provide additional support and assistance. Accelerated students are enrolled in honors level courses or apply and are served through the Cambridge AICE program. Students are also eligible to earn these credits through dual enrollment at a local college or university; students wishing to pursue dual enrollment must meet specific expectations established by statute and the participating college or university.

Due to differences in reading development, a variety of alternative, ancillary programs are available to provide additional support for students. The OHS reading program follows the Sponsor's Multi-Tiered System of Support (MTSS) and is intentionally designed to closely monitor student progress. Teachers and support personnel apply individualized, researched-based interventions paired with systematic checks for growth throughout the intervention period. Reading and resource teachers are also available to support students' mastery of the standards, as well as to reduce the student-to-teacher ratio.

Empirical studies and researched-based programs implemented at OHS include but are not limited to the following:

Florida Center for Reading Research (FCRR) recommendations

Khan Academy for ELA

Google Classroom

NoRedInk

iXL

Renaissance Learning (STAR)

CommonLit

NewsELA

StudySync

USA Test Prep

District-adopted textbooks, ancillary materials, and monitoring methods

Professional learning community (PLCs) opportunities are planned bi-monthly to encourage opportunities for teachers to enhance and discuss students' performance. All departmental PLCs in OHS are required to analyze reading data on both state and progress monitoring assessments and determine methods of how to assist these students in core and elective courses. These forums specifically allow teachers a space to analyze student data, reflect on instructional practices, and expand their teaching pedagogy with the aim to increase student proficiency. School-wide literacy strategies are expected to be used by all staff; evidence of implementation is monitored through the collection and discussion of student work in PLCs and with leadership.

Mathematics:

OHS students utilize state, district adopted, and/or AICE math textbooks and assessments for core instruction. These materials support a comprehensive approach rich with relevant, standards-based materials. All Florida high school students must earn four credits in Math to meet graduation requirements. One of these credits must be Algebra I and one must be Geometry. Students must pass the Algebra I EOC or earn a concordant score on the ACT or SAT. Students are scheduled into the appropriate math classes based on previous state assessment scores and passing of state-required end-of-course exams; the score also determines enrollment into a general education or honors / AICE math course. Additional resource personnel and remediation courses assist students who require additional support. Accelerated students are enrolled in honors level courses or apply and are served through the Cambridge AICE program. Students are also eligible to earn these credits through dual enrollment at a local college or university; students wishing to pursue dual enrollment must meet specific expectations established by statute and the participating college or university.

All math teachers meet bi-monthly in PLCs to review student progress and curricular pacing and alignment with the Florida Standards, as well as to determine student learning gaps and curricular/instructional needs. The PLC structure serves multiple purposes; as such, the PLC platform promotes inter-department level collegiality, a forum for collaborative responses to interventions/enrichment, analysis of standards-based assessments, strategies for instructional design and intervention, and conversations regarding instructional delivery best practices. PLCs are a way for the administration to determine progress toward meeting the end of the year goals.

Empirical studies and researched-based programs implemented at OHS include but are not limited to the following:

USATestPrep

iXL

Desmos

Edia

History and Science:

OHS students use state, district adopted, and/or AICE required curriculum to teach and assess science and social studies.

High school students must earn a minimum of three social studies credits while in high school, to include US History, World History, Government (.5) and Economics (.5). An elective course in Personal Financial Literacy must also be offered. Students must also take the US History end of course (EOC) exam, and an EOC in Government. OHS also provides additional engaging social studies electives such as Leadership, Voluntary Public Service, and Psychology. All these courses, or equivalent coursework within the AICE program are offered at Oasis High School. Students are also eligible to earn these credits through dual enrollment at a local college or university; students wishing to pursue dual enrollment must meet specific expectations established by statute and the participating college or university.

US History teachers monitor students' progress throughout the year using USATestPrep and previously released US History EOC assessments. These teachers meet in departmental PLCs to discuss student progress and adjust curriculum and instruction where needed to ensure that students are ready to take the EOC. The Government EOC is still in the implementation phase as of the submission of this application. When additional materials, curriculum, and sample assessments are available, social studies teachers will follow the same pattern of monitoring the mastery of the standards and adjusting curriculum and instruction as needed. High school students must earn a minimum of three science credits to be eligible to graduate. These credits must include Biology, for which there is a state EOC, and two additional equally rigorous courses to include a lab science. All these courses, or equivalent coursework within the AICE program are offered at Oasis High School. Students are also eligible to earn these credits through dual enrollment at a local college or university;

students wishing to pursue dual enrollment must meet specific expectations established by statute and the participating college or university.

Biology teachers monitor students' progress throughout the year using USATestPrep and previously released US Biology EOC assessments. These teachers meet in departmental PLCs to discuss student progress and adjust curriculum and instruction where needed to ensure that students are ready to take the EOC. Students at OHS are offered rigorous coursework in Anatomy and Physiology, as well as Physics, Chemistry and Environmental Science. The majority of our science classes involve the hands-on activities and are lab sciences.

Career and Technical Education / STEAM

While providing a rigorous academic and college preparatory program, OHS also offers a variety of exciting Career and Technical (CTE) and STEAM electives. High school students are required to earn at least one credit in an online course and/or earn an industry certification to graduate. Students have numerous opportunities to meet this requirement through taking courses in one of the following programs: Media Studies, Applied Information Technology and Cybersecurity*, Robotics, and Game and Simulation. While in these programs, students can earn industry certifications such as Microsoft OS Fundamentals, CompTIA IT Fundamentals, CompTIA A+, Autodesk Certified User – Fusion 360, Unity Certified Associate, Unity Certified User – VR, Adobe PhotoShop, InDesign and Illustrator. Students can also earn a ServSafe certificate through Culinary courses.

Students must also earn one fine arts (performing arts, practical arts) credit to graduate. OHS assists students in meeting this graduation requirement with a full slate of art offerings including drawing, painting and sculpture. OHS also offers Chorus, Theater, and Drama, as well as AICE Music.

Oasis High School students also have access to increase their skills and potential career choices in programs that allow their participation or employment in community organizations and businesses. The internship program requires students to identify two to three areas of potential career interests and then a corresponding internship program in the community is identified. Students spend an average of four hours per week completing the internship and gaining valuable, real-world experience. Students can also earn high school credit while earning a wage from a local employer through the On-the-job Training (OJT) program. Students are required to work a minimum number of hours per semester, turn in timecards to the OJT teacher, and maintain good attendance in school. Both programs offer an exciting, engaging, and rewarding opportunity to interact and learn from the local community.

*Pending Florida Department of Education approval of CTE course pathways.

Engaging Elective Opportunities

Many of our students choose to engage in a rigorous schedule and the majority of their class schedule is made up of academic coursework and electives. Academic electives specific to subject areas are previously discussed in the social science, science, and STEAM summaries. Additional elective opportunities exist in physical education, of which students must earn one credit while in high school. Students can also participate in two years of ROTC (Reserve Officer Training Corps) to meet the physical education requirement. Many students remain in ROTC for all four years of their high school

career because of the sense of community among students, opportunities to volunteer in the local community, and the number of leadership opportunities available as it is a predominantly student-led program.

1002.33(7) (2b) Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, path, and place.

All OHS students are assigned a Chromebook, are provided with a google email account and access to the Google Suite of programs: docs, sheets, slides, jam board, as well as other programs and plugins that teachers may find useful to implement and integrate digital content. OHS students utilize a variety of blended learning platforms, combining traditional instruction with the richness associated with virtual resources. As part of their course content, certified teachers utilize Google Classroom as a platform for teacher sharing of and student access to electronic curriculum. Whether in the classroom or off-campus. Students consistently have access to digital, rich, standards-based learning opportunities. Students also consistently use the Google Suite of applications to collaborate online and create dynamic group assignments, projects, or presentations. Collaborative work can be completed in a single document in real time, whether a student is on or off campus.

1002.33(7)(3) Describe the current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used.

Florida Standards Assessment (FSA) scores are used as a baseline for academic achievement levels in English Language Arts (ELA). All students' progress in ELA is monitored through a standardized progress monitoring tool (Renaissance Place STAR testing) a minimum of three times a year. Data is analyzed according to percentile ranks and students' scores are correlated to FSA achievement equivalent levels. In addition to proficiency, learning gains are also monitored and compared with the prior years' FSA scores.

Ninth and tenth grade students must take the FSA ELA test each spring, tenth grade students must pass the FSA ELA to meet graduation requirements. OHS students must earn four credits of ELA to graduate. Students meet these requirements through our general education, honors, AICE curriculum, and/or dual enrollment coursework. Eleventh and twelfth grade students that have not passed the 10th grade FSA ELA continue to retake progress monitoring assessments so that intervention, resource, and regular education teachers are able to intervene appropriately. These students continue to retake the 10th grade FSA ELA until they earn a passing score or take the SAT or ACT and earn a concordant score.

Algebra EOC, Geometry EOC or eighth grade FSA math scores are used to place students in the correct math classes at each grade level. Many of the students that enter OHS in the ninth grade have already passed the Algebra EOC while in middle school, therefore meeting that specific graduation requirement. Students must also earn a credit in Geometry and take the Geometry EOC. USATestPrep assessments are used to progress monitor Algebra and Geometry students so that intervention and

regular education teachers are able to intervene appropriately. Students continue to take the Algebra EOC until they earn a passing score or earn a concordant score on the SAT or ACT.

The NGSSS Science is given in the eighth grade; these scores, along with any supporting math or ELA scores are used to enroll students in the appropriate ninth grade science class. Students are either enrolled in Anatomy and Physiology or Biology Honors in the ninth grade; students with a 1-3 on the NGSSS Science assessment and similar scores on 8th grade FSA ELA and/or math are placed in Anatomy and Physiology to build a stronger science vocabulary and students with a 4-5 and a passing Algebra score are placed in Biology Honors. USATestPrep assessments are used to progress monitor Biology students so that teachers are able to intervene appropriately and adjust curriculum and instruction as needed.

The School Grade is comprised of several categories, some of which include Proficiency, Learning Gains, and L25 Learning Gains. The data is used to monitor student growth and progress.

1002.33(7)(4) Methods used to identify the educational strengths and needs of students (how do you analyze your data)

The STAR Instructional Reports and FSA data in Performance Matters are utilized to determine students' strengths and intervention needs, specifically in the areas of proficiency, learning gains, and L25 learning gains in ELA and Math. Teachers utilize and mine their data to inform the direction of their classroom instruction. Teachers meet collaboratively to determine student groupings and instructional strategies to best tailor their instruction. Additionally, teachers interpret formative and summative data from standards-driven assessments to determine remediation needs. Administration, teachers, and the resource teacher work collaboratively to develop meaningful instructional plans to best meet the needs of their students. Administration and instructional staff work in unison to determine progress toward meeting the school's goals. Curriculum needs, student interventions, instructional practices, and professional development needs of staff are ongoing so that we can continue to meet the changing needs of our students.

1002.33(7)(6) Process for resolving disputes:

If disagreements between the City of Cape Coral Charter School System (CCCCSS) and the school district should exist, a representative of the CCCCSS will engage in informal discussions with the superintendent or a designated representative of the school board to settle the issue without disruption of the operation of the CCCCSS or the school district. If matters of a legal nature arise, the legal representation of CCCCSS and the school district will handle them jointly.

1002.33(7)(7) Admission procedures and dismissal procedures including code of conduct.

Oasis High School (The School) will be open to all students who reside in Cape Coral and/or Lee County (1002.22(10)(a)). If any student applying to CCCCSS is articulating from another charter school the parent(s) will be asked to request the records to be sent to CCCCSS upon admittance. We will also require a signature release for records. Students enrolling from a public school

system, in or out of state, will follow school transfer requirements. Students transferring from private schools will be required to follow the same procedures. The school will have an open enrollment that will begin mid-January each year and end mid-February each year. At that time, the number of applications will be reviewed to decide if a lottery is necessary. If not, those students who have applied will be considered enrolled in the school and will be contacted as such. If a lottery is required, a date and time in November of that year will be established. The notice will be posted and advertised as per public meeting expectations. The lottery will be conducted in a public forum. Students will be placed in the lottery and drawn as family units. This will allow siblings to be enrolled in CCCCS. Children of CCCCS board members, CCCCS faculty members and employees and military veterans/active duty will receive admission preference as per Florida Statute (1002.33 (10)(a)).

Limits may be placed on the enrollment process of CCCCS as per Florida Statute 1002.33 (10)(e). Currently, the school intends to limit core class size to 25 students in grades 9-12.

Each student must complete an application/registration form to be considered for enrollment. The School will use a form similar to the Lee County District form for enrollment. The form will include but is not limited to name, address of residence, parents' name and address, birthday, present school, grade attending, and other information that may be found pertinent to have a complete record as per state reporting requirements. The packet will also include a student's records and a transfer request signed by the parent or guardian to be used only if the child is enrolled through the admissions process (lottery if necessary). Each family will be expected to complete a financial needs report so accurate records can be kept regarding free or reduced lunch counts or poverty counts that may be necessary to access federal or state grant funding.

The school will arrange for transportation, if necessary, for students wishing to attend the school if transportation poses an obstacle to enrollment and proper distance criteria are met. Also, such arrangements will be necessary as the school seeks to achieve an ethnic balance reflective of the community it serves.

The City of Cape Coral Charter School admits students of any race, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate based on race, color, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship, and loan programs, and athletic or other school-administered programs.

The school is not a conversion school and will not need to make alternative arrangements for current students.

STUDENT REGULATIONS AND DISCIPLINE

The OHS administrative team have been School Environment Safety Incident Reporting (SESIR) trained.

Discipline

In most cases, the appropriate faculty members within the setting of the classroom and school day handle discipline immediately and effectively. In some situations, either due to the seriousness or repetitive nature of the offense, intervention by the principal is warranted. In any disciplinary action, the SDLC Code of Student Conduct will be used as a required guideline.

Less Serious Violations

Less serious violations will be handled by the classroom teacher or a faculty member that is present and supervising the students. Such violations consist of disruptive classroom behavior, discourtesy, defacing property, roughhousing, profanity, etc. The attending faculty member may bring these situations to the attention of the assistant principal or principal if disciplinary action is warranted or if these actions are repeated. The SDLC Code of Student Conduct will be the disciplinary guideline for consequences.

More Serious Violations

More serious violations such as unauthorized absence, smoking or use of tobacco products, physically threatening others, or repeated lesser violations will be dealt with in a more formal basis. After school detention, work detail, and lunch detention are a few of the penalties that may be assigned. The SDLC Code of Student Conduct will be the disciplinary guideline for consequences.

Major Violations

Major violations are those that are serious enough to require probation, suspension, or expulsion. They will be immediately reported to the principal. These violations include: the use or possession of illegal or controlled drugs, the use or possession of a weapon or any object being used as a weapon, the use or possession of alcohol, academic dishonesty, theft or destruction of property, and fighting which results in physical harm or injury. Any of these violations may result in probation, suspension, or expulsion. The SDLC Code of Student Conduct will be the disciplinary guideline for consequential procedures.

IMPORTANT NOTE: A detailed list of infractions and the possible resulting punishments immediately follows this paragraph. The subsequent pages are not meant to threaten or intimidate any student or parent. The philosophy of the school is to work with students and parents to develop each student's social skills. However, to ensure that each student and parent understands the possible ramifications for the student's actions, these pages must be present. Additions, corrections, and deletions of these rules can ensue. Students and parents will be

notified of changes or additions. These policies and others adopted by the CCCC Board will be distributed to parents and students in a Parent/Student Handbook. The SDLC Code of Student Conduct will be the disciplinary guideline for consequences and procedures.

Student Expulsion and Exclusion Policy

OHS personnel have adopted the Sponsor's District Code of Conduct. Realizing this is an area that is often difficult to define and implement, the school has attempted to be very specific in explaining its proposed policy. A pupil shall not be suspended from school or recommended for expulsion unless the principal of the CCCC determines that the pupil has:

- (a) Caused or attempted to cause, or threatened to cause physical injury to another person
- (b) Possessed sold or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certified school employee, which is concurred by the principle or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance or alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or materials as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed robbery or extortion
- (f) Caused or attempted to cause damage to school property or private property
- (g) Stolen or attempted to steal school property or private property
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine cigarettes, smokeless tobacco, or chew packets or betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.

Disciplinary consequences for behavior violation of the SDLC Code of Student Conduct will be followed.

The following disciplinary actions are what a student can expect to receive for acts enumerated in this section and related to school activities which occur at any time, including (but not limited to) any of the following:

1. While on school grounds.

2. While going to or coming from school.
3. During the lunch period whether on or off campus.
4. During, or while going to or coming from, a school sponsored activity.

Act of Violence

- A. Fighting is prohibited at the School. This action is considered one of the most severe infringements on the rights of others. It is also a direct attack on the educational process. Acts of violence, whether directed at another student, teacher, or adult will carry a severe penalty. Possible disciplinary action: On-campus suspension, out of school suspension, or expulsion. Flagrant or repeat offenses may result in a maximum consequence of expulsion. A due process administrative hearing will be held in these instances.
- B. Threatening to cause physical harm detracts from the educational setting and places students in fear. Thus, depending on the severity of these actions, the following disciplinary action may result: On-campus suspension, work details, out of school suspension, or recommendation to expel. Disciplinary consequences for behavior violation of the SDLC Code of Student Conduct will be followed.

Weapons and Dangerous Objects

- A. Possession of a weapon will not be tolerated. There is no reason to bring any kind of knife, gun or any item that can be construed to be a weapon to campus. Furthermore, any sharp object that is intended for use as a weapon will result in the same disciplinary action – out of school suspension or expulsion.
- B. Possession of fireworks and explosives or the use of these items will also result in out of school suspension or expulsion. Disciplinary consequences for behavior violation of the SDLC Code of Student Conduct will be followed.

Tobacco, Drugs, and Alcohol

- A. This is a tobacco, drug, and alcohol-free campus. Any possession or use of these substances is strictly prohibited. Offenses of the rule may result in on campus suspension, home suspension, or expulsion. It should be noted that this rule as all school rules apply for after school events and school trips.
- B. Possession of these substances with the intent to distribute or sell will result in expulsion. The sale of look-alike drugs will result in out of school suspension for the first offense and expulsion for any subsequent offense.
- C. Drug paraphernalia whether possessed for use or with the intent to sell or distribute will be an attempt to promote the distribution and use of illegal drugs and will result in suspension or expulsion. Disciplinary consequences for behavior violation of the SDLC Code of Student Conduct will be followed

Stealing, Robbery, or Extortion

- A. These offenses will result in on-campus suspension, work detail, out of school suspension, or expulsion. The severity of the crime and the number of offenses will dictate the punishment. Disciplinary consequences for behavior violation of the SDLC Code of Student Conduct will be followed.

Damage to Property

- A. Caused or attempted to cause damage to school property will result in the replacement of the damaged property by the student. The parent or guardian will also be held responsible for the replacement of the damaged property.
- B. Severe cases of damaging, defacing, or mutilating school property such as arson, damage to windows, playground equipment, computers, etc. may result in the suspension (on-campus or home) or expulsion. Disciplinary consequences for behavior violation of the SDLC Code of Student Conduct will be followed:

Profanity, Obscene Acts, Demeaning Racial Statements, and Vulgarity

- A. These acts will be construed as an attack on the rights and privileges of other students who are attempting to receive an education and the rights of teachers to teach. Therefore, the attempt or act of projecting the above-named actions whether on clothes, written, verbal, or through gestures is against the philosophy of the school. The resulting disciplinary action will result in changing offensive clothes, work detail, on-campus suspension, out of school suspension, expulsion, or a combination of any of these actions. Disciplinary consequences for behavior violation of the SDLC Code of Student Conduct will be followed

Willful Disobedience

- A. Willful disobedience is the intentional defiance of teachers and/or staff. Such action may be exhibited while coming to and from school, on the bus, during the normal school day, or on fieldtrips. For the safety of the student and other students, respect for faculty, staff, and parents is necessary. It is the intent of the school personnel to convey this message to all students. It may take more time, patience and understanding to illuminate the younger children; however, student safety and a positive educational environment must be maintained. Therefore, timeout, work details, and on-campus suspension may be employed. Repeated disobedience may result in a request to have a student evaluated by other behavior professionals. Every attempt will be made to correct the disobedient behavior before actions of out of school suspension and expulsion are considered.

Disciplinary consequences for behavior violation of the SDLC Code of Student Conduct will be followed: Students are expected to demonstrate good citizenship and act in a reasonable manner. Failure to do so will result in a reprimand, detention, Saturday work detail, after-school work detail, or suspension. Public displays of affection fall under this category.

Sexual Harassment

- A. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, request for sexual favors, and other verbal, visual or physical conduct of a sexual nature.
1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
 2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
 3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or work environment.
 4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities at or through the school.

Other types of conduct that are prohibited and may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Unwelcome sexual slurs, epithets, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Enforcement

The principal or designee shall take appropriate actions to reinforce the board's sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti,
2. Providing staff in-service training and student instruction or counseling, or
3. Taking appropriate disciplinary action to include reprimand, detention, on-campus suspension, or home suspension.

Act of Hate Violence

Causing, threatening, or attempting to cause or participate in an act of hate violence can be defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, religion, disability, or sexual orientation. Speech that threatens violence, when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence. These offenses may call for reprimand, suspension, community service, and/or expulsion. Disciplinary consequences for behavior violation of the SDLC Code of Student Conduct will be followed.

Other Harassment

Intentionally engaging in harassment, threats or intimidation against a student or group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or an intimidating or hostile educational environment will not be tolerated. These offenses may call for a reprimand, suspension, community service, and/or expulsion. Disciplinary consequences for behavior violation of the SDLC Code of Student Conduct will be followed.

Academic Dishonesty

Academic dishonesty is often a difficult concept to define. As a school, our philosophy is to increase a student's ability to work independently and collaboratively, while realizing this only clouds the issue of academic dishonesty. We realize that valuable social skills and learning come through group projects, collaboration, and cooperation.

Students should do as much of or all their own homework, but students should be willing to give assistance to fellow students when the learning experience can be enhanced. In some situations, testing is required to be independent of any outside help. Students will be made aware of this and will be expected to act accordingly. Disciplinary consequences for behavior violation of the SDLC Code of Student Conduct will be followed.

Plagiarism

Plagiarism is a serious issue in academe. Students should give credit to the appropriate individuals for their research and writing. It is often difficult to distinguish what should be noted and what is common knowledge. It is the job of the faculty to bring this issue into a clearer focus for the students so this issue will not be misconstrued in the future. Through research and writing, what constitutes plagiarism will become better defined for the student. Over the course of the year, students will be using the APA system for documenting paraphrased and quoted material.

1002.33(7)(8) School will achieve a racial and ethical balance reflective of the community.

NEOLA Policy 2260 states: Equal educational opportunities shall be available to all students, without regard to the protected classes, age (unless age is a factor necessary to the normal operation or the

achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the Authority, or social or economic background, to learn through the curriculum offered in this Authority. Educational programs shall be designed to meet the varying needs of all students.

To achieve the aforesaid goal, the Superintendent shall review current and proposed courses of study and textbooks to detect any bias based upon the protected classes; ascertaining whether supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc., toward the development of human society. The Superintendent shall develop an ongoing program of in-service training for school personnel designed to identify and solve problems of bias based upon the protected classes in all aspects of the program. The Superintendent also shall review current and proposed programs, activities, facilities, and practices to verify that all students have equal access thereto and are not segregated on the basis of the protected classes in any duty, work, play, classroom, or school practice, except as may be permitted under State and Federal laws and regulations as well as verify that facilities are made available for non-curricular student activities that are initiated by parents or other members of the community. Enrollment is made available to all students who apply who reside in Cape Coral or the Lee County School District. Students will be placed on a waiting list if seats are not available and will be served on a first come basis.

1002.33.(70)(9) Financial Management

Financial management of the City of Cape Coral Charter School Authority is conducted by the City of Cape Coral Financial Services Department. The City of Cape Coral Charter School System has adopted the City of Cape Coral's financial management policies (effective March 2019).

The City of Cape coral financial services department provides the school with ongoing audit coordination and planning conducted by an Independent Certified Public Accountant and paid for by the school. An annual CAFR audit is completed yearly and reported to the SDLC by September 1st to the SDLC. The audit is compliant with the Governmental Accounting Standards (GASB) and federal, state and school district regulations showing all revenues received from all sources and all expenditures for the period July 1 through June 30 of that year. The school will provide unaudited financial statements to the Sponsor by August 20th of each year. The school provides the sponsor with a copy of the audit immediately upon its receipt as well as any responses to the auditor's findings. The sponsor reserves the rights to perform additional audits or review as part of the sponsor's financial monitoring responsibilities as it deems necessary at the Sponsor's expense.

The school has also established internal audit procedures and controls to ensure financial resources are properly managed. If the school's internal audit reveals a deficit financial position, the auditors are required to notify the Charter School Governing Board, the Sponsor, and the Department of Education within seven (7) working days. A final report shall be provided to the entire Governing Board, the Sponsor and he Department of Education within fourteen (14) working days after the exit interview.

The accounting records format of the school is maintained using the State of Florida's department of Education "Redbook" accounting structure. The City of Cape Coral's Financial Services Department complies with all established state reporting protocol required by statue or state administrative code.

The City's financial services department maintains all charter school financial records using customized, integrated software designed specifically for managing a governmental accounting structure. The school and the City of Cape Coral have established an Internal Funds Procedural manual approved and adopted by the Governing Board.

The City's financial services department trains all school based clerical staff in the proper use and utilization of internal control systems, accounting systems and periodic reporting systems established by the City of Cape Coral to include deposits/revenue receipts, accounts receivable accounts payable. The City of Cape Coral financial services department manages the payroll and payroll tax administration functions. The school system is required to follow the City's procurement policies and updates the Procurement Procedural manual annually.

The City of Cape Coral Financial Services Department manages the school system's Business Director, in the development of a comprehensive budget (with the adopted budget being provided to the SDLC and State Board of education (if needed). A monthly budget report, with variances is provided following the close of each fiscal month. If negative variances occur, the City will confer with the school's leadership and will recommend adjustment that maintain a balance at all times. The Governing Board provides initial approval of the system's annual budget and City Council provides final approval. A City task force entitled The Budget Review Committee also review the system's yearly budget.

Administrative Management is conducted by the City of Cape Coral. City Clerk Management scope consists of records management, supervision of public records and administration of the public meeting calendar and administrative meeting management. Human Resources management include the administration of benefits management, talent acquisition, classification and compensation and employee relations. Information Technology governance includes general controls auditing, security and networking, security software and camera oversight, maintenance of IT user access controls performed in Kronos and Tyler Munis systems. The City's Attorney's office provides legal oversight.

1002.33(7)(10) Asset and liability projections

Each month The City of Cape Coral's financial services department prepares (from the general ledger accounts maintained by The City of Cape Coral Financial Services Department) and makes available to the superintendent and Governing Board the monthly statements of income and expense, statement of assets, liabilities and fund balances and any other periodic reports required or requested of the City of Cape Coral's Financial Services Department. Said reports will note significant variances, trends, or other areas of concern to which the attention of the school's governance should be given.

In addition to general financial reporting, the City's Financial Services Department will provide project, department, event, or grant reporting for the school. The department will communicate and report in agreement with the school districts reporting frequency and detail of report type.

For any federal, state, local or private or other enterprise grants the City's Financial Services Department will communicate with the grantor to determine and fulfill any required financial reports of the grantee.

The City of Cape Coral's Financial Services Department will also prepare for timely submission of all financial reports required by the Florida Department of Education or other regulatory authorities as required by code or statute.

1002.33(7)(11) A description of procedures that identify various risks and to provide for a comprehensive approach to reduce the impact of loss.

The City of Cape Coral's Risk Management Department as well as resources available through insurance brokers, will identify liability and societal risks associated with the City's schools.

Initial and subsequent risk evaluations include OSHA audits, scheduled facility inspections, claim analysis, evaluation of the school's daily operation and contract evaluation and monitoring. The City of Cape Coral Risk Management Department also identify risks through an intensive underwriting process prior to insurance being issued.

Risk management also utilizes the following methods of reducing the impact of loss:

Risk Reduction: The school has developed a safety awareness and education awareness program. The safety committee conducts periodic safety training programs, including a review of safety policies and procedures for all school personnel. In addition, SafeSchools.org is the online safety training software for all staff.

Risk Transfer (the schools have purchased insurance/hold harmless agreements with insurance from a contractor),

Risk Control Analysis: For the purpose of auditing the school's safety records, records are maintained and reviewed at quarterly meetings of each loss for risk control analysis to include fire inspection reporting. Attendees are Risk Management personnel, a representative from our insurance carrier, fire department personnel, police department personnel and school administrators.

Oasis High School is required to have Commercial General Liability Insurance at its expense. The School's insurance covers the school for those sources of liability including but not limited to coverage for operations, products/completed operations, independent contractors, and liability contractually assumed. The minimum limits to be maintained by the school are \$1,000,000 dollars per occurrence/three-million-dollar annual aggregate.

Except with respect to coverage for Property Damage Liability, the Commercial General Liability coverage shall apply on a first dollar basis without application of any deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible of one thousand (\$1,000) dollars per occurrence.

Occurrence/Claims are subject to reasonable commercial availability, coverage shall be on an occurrence basis. If on a claim made basis, the school shall maintain without interruption, the Liability Insurance until four (4) years after termination of the Charter.

Additional Insureds: The School shall include the sponsor and its members, officers and employee and agents as “Additional Insured” on the required liability insurance. The coverage afforded such additional insured shall be no more restrictive than that which would be afforded by adding the sponsor as Additional Insured – Owners, lessees, or Contractors.

The School at its expense procures and maintains Automobile Liability Insurance. The School insurance covers the school for those sources of liability which would be covered by Section II of the latest occurrence edition of the standard Business Auto Policy (ISO FORM CA 0001).

Coverage is on an occurrence basis. Therefore, the School will maintain without interruption the Automobile Liability Insurance until (4) four years after termination of the charter. Minimum limits maintained by the School are one million (\$1,000,000) dollars per occurrence and if subject to an annual aggregate, three million (\$3,000,000) dollars annual aggregate.

The School insurance at its own expense provides and maintains Compensation/Employer’s Liability Insurance to cover subcontractors and sub-subcontractors. For those sources of liability which would be covered by the latest edition of the Standard Worker’s Compensation Policy as filed for use in Florida by the National Council on Compensation Insurance without restrictive endorsements. In addition, where appropriate, coverage is to be included for the Federal Employers’ Liability Act and any other applicable federal and state law. There is no maximum limit on the amount of coverage for liability imposed by the Florida Workers Compensation Act. The minimum amount of coverage shall be One million dollars (\$1,000,000) per occurrence/three million dollars (\$3,000,000) annual aggregate.

1002.33(7)(12) Term of Charter

The requested term of this charter is fifteen (15) years upon mutual agreement of the parties pursuant to Florida law. If either party desired changes in the terms of this agreement, the party will notify of such desire within 90 days before expiration. This charter may be modified during its term by mutual agreement of the parties provided such modifications are presented in writing.

1002.33(7)(13) Facilities to be used

Oasis High School agrees to use the facility located at 3519 Oasis Blvd. Cape Coral, Florida 33914, which complies with the State Uniform Building Code for Public Facilities Constructions adopted pursuant to Section 1013.37 F.S. or with the applicable state minimum building codes pursuant to Chapter 553, F.S. and state minimum fire protection codes. The facility also complies with the Florida Building Code and Florida Fire Prevention Code. The School operates in compliance with Sponsor policies 4.24 and 4.28. The School agrees that the facility is open to inspection by the Sponsor and that all state and federal and local facility inspection requirements will be timely completed. As per the Sponsor’s requirement, the lease agreement reflective of the facility will be provided (4) four weeks before the first day of school.

1002.33(7)(14) Qualification of teachers and potential strategies to recruit hire, train and retain qualified staff.

The School shall select its own employees. The School as a public employer agrees that its employment practices shall be nonsectarian. Additionally, the School shall not violate the anti-discrimination provisions of Section 1000.05, Florida Statutes, the Florida Educational Equity Act. The School agrees to implement the practices and procedures for hiring and dismissal; policies governing salaries, contracts, and benefit packages according to the Practices and policies of the City of Cape Coral. The Governing Board approves all hiring of staff and terminations of staff. The School may not employ an individual to provide instructional services or to serve as an education paraprofessional if the individual's certification or licensure as an educator is suspended or revoked by this or any other state. The School may not knowingly employ an individual who has resigned from a school district in lieu of disciplinary action with respect to child welfare or safety. or who has been dismissed for just cause by any school district with respect to child welfare or safety. Teacher qualifications shall be disclosed to parents two times per year (October 1st and February 1st).

Qualifications Disclosure: The School agrees to disclose to the parents of its students and to the Sponsor the qualifications of its teachers. The School shall require all employees, including contracted employees, and its Board of Directors to comply with the fingerprinting requirements of Section 1012.32, Florida Statutes. Drug-Free: The School will establish and maintain an alcohol and drug-free workplace, pursuant to the Drug-Free Workplace Act of 1988, 42 USC § 701 et seq. and rules at 34 CFR Part 85 Sub-Part F. In addition, if the School employs persons to operate commercial motor vehicles, it will comply with the requirements of the Omnibus Transportation Employee Testing Act of 1991 (Pub. L. 102-143, Title V), regulations at 49 CFR Parts 40 and 382 and Section 1012.45, Florida Statutes.

The School shall require all employees, including contracted employees, and its Board of Directors to comply with the fingerprinting requirements of Section 1012.32, Florida Statutes. Drug-Free: The School will establish and maintain an alcohol and drug-free workplace, pursuant to the Drug-Free Workplace Act of 1988, 42 USC § 701 et seq. and rules at 34 CFR Part 85 Sub-Part F. In addition, if the School employs persons to operate commercial motor vehicles, it will comply with the requirements of the Omnibus Transportation Employee Testing Act of 1991 (Pub. L. 102-143, Title V), regulations at 49 CFR Parts 40 and 382 and Section 1012.45, Florida Statutes.

Teachers of the School will meet expectations for certification as required by Chapter 1012 and Chapter 6A-4 Florida Administrative Code. The School is also aware of the State/District certification requirements, highly qualified teacher status and VAM score determination. A merit pay system has been established pursuant to F.S. 1012.21 to reward Effective and Highly Effective teacher performance through salary increases to the base salary. The School has developed a Hiring Salary Scale competitive to the School District of Lee County with a reasonably priced benefits package. The schools offer stipends for extra duties and additional education and co-curricular activities. Annual recruitment efforts draw new graduates from local colleges and universities and internship opportunities for college students are encouraged annually. Professional development is offered through the School District of Lee County and Title II grant funding for teaching staff. Professional

development is based on curriculum building, improving teaching pedagogy, increasing engagement in classroom, differentiation of instruction and instructional strategies, understanding mental health initiatives, technology training, to name a few.

The School projects that many of the parents/guardians of the students enrolled at the school will provide their own transportation. The School will use the CCCC's Transportation Department for appropriate routing within the City of Cape Coral. The CCCC will provide a "depot stops", where parents will drop their children at specific locations at which a bus will make a stop. This will provide transportation to more students at a savings to the school.

The plan of the school will meet the guidelines of state statute. The CCCC will provide transportation to all students who reside in the City of Cape Coral. Parents of students residing within a 2-mile radius will be expected to provide their own transportation. Special circumstances may arise in any transportation plan. The CCCC governing board in cooperation with the Superintendent will address these situations on an individual basis.

1002.33(7)(15) Governance of School.

The City of Cape Coral Charter School Authority will be the legal entity that will organize and operate the school. The governance structure of the City of Cape Coral Charter School Authority will be comprised of a Governing Board that will have prescribed duties and responsibilities as outlined in the bylaws. Responsibilities of the board will be, but not limited to, final approval of the budget, the development of school policy, hiring the Superintendent, the approval of faculty, staff hires and dismissals and election of the board officers.

All employees who are eligible will be enrolled in the Florida Retirement System under section s.121.021 (34). FS. or a retirement that is competitive and attractive to employees. This is noted in the Business Plan. There shall be an acknowledgement that the charter school shall select its own employees and that those employees shall have the option to bargain collectively in accordance with F.S. 1002.33 (12).

The Governing Board will consist of no more than eleven (11) members and no fewer than seven (7) members.

The selection of no more than three of the members will be left to a vote of the parents and will come from those persons who have a student in attendance at the school at the time of the election. At no time will two parents from the same family (spousal relationship) simultaneously serve on the Board no matter if they are representing a different segment of A school or the community at-large. The City Council will select the remaining board members (positions not reserved for parents) by a majority vote of those members presently seated and serving an active term of office. No paid employee of the school will be a voting member of the Board. The Superintendent will act as an *ex-officio* member of the Board.

The Board is made up of an equal number of one, two, and three-year terms. It will also assure the vision and mission of the school remains the focus of new members. As the one- and two-year terms expire, the members will be eligible to be re-elected to a full three-year term allowing terms to be staggered and maintaining the smooth transition of board members. Membership on the Board is not restricted by term limits. All members meet legal training requirements every three years per Statute. Training is presented by a state-approved trainer.

The Superintendent is an *ex-officio* member of the Board. He/she will act in an advisory capacity and will not be a voting member.

The roles and responsibilities of the Board will include the general oversight of the fiscal management, basic education and policy development of the school. The Board will be responsible for the sound fiscal management of the non-profit which includes approval of the yearly budget, monthly review of the applications of that budget, and the selection of an approved auditor who will complete a yearly audit as prescribed by Florida Statute.

The Board will assume responsibility that the education vision as per the charter application is maintained. The day-to-day implementation of this plan is the responsibility of the school principal. The Board will be responsible for hiring and evaluation of the superintendent. The principal and assistant principal will be responsible for the evaluation of the faculty and will report at least on an annual basis as per that evaluation.

Regular meeting of the Board of Directors shall be held monthly as such date and time as the board of directors may determine. Said meetings shall be open to the public and will meet the public notice provisions of the public meeting law; however, the Board of directors shall have a right to an executive session during any meeting for the purpose of discussing corporation affairs inappropriate to disseminate among the public because of confidentiality rules or otherwise.

The Board will institute policy within the guidelines of Federal and State law, to assure the effective, efficient, and safe operation of the school. A further description of the Board members roles is outlined in the Bylaws.

1002.33(8)(a) Oasis High School hereby verifies that the school does not meet any of the following reasons to face termination or non-renewal:

1. Oasis High School participates in the state's education accountability system and meets the requirements for student's performance as stated in the charter.
2. Oasis High School meets generally accepted standards of fiscal management.
3. Oasis High School has not engaged in a material violation of law.
4. Oasis High School has not demonstrated any other reason to be non-renewed due to good cause.

JUSTIFICATION FOR RENEWAL

Oasis High School is a high-performing school wherein students have maintained elevated levels of academic achievement since 2011. Oasis High School's superior performance has been recognized by the Florida Department of Education as the school has earned an A rating for three consecutive years. For the 2018-2019 school year, Oasis High School earned a total of 647 points according to the State of Department of Education School Grade Report. To elaborate, the School Grade points were disaggregated as follows: ELA Achievement 73%; ELA Learning Gains 59%; ELA Learning Gains L25 47%; Math Achievement 58%; Math Learning Gains 52%; Math Learning Gains L25 41%; Science Achievement 65%; Social Studies 81%, and a 100% Graduation Rate.

Oasis High School teachers hold state-issued certification or are working toward seeking certification in their content area and/or highly qualified status. Oasis High School teachers have earned the appropriate number of hours to meet the ESOL requirements as established by the State of Florida Department of Education. Teachers that have not earned the appropriate number of ESOL hours have been identified and are enrolled in continuing education classes as to always maintain compliance. Oasis High School employs a full-time ESE teacher; the ESE teacher holds the appropriate certification.

The City of Cape Coral Charter System is equipped with a Governing Board; the Governing Board sets policies and rules that govern the administration of the City of Cape Coral Charter System's Schools. The Governing Board operates according to Florida laws and the Florida Department of Education regulations, as well as adhering to legal compliance. To date, there have not been any non-compliant ratings. Oasis High School is financially stable and is fiscally responsible, as the Governing Board strives to be stewards of public dollars and abide by the established charter agreement.

Oasis High School's mission is to create a school that educates students to be responsible, critical thinkers who are prepared to compete in the global workforce. Oasis High School personnel prepare students to be independent, innovative, compassionate leaders, and critical thinkers through scientifically based instructional models. Oasis High School staff utilize a thoughtful approach to curriculum design, implement state-of-the-art technology, and maintain a keen focus on rigorous academic standards. Oasis High School personnel are intent on providing a responsive learning environment that nurtures students and prepares them to be leaders in the local and global landscape while simultaneously promoting local outreach opportunities. Oasis High School students learn the importance of becoming positive, contributing citizens. As such, Oasis High School staff deliver social emotional learning (SEL) lessons and encourage mindfulness and other strategies to help students cope with the challenges of everyday life in the 21st century. At Oasis High School, the school personnel believe it is a collective effort to cultivate a thriving environment for students to reach their potential. Oasis High School personnel provide relevant and meaningful opportunities so students can achieve at high levels and strive to realize their goals.

Oasis High School is comprised of school personnel that share a mutual responsibility to ensure high levels of learning for all. The Oasis High School Administrative Team promotes partnerships that can further propel learning and service opportunities for its students. Maximizing partnerships can further

enhance learning environments and enhances a coalition aimed to develop a partnership between the classroom teachers, parents, school personnel, colleagues, students, businesses, and industries.

EXECUTIVE SUMMARY

Oasis High School's mission is to create a school that educates students to be responsible, critical thinkers who are prepared to compete in the global workforce. Oasis High School personnel prepare students to be independent, innovative, compassionate leaders, and critical thinkers through scientifically based instructional models. Oasis High School staff utilize a thoughtful approach to curriculum design, implement state-of-the-art technology, and maintain a keen focus on rigorous academic standards. School personnel are intent on providing a responsive learning environment that nurtures students and prepares them to be leaders in the local and global landscape while simultaneously promoting local outreach opportunities.

Oasis High School's vision promotes positive relationships between students and stakeholders through community support and student contributions to the community. Maximizing partnerships can further enhance learning environments and enhances a coalition aimed to develop a partnership between the classroom teachers, parents, school personnel, colleagues, students, businesses, and industries.

At Oasis High School, the school personnel believe it is a collective effort to cultivate a thriving environment for students to reach their potential. Oasis High School personnel provide relevant and meaningful opportunities so students can achieve at high levels and strive to realize their goals. Oasis High School is comprised of school personnel that share a mutual responsibility to ensure high levels of learning for all.

Oasis High School is a high-performing school wherein students have maintained elevated levels of academic achievement since 2011. Oasis High School's superior performance has been recognized by the Florida Department of Education as the school has earned an A or B rating for three consecutive years; For the 2018-2019 school year, Oasis High School earned a total of 647 points according to the State Department of Education School Grade Report. To elaborate, the School Grade points were disaggregated as follows: ELA Achievement 73%; ELA Learning Gains 59%; ELA Learning Gains L25 47%; Math Achievement 58%; Math Learning Gains 52%; Math Learning Gains L25 41%; Science Achievement 65%; Social Studies 81%, and a 100% Graduation Rate.

The City of Cape Coral Charter System has oversight from a Governing Board; the Governing Board sets policies and rules that govern the administration of the City of Cape Coral Charter System's Schools. The Governing Board operates according to Florida laws and the Florida Department of Education regulations and operates under the City of Cape Coral.

Oasis High School is financially stable and is fiscally responsible, as the Governing Board strives to be stewards of public dollars and abide by the established charter agreement.

1. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

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

Oasis High School's mission is to create a school that educates students to be responsible, critical thinkers who are prepared to compete in the global workforce. Oasis High School personnel prepare students to be independent, innovative, compassionate leaders, and critical thinkers through scientifically based instructional models. Oasis High School staff utilize a thoughtful approach to curriculum design, implement state-of-the-art technology, and maintain a keen focus on rigorous academic standards. School personnel are intent on providing a responsive learning environment that nurtures students and prepares them to be leaders in the local and global landscape while simultaneously promoting local outreach opportunities.

Oasis High School's vision promotes positive relationships between students and stakeholders through community support and student contributions to the community. Maximizing partnerships can further enhance learning environments and enhances a coalition aimed to develop a partnership between the classroom teachers, parents, school personnel, colleagues, students, businesses, and industries. At Oasis High School, the school personnel believe it is a collective effort to cultivate a thriving environment for students to reach their potential. Oasis High School personnel provide relevant and meaningful opportunities so students can achieve at high levels and strive to realize their goals. Oasis High School is comprised of school personnel that share a mutual responsibility to ensure high levels of learning for all.

Oasis High School is a high-performing school wherein students have maintained elevated levels of academic achievement since 2011. Oasis High School's superior performance has been recognized by the Florida Department of Education as the school has earned an A rating for three consecutive years. For the 2018-2019 school year, Oasis High School earned a total of 647 points according to the State of Department of Education School Grade Report. To elaborate, the School Grade points were disaggregated as follows: ELA Achievement 73%; ELA Learning Gains 59%; ELA Learning Gains L25 47%; Math Achievement 58%; Math Learning Gains 52%; Math Learning Gains L25 41%; Science Achievement 65%; Social Studies 81%, and a 100% Graduation Rate.

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Oasis High School is financially stable and is fiscally responsible, as the Governing Board strives to be stewards of public dollars and abide by the established charter agreement.

- B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.
In accordance with the law, charter schools shall be guided by the following principles:
- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. PAGE(S) 33-39, 41-48.*
 - *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) 41-48, 64-69.*
 - *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school. PAGE(S) 40 – 48.*
- C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.
In accordance with the law, charter schools shall fulfill the following purposes:
- *Improve student learning and academic achievement. PAGE(S) 41 – 48 and 64 – 69.*
 - *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGES 35 – 47.*
 - *Encourage the use of innovative learning methods. PAGE(S) 34 – 40.*
 - *Require the measurement of learning outcomes. PAGE(S) 41 – 43.*

Section 2: Target Population and Student Body

- A. Describe the anticipated student population to be served and how that aligns with the school's mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S.¹ If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.

The school will serve students in grades 9-12 and meet the state-established class size amendment requirements. Enrollment targets are approximately 875 students, which is at capacity level as determined by the Governing Board, and will serve students who reside in Lee County, Florida. The school reserves the right to give preference to students who are siblings of currently enrolled students in the charter school, students with a parent serving as a member of the Governing Board, children of employees, and children of active or retired military personnel.

- B. Provide a brief explanation of how the enrollment projections were developed.

Enrollment has increased in the last five years. We project the size of each incoming freshman based on the number of AICE applications received each January; these applications come from both Oasis Middle School and other district schools. We also estimate that 65% to 70% of OMS eighth graders will matriculate to OHS. OHS may go on a wait list per grade level throughout the year, dependent upon the number of students enrolled in that particular grade level, class size, and the number of seats available in the courses the student needs in order to enroll, transfer, and/or graduate.

Section 3: Educational Program Design

- A. Describe the proposed charter school's educational program.
- B. Describe the basic learning environment (e.g., classroom-based, independent study, blended learning), including rationale for class size and structure and how the learning environment supports and is consistent with the mission.
- C. Describe the research base used to design the educational program.
- D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will formally adopt an annual calendar)
- E. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.

OHS's basic educational program adheres to a standards-based approach; thus, adhering to Florida State Standards (soon to be known as the B.E.S.T Standards). Instructional practices include the use of a standards-based aligned essential question, back-mapping concepts, academic vocabulary, and standards-aligned performance tasks for each unit or lesson. Common formative and summative assessment tools will be used to determine student mastery, enrichment, or intervention needs. The scope and sequencing will be aligned with the Florida Standards and the expectations of the state testing program. A Problem Based Learning (PBL) approach will be used to support and enhance the learning experiences of students.

PBL is an approach that challenges students to learn through engagement in a real problem. PBL can be viewed as a fundamental shift in the way of teaching and learning from— a focus on teaching to a focus on learning. The process is intentioned to capitalize on the power of authentic problem-solving opportunities to engage students to enhance their level of conceptualization and engagement.

A PBL approach fosters collaboration among students and promotes the development of problem-solving skills within the context of professional practice. PBL practices encourage reasoning and its independent learning experiences are intended to increase motivation for life-long learning.

PBL takes place within the contexts of authentic tasks, issues, and problems while simultaneously demonstrating alignment with real-world concerns. In this model, the students and the instructor become co-learners, co-planners, co-producers, and co-evaluators as they design, implement, and

continually refine their curricula. The PBL approach is research-based and is designed to foster student advocacy and independence for their learning.

A comprehensive STEAM program will be a component of the students' coursework. These programs will include a standards-based approach, as well as active participation and opportunities to engage in other areas of the arts. Students demonstrate their understanding of the integration of science, technology, engineering, art, and mathematics using additional modalities that express their understanding.

Technology training and computer use is a part of the middle school curriculum. Teachers and students alike, utilize technology daily. OHS classrooms are currently in the process of being upgraded; SMART Boards will be replaced with Promethean Boards. There is a 1:1 student-to-Chromebook ratio. OHS students use technology for multiple purposes. As such, technology is used to enrich learning environments, assess students' level of conceptualization, projects, research, and practice.

OHS personnel utilize software platforms purposed to manage campus devices, monitor student performance, prescribe additional learning experiences, and to ensure student safety and wellbeing. In like manner, OHS personnel can foster a safe, ethical, and appropriate use of technology.

Section 4: Curriculum and Instructional Design

- A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.
- B.
 - If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence² for each core subject for each division (elementary, middle, and high school) the school would serve.
 - If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas

- will be offered and provide evidence on how the curriculum will be aligned to Florida standards.
- Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment D.
- C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school.
- D. Describe the research base and foundation materials that were used or will be used to develop the curriculum.
- E. Describe proposed curriculum areas to be included other than the core academic areas.
- F. Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.

Oasis High School's basic educational program adheres to a standards-based approach; thus, adhering to Florida State Standards (soon to be known as the B.E.S.T Standards). Practices include the use of a standards-based student learning targets, backwards design, academic vocabulary, and standards-aligned performance tasks for each unit or lesson. Formative and summative assessment tools will be used to determine student mastery, enrichment, or intervention needs. The scope and sequencing will be aligned with the Florida Standards and the expectations of the state assessments.

Oasis High School was the first high school in Lee County to offer the Cambridge AICE curriculum, and we will continue to offer this rigorous program. The Cambridge AICE program allows students to tailor their instruction to their learning preferences while meeting graduation requirements. Students that graduate with an AICE diploma, and 100 volunteer hours, are eligible for the state-sponsored Bright Futures program affording them free tuition at any state sponsored university.

A comprehensive STEAM program will be a component of the students' coursework. These programs will include a standards-based approach, as well as active participation and opportunities to engage in other areas of the arts. Students demonstrate their understanding of the integration of science, technology, engineering, art, and mathematics using additional modalities that express their understanding.

Technology training and computer use is a part of the high school curriculum. Teachers and students alike, utilize technology daily. OHS classrooms are currently in the process of being upgraded; SMART Boards will be replaced with Promethean Boards. There is a 1:1 student-to-Chromebook ratio. OHS students use technology for multiple purposes. As such, technology is used to enrich learning environments, assess students' level of conceptualization, projects, research, and practice.

With an increased focus on the use of technology, digital citizenship plays a greater role for students and staff. OHS personnel utilize software platforms to manage campus devices, monitor student

performance, maintain academic honesty, prescribe additional learning experiences, and ensure student safety and wellbeing. With monitoring software programs in place, OHS personnel can foster a safe, ethical, and appropriate use of technology.

Reading and Language Arts:

OHS students utilize state, district adopted, or AICE curriculum reading textbooks and assessments as their core for reading instruction. The materials are used to support a comprehensive approach rich with engaging, standards-based materials. A balanced literacy methodology is implemented with a focus on integrating reading and writing. Writing skills have been developed with vertical alignment using curriculum maps so that students are fluent and effective writers, and to meet state testing requirements. Reading and writing strategies are an expected component across all core subject areas. The reading curriculum is inclusive; however, all students are progress monitored a minimum of 3 times per year with state approved, normed programs to determine mastery and/or areas of need. Skills-based instruction is a priority and students will be provided additional instruction and practice opportunities to address skill deficits within the progression of standards.

All Florida high school students must earn four credits in Language Arts to meet graduation requirements, as well as pass the 10th grade state reading assessment, or earn a concordant score on the SAT or ACT. General education students are served through regular education language arts classes. Students requiring remediation are served in regular education language arts classes and are also placed in leveled reading classes to provide additional support and assistance. Accelerated students are enrolled in honors level courses or apply and are served through the Cambridge AICE program. Students are also eligible to earn these credits through dual enrollment at a local college or university; students wishing to pursue dual enrollment must meet specific expectations established by statute and the participating college or university.

Due to differences in reading development, a variety of alternative, ancillary programs are available to provide additional support for students. The OHS reading program follows the Sponsor's Multi-Tiered System of Support (MTSS) and is intentionally designed to closely monitor student progress. Teachers and support personnel apply individualized, researched-based interventions paired with systematic checks for growth throughout the intervention period. Reading and resource teachers are also available to support students' mastery of the standards, as well as to reduce the student-to-teacher ratio.

Empirical studies and researched-based programs implemented at OHS include but are not limited to the following:

- Florida Center for Reading Research (FCRR) recommendations

- Khan Academy for ELA

- Google Classroom

- NoRedInk

iXL

Renaissance Learning (STAR)

CommonLit

NewsELA

StudySync

USA Test Prep

District-adopted textbooks, ancillary materials, and monitoring methods

Professional learning community (PLCs) opportunities are planned bi-monthly to encourage opportunities for teachers to enhance and discuss students' performance. All departmental PLCs in OHS are required to analyze reading data on both state and progress monitoring assessments and determine methods of how to assist these students in core and elective courses. These forums specifically allow teachers a space to analyze student data, reflect on instructional practices, and expand their teaching pedagogy with the aim to increase student proficiency. School-wide literacy strategies are expected to be used by all staff; evidence of implementation is monitored through the collection and discussion of student work in PLCs and with leadership.

Mathematics:

OHS students utilize state, district adopted, and/or AICE math textbooks and assessments for core instruction. These materials support a comprehensive approach rich with relevant, standards-based materials. All Florida high school students must earn four credits in Math to meet graduation requirements. One of these credits must be Algebra I and one must be Geometry. Students must pass the Algebra I EOC or earn a concordant score on the ACT or SAT. Students are scheduled into the appropriate math classes based on previous state assessment scores and passing of state-required end-of-course exams; the score also determines enrollment into a general education or honors / AICE math course. Additional resource personnel and remediation courses assist students who require additional support. Accelerated students are enrolled in honors level courses or apply and are served through the Cambridge AICE program. Students are also eligible to earn these credits through dual enrollment at a local college or university; students wishing to pursue dual enrollment must meet specific expectations established by statute and the participating college or university.

All math teachers meet bi-monthly in PLCs to review student progress and curricular pacing and alignment with the Florida Standards, as well as to determine student learning gaps and curricular/instructional needs. The PLC structure serves multiple purposes; as such, the PLC platform promotes inter-department level collegiality, a forum for collaborative responses to interventions/enrichment, analysis of standards-based assessments, strategies for instructional design and intervention, and conversations regarding instructional delivery best practices. PLCs are a way for the administration to determine progress toward meeting the end of the year goals.

Empirical studies and researched-based programs implemented at OHS include but are not limited to the following:

USATestPrep

iXL

Desmos

Edia

History and Science:

OHS students use state, district adopted, and/or AICE required curriculum to teach and assess science and social studies.

High school students must earn a minimum of three social studies credits while in high school, to include US History, World History, Government (.5) and Economics (.5). An elective course in Personal Financial Literacy must also be offered. Students must also take the US History end of course (EOC) exam, and an EOC in Government. OHS also provides additional engaging social studies electives such as Leadership, Voluntary Public Service, and Psychology. All these courses, or equivalent coursework within the AICE program are offered at Oasis High School. Students are also eligible to earn these credits through dual enrollment at a local college or university; students wishing to pursue dual enrollment must meet specific expectations established by statute and the participating college or university.

US History teachers monitor students' progress throughout the year using USATestPrep and previously released US History EOC assessments. These teachers meet in departmental PLCs to discuss student progress and adjust curriculum and instruction where needed to ensure that students are ready to take the EOC. The Government EOC is still in the implementation phase as of the submission of this application. When additional materials, curriculum, and sample assessments are available, social studies teachers will follow the same pattern of monitoring the mastery of the standards and adjusting curriculum and instruction as needed. Reading and Language Arts:

High school students must earn a minimum of three science credits to be eligible to graduate. These credits must include Biology, for which there is a state EOC, and two additional equally rigorous courses to include a lab science. All these courses, or equivalent coursework within the AICE program are offered at Oasis High School. Students are also eligible to earn these credits through dual enrollment at a local college or university; students wishing to pursue dual enrollment must meet specific expectations established by statute and the participating college or university.

Biology teachers monitor students' progress throughout the year using USATestPrep and previously released US Biology EOC assessments. These teachers meet in departmental PLCs to discuss student progress and adjust curriculum and instruction where needed to ensure that students are ready to take the EOC. Students at OHS are offered rigorous coursework in Anatomy and Physiology, as well as

Physics, Chemistry and Environmental Science. The majority of our science classes involve the hands-on activities and are lab sciences.

Career and Technical Education / STEAM (Lisa – please check CTE certs)

While providing a rigorous academic and college preparatory program, OHS also offers a variety of exciting Career and Technical (CTE) and STEAM electives. High school students are required to earn at least one credit in an online course and/or earn an industry certification to graduate. Students have numerous opportunities to meet this requirement through taking courses in one of the following programs: Media Studies, Applied Information Technology and Cybersecurity*, Robotics, and Game and Simulation. While in these programs, students have the opportunity to earn industry certifications such as Microsoft OS Fundamentals, CompTIA IT Fundamentals, CompTIA A+, Autodesk Certified User – Fusion 360, Unity Certified Associate, Unity Certified User – VR, Adobe PhotoShop, InDesign and Illustrator. Students can also earn a ServSafe certificate through Culinary courses.

Students must also earn one fine arts (performing arts, practical arts) credit to graduate. OHS assists students in meeting this graduation requirement with a full slate of art offerings including drawing, painting and sculpture. OHS also offers Chorus, Theater, and Drama, as well as AICE Music.

*Pending Florida Department of Education approval of CTE course pathways.

Section 5: Student Performance

Performance Goals

- A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.
- B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

Placement and Progression

- C. Describe the school's student grade level and course placement procedures.
- D. State whether the applicant intends to use the local school district's pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment E.
- E. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.

- F. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

Assessment and Evaluation

- G. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a proposed assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.
- H. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
- I. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.
- J. Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.
- K. Describe how student assessment and performance information will be shared with students and with parents.
- L. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.

When entering Oasis High School, Students are placed in core academic classes based on their prior year performance based on Florida Standards Assessment (FSA) Reading and Math scores, in addition to STAR Reading and USATestPrep data. Students that have applied and been accepted into our Cambridge AICE program are placed into correlating core courses that also meet the requirements of an AICE Diploma. All students' progress is monitored through a standardized progress monitoring tool (Renaissance Place STAR testing) a minimum of three times per year in ninth and tenth grade. Students that do not meet the FSA ELA passing score continue to be monitored until they pass the FSA ELA 10th grade assessment or earn a concordant score on the SAT or ACT. Students that do not pass the Algebra I EOC are progress monitored using USATestPrep. Parent letters are sent home for each progress monitoring period. Teachers have received training from Renaissance and USATestPrep regarding the interpretation of data and how to deliver interventions based on the data. Data is analyzed by percentile ranks and correlated to determine projected FSA achievement levels. In addition to proficiency, learning gains are also monitored, using the prior year's FSA score, as well as screening reports derived from STAR testing, or mock assessments in USATestPrep. Each quarter, the administrative team and teachers collaborate to analyze the STAR percentile ranks (PR) data to determine projected learning gains. The data are further disaggregated and mined to progress monitor student achievement gaps, subsets of students performing in the Lowest 25% (as measured by FSA the prior year), and intervention/enrichment needs.

STAR Instructional Reports and USATestPrep standards mastery analysis are utilized to determine students' strengths and intervention needs. Teachers utilize and mine their data to inform the direction of their classroom instruction. Teachers meet collaboratively to determine student groupings and instructional strategies to best tailor their instruction. Additionally, teachers interpret formative and summative data from standards-driven assessments to determine remediation needs. Administration, teachers, and resource teachers work collaboratively to develop meaningful instructional plans to best meet the needs of their students. Administration and instructional staff work in unison to determine progress toward meeting the school's goals. Adjustments regarding curriculum needs, student interventions, instructional practices, and professional development needs are ongoing.

In science and social studies, teachers within each department use USATestPrep to monitor student achievement on mock EOC exams (History and Biology), as well analyze student performance on mock questions released from previous state EOC assessments.

Every year, for the 15-year duration of the charter, students in grades 9-10 will grow by 1% in all ELA and Math as measured by FSA, including Proficiency, Learning Gains and Lowest 25% learning gains. Students will maintain or increase by 1% the areas of Biology, History, Career and College Readiness, and Graduation Rate as measured by the Florida State Department of Education (Testing for the 2019-2020 school year was suspended due to the COVID19 pandemic). Accountability will be determined by the state grading system.

- A. Oasis High School uses the SDLC Student Progression Plan to determine student progression in grades 9-12. Students that do not earn credit in a course are placed in a credit recovery class or recover the credit through summer school. OHS follows the graduation requirements detailed in 1003.428 F.S. At the conclusion of third quarter each year, parents/guardians of students that are in danger of not earning credit are sent letters regarding the availability of summer school. Parents/Guardians are also notified of a schedule change when the student is placed in a credit recovery class during the school day. Parent/Guardians of students that have not met the testing requirements and/or are deficient in credits, and therefore at risk of not graduation are sent letters with the specific items required to graduate a minimum of three times per year.

Students and families are provided with information regarding graduation and testing requirements multiple times each year throughout their stay at Oasis High School. Counselors meet with incoming 8th grade classes prior to their entry to OHS; and 8th grade families are invited to a spring School Advisory Council to hear the same presentation. Counselors meet with and present 9th graders at the beginning of their first semester of high school; and when meeting with 9th graders to complete course requests in the second semester. Counselors meet with 10th and 11th graders during the second semester of those respective years to discuss graduation requirements, and corresponding course requests required to graduate. Counselors meet with all 11th grade students individually in the second semester to discuss credit needs and plans for senior year and beyond. Counselors schedule meetings with every senior in the first or second semester to ensure that students are ready to graduate, and discuss Bright Futures, financial aid forms, transcript requests, volunteer hours, and any other post-secondary needs or plans.

Co-Teaching

OHS may provide co-teaching models for classrooms with students who require additional support in the core subject areas. The co-teaching classroom will be structured to include a resource teacher and a general education classroom teacher. All teachers serving students in a co-taught environment will receive specialized training and will be expected to co-plan, co-teach, and co-assess.

Peer Support

Students in the general education classroom assist with the physical, social, or classroom needs of ESE students.

Section 6: Exceptional Students

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

Oasis High School operates a full inclusion model in the education of students with disabilities. Resource services are provided by a certified ESE teacher in a resource room, when appropriate. Classroom teachers monitor and meet the needs of student IEPs with small groups to ensure all students have access to the general education curriculum. All students with an IEP are exposed to programs with high expectations and a rigorous curriculum. ESE personnel provide support to meet the rigor of the program. However, if a student is enrolled and suspected to have a previously undocumented disability, OHS personnel may pursue additional pathways with SDLC channels to help determine the student's eligibility. All students' IEPs are developed based on the students' needs. Additional para support and ESE personnel are monitored on a continuing basis.

OHS currently serves 7% of its student body with students with disabilities. OHS personnel assume similar ratios and student projections are similar to District schools in similar zones.

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

OHS personnel do not discriminate based on religion, race, ethnic origin, or disability. All parents that choose to enroll will be required to follow the proper application process and timelines that have been established. If a student with an IEP is enrolled, the school-based ESE team (along with administration) will determine if the student's needs can be met at OHS. If the team determines the student's needs are unable to be met at OHS, the parent is referred to the District's School Choice Office. This includes the lottery system if the number of applicants far exceeds the school's capacity. The lottery system used will align with the anti-discrimination policy. All promotional and school-based documents will include such policies. All parents and students will be invited to attend orientation meetings to ensure compliance and communication of the established policies.

OHS personnel ensure high levels of learning for all students. As such, OHS personnel follow all practices and requirements of the School District of Lee County (SDLC) for exceptional learners. Classroom teachers along with an ESE resource teacher provide support for students with ESE

needs within a general education classroom setting and in a resource room, when appropriate. Additionally, support facilitators contribute to meeting students' needs, as they are strategically scheduled to provide support to general education teachers. The frequency and intensity of support vary based upon student's IEPs.

- C. Describe how the school will work with the sponsor and through the Individual Education Plan (IEP) process, when necessary, to ensure students with disabilities receive a free appropriate education (FAPE) in the least restrictive environment (LRE).

OHS personnel ensure students with disabilities receive a free, appropriate education (FAPE) in the least restrictive environment. When a parent enrolls a student with an IEP, the school-based ESE staff will work collaboratively with the District to follow and adhere to the SDLC's plan for students in ESE. OHS's due process provisions for students with disabilities follow the guidelines under IDEA and Section 504; these provisions are defined and detailed in the school system's specific NEOLA governing policies.

- D. Describe the methods the school will use to identify students with disabilities that have not yet been identified.

OHS personnel ensure students with varying levels of academic needs are supported within the general education classroom and have an equal opportunity of being selected for enrollment. The OHS Case Manager and teams utilize the IEP as a flexible working document to consistently update student needs and services to ensure the needs of all students are met. If a student exhibits additional supports (academic, behavioral, social, emotional), OHS will implement a structured approach. OHS personnel will implement MTSS structures to ensure students are provided systemic progress monitoring measures and monitoring practices necessary. OHS personnel will ensure the interventions are implemented with fidelity and that the problem-solving teams assemble according to the parameters established on each student's improvement plan.

The problem-solving team will convene to determine if the interventions are effective. If the team determines that the degree of the interventions is beyond what is available in the general education setting and/or the student's growth data is not reflecting adequate growth, a referral for an ESE evaluation will commence. Likewise, parent requests for evaluations will be scheduled to ensure OHS is responding appropriately. OHS personnel will maintain open communication with the Sponsor to ensure the proper channels and procedures are implemented appropriately. As such, the coordination of initial evaluations and placement for students that may potentially require special education services, and/or gifted placement.

- E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities whose educational needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers.

OHS personnel will work with the SDLC Staffing Specialist to ensure students are appropriately placed to make progress in the general education program and to IEP goals. The effectiveness of the program is determined by using informal and formal assessments. Student diagnostics,

formatives, assessments, and informal assessments help determine the effectiveness of the ESE program (including gifted). The OHS ESE Team along with general education teachers, and administration meet and monitor for attendance, behavior, classroom success, social/emotional, and independent functioning. Ongoing parent communication is paramount to the success of the program. Additionally, our ESE Team maintains a 24-hour or less response time with parents. As a result, OHS is highly sought after because of the attention and time dedicated to our students. Parents are always invited to meet and plan for the student's success, as we consider parents to be essential members of the child's team.

The OHS professional development plan includes the incorporation of best practices to improve teacher effectiveness. Professional development is also provided by the Sponsor and teachers are encouraged to attend. Professional development offerings are sent on a weekly basis. In order to recertify, teachers must take the minimum number of professional development hours specifically geared to working with students with disabilities.

- F. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

OHS personnel work with the SDLC Staffing Specialist to ensure students are appropriately placed to make progress in the general education program and to IEP goals. OHS will provide an inclusionary approach to support students with disabilities in the least restrictive environment. ESE students will be provided by a certified ESE teacher and is dependent upon the service delivery model that is most appropriate to meet the student's needs. Diagnostic measures (Renaissance Place) along with a meticulously selective curriculum are used to identify and support students' needs. Currently, all our students with disabilities have inclusive placements. However, if additional services and service delivery models are needed, OHS personnel will determine what level of support is best needed to meet the students' needs. OHS will work collaboratively with the Sponsor to ensure students that require additional therapy-related services receive services by appropriately credentialed personnel.

The effectiveness of the program is determined by using informal and formal assessments. A Resource Room is available for students that require additional support. Student diagnostics, formatives, assessments, and informal assessments help determine the effectiveness of the ESE program (including gifted). The OHS ESE Team along with general education teachers, and administration meet and monitor for attendance, behavior, classroom success, social/emotional, and independent functioning. Ongoing parent communication is paramount to the success of the program. Additionally, our ESE Team maintains a 24-hour or less response time with parents. As a result, OHS is highly sought after because of the attention and time dedicated to our students. Parents are always invited to meet and plan for the student's success, as we consider parents to be essential members of the child's team.

- G. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (less

than 40% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

All student placement decisions are made by the OHS IEP Team and are designed to best meet the student's needs. OHS personnel will work with the District to ensure students are appropriately placed to make progress in the general education program and to IEP goals. The IEP team will carefully consider each student's individual needs and the resources that are currently available or needed. If the IEP team, District liaison, and the parent determine that the student's needs exceed what OHS can provide in type and intensity of support, the team will determine the student's appropriate placement. OHS personnel will work collaboratively with the Sponsor to ensure the appropriate placement of students with disabilities within the full continuum of services available within the District. In sum, if it is apparent that a student requires more support than inclusion and what a Resource Room offers, OHS will work in unison with the parent, Sponsor, and representatives to determine the student's need and if appropriate, the parent will be referred to the District for appropriate placement.

The effectiveness of the program is determined by using informal and formal assessments. Student diagnostics, formatives, assessments, and informal assessments help determine the effectiveness of the ESE program (including gifted).

- H. Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only).

The OHS ESE Team along with general education teachers, and administration meet and monitor for attendance, behavior, classroom success, social/emotional, and independent functioning. Ongoing parent communication is paramount to the success of the program. Additionally, our ESE Team maintains a 24-hour or less response time with parents. As a result, OHS is highly sought after because of the attention and time dedicated to our students. Parents are always invited to meet and plan for the student's success, as we consider parents to be essential members of the child's team.

All classroom teachers, administrators, and ESE service providers will have access to their students' IEPs. Additionally, they will be informed of their roles, expectations, resources, and supports to ensure they can implement them with fidelity. The OHS administrative personnel will ensure all IEP plans are implemented appropriately. The school counselor and administrative staff will work collaboratively to ensure schedules are developed to maximize student support and that compliance measures are in place (report cards and logs).

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

All students that have an IEP are supported within the classroom setting and/or Resource Room. However, if a student requires additional support, the IEP team and the student's parents will convene. Attention is focused on closing the achievement gaps by highly effective general education instruction and providing extra support by staff who have specific content-area knowledge. Likewise, the number of ESE teachers will be addressed and are dependent upon

student need. OHS personnel will have the ESE Team support students with IEPs and provide additional staff if needed (OT/PT, etc.).

A list of all personnel that holds active ESE certification is on file. OHS administration and the ESE teacher will determine staffing ratios based on student needs and in accordance with the Sponsor's staffing ratios.

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

OHS personnel determine effectiveness in serving ESE students based on the students' progress toward meeting their IEP goals. The student's IEP goals are reported quarterly and shared with parents. Formative and summative evaluations are also used to determine student performance. These assessments take place on an ongoing basis. Schoolwide, student data for students in the MTSS process, students with ESE needs and general education students are monitored and their data is used to identify intervention/enrichment needs. Teachers meet collaboratively to analyze student data and plan accordingly and maximize instructional time.

OHS personnel monitors for compliance, the OHS administrative team regularly participate in IEP meetings and monitor for quality by reviewing feedback from parents, students, and school climate surveys. OHS personnel participate in the District's professional development classes to remain current on best practices, compliance, and instructional strategies.

- K. Describe how the school will serve gifted and talented students.

Oasis High School meets the needs of gifted and talented students through rigorous programs such as the Cambridge AICE program or enrollment in honors level or dual enrollment courses. provides educational services to all students that are eligible for the gifted and talented program. Gifted students make up approximately 1% of our student population. All students have an Educational Plan (EP) in place which is monitored and updated annually by our Gifted Assessment Team (GAT) Chairperson.

Section 7: English Language Learners

- A. Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.
- B. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.
- C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.
- D. Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff.

OHS personnel abide by all practices and requirements established by the SDLC for ELL students. The overarching goal of OHS's ESOL program is to assist students in the acquisition of the English language, to ensure that instruction is comprehensive, and to maintain or increase academic skills in all subject areas. Educational programs for ELL students complement the instructional experiences as non-ELL students on the same grade level; as such, the educational programs are equal in amount, sequence, and scope. Teachers serving students with ELL needs infuse ESOL instructional strategies as daily common practice. Curriculum materials, textbooks, and other instructional materials are comparable to those used by non-ELL students.

Section 8: School Culture and Discipline

- A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
- B. State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district's code of conduct policy, describe in detail the school's approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment G. Taken together, the narrative and code of conduct (if provided) should:
 - Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;
 - List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;
 - Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;
 - Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
 - Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and
 - Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

OHS Administrative Team and personnel continue to cultivate a thriving, positive learning environment. OHS personnel understand that teaching environments are learning environments and therefore a responsive, inclusive atmosphere is essential. There is a palpable sense of community, citizenship, and a collective belief that it is our personal responsibility to nurture a school culture that promotes scholarship, service, character, and leadership. They share a collective moral purpose—one that is centered on delivering quality instructional practices, rigorous instruction, and developing students' emotional intelligence. Hence, the OHS staff perpetuates a climate that is a high-performing, positive environment for which it is recognized and revered.

OHS personnel follow all practices and requirements of the SDLC Code of Student Conduct.

Section 9: Supplemental Programming

- A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.

OHS provides supplemental programming. Extra-curricular activities include the following clubs and sports:

Oasis High School is a member of the Florida High School Athletics Association and the Sunshine Conference. Oasis High School offers the following athletic programs:

Volleyball
Swim
Football
Golf
Cross Country
Basketball
Wrestling
Baseball
Softball
Tennis
Track and Field
Cheer

Oasis High School offers the following clubs and extracurricular programs:

Reserve Officer Training Corps (ROTC) including Raiders, Exhibition Teams, Marksmanship
Academic tutoring
National Honor Society
Student Government Association
Key Club
Art Club
Recycling Club
International Thespian Society
National English Honor Society
National Spanish Honor Society
Debate Club

2. ORGANIZATIONAL PLAN

Section 10: Governance

- A. Describe the school's existing or planned legal status, including non-profit status and federal tax-exempt status.
- B. Provide the following documents, if available, as attachments:
 - The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H
 - 501(c)(3) tax exempt status determination letter (or copy of the filing form) – Attachment I
 - Governing board by-laws – Attachment J
 - Governing board code of ethics and conflict of interest policy – Attachment K
- C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.
- D. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.
- E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.
- F. Describe how board members have been and will be selected including term limits and selection of officers.
- G. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.
- H. Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume
- I. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.
- J. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.
- K. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school's governing board and leadership.
- L. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.

The City of Cape Coral will be the legal entity that will organize and operate the school. The governance structure of the City of Cape Coral Charter will be comprised of a governing board.

Board members will sit on additional standing committees that will have prescribed duties and responsibilities as outlined in the bylaws. The standing committees will consist of, but not be limited to, an executive committee, a finance committee, and a development committee. Other responsibilities of the governing board will be but are not limited to, final approval of the budget, the development of school policy, hiring the Superintendent, the approval of faculty, staff hires and dismissals, and the election of the board officers.

All eligible employees will be enrolled in the Florida Retirement System (FRS) under section s.121.021 (34). FS. or a retirement that is competitive and attractive to employees. There shall be an acknowledgment that the charter school shall select its employees and that those employees shall have the option to bargain collectively in accordance with F.S. 1002.33 (12).

The Executive Committee will be made up of seated board members who are elected officers of the Governing Board (Chairman, Vice Chairman). The role of this committee will be to execute the duties of the board as directed by the board. These duties may include, but not be limited to, hearing appeals, reviewing potential conflicts of interest, seeking business partnerships, etc.

The Finance Committee will consist of the school Business Manager, the school principal, and any other persons as appointed by the board chair. The main duty of the committee will be to establish the school budget and oversee the implementation of that budget. This committee or its designee will report directly to the Governing Board at each meeting of the Board.

The school principal and assistant principal will act in an advisory capacity as an *ex officio* member of all standing committees.

Governing Board

The governing board will consist of no more than eleven (11) members and no fewer than seven (7) members.

The selection of no more than three of the members will be left to a vote of the parents and will come from those persons who have a student in attendance at the school at the time of the election. Parent board members may be elected from the total parent population. One parent must be elected who has a student in the middle school (6-8) and one with a student in the elementary school (K-5). The high school will also have one parent elected who has a student in the high school (9-12).

At no time will two parents from the same family (spousal relationship) simultaneously serve on the Board no matter if they are representing a different segment of the school or the community-at-large. The City of Cape Coral City Council will select the remaining board members (positions not reserved for parents) by a majority vote of those members presently seated and serving an active term of office. No paid employee of the school will be a voting member of the Board.

The Board is made up of an equal number of one, two, and three-year terms. It will also assure the vision and mission of the school remains the focus of new members. As the one- and two-year terms expire, the members will be eligible to be re-elected to a full three-year term allowing terms to be staggered and maintaining the smooth transition of board members. Membership on the Board is not restricted by term limits. All members meet legal training requirements every three years per Statute. Training is presented by a state-approved trainer.

The Superintendent as an *ex officio* member of the Board will act in an advisory capacity and will not be a voting member.

Roles of Board Members

The roles and responsibilities of the Governing Board will include the general oversight of the fiscal management, basic education, and policy development of the school. The Board will be responsible for the sound fiscal management of the non-profit which includes approval of the yearly budget, monthly review of the applications of that budget, and the selection of an approved auditor who will complete a yearly audit as prescribed by the Florida Statute.

The Governing Board will assure that the education vision as per the charter application is maintained. The day-to-day implementation of this plan is the responsibility of the Principal. The Superintendent will be responsible for the hiring and evaluation of the Principal. The Principal and Assistant Principal will be responsible for the evaluation of the faculty and will report at least on an annual basis as per that evaluation.

The Governing Board will institute policy within the guidelines of Federal and State law, to assure the effective, efficient, and safe operation of the school. A further description of the Board members' roles is outlined in the Bylaws.

Process for Resolving Disputes

Disagreements with the School System:

If disagreements between the City of Cape Coral and the school district should exist, a representative(s) of CCCCS will engage in informal discussions with the superintendent or a designated representative of the school district to settle the issues without disrupting the operation of CCCCS or the school district. If matters of a legal nature arise, the legal representatives of CCCCS and the school district will handle them jointly.

Parent and/or Student Concerns:

Procedures for settling disputes between parents and the school will be posted on the CapeCharterSchools.org website.

Any parent/student having a grievance that cannot be rectified as per the normal operation of the school will bring the grievance to the principal or assistant principal. If the principal or assistant principal cannot address the grievance to the satisfaction of the parent or student, he/she will be directed to address the concern to the superintendent. If the superintendent cannot address the grievance to the satisfaction of the parent or student, he/she will be instructed to address the concern to the Grievance Committee members of which will be appointed by the Board Chair and consist of at least three (3) members of the presently seated Governing Board members. The Board Chair will also appoint a chair of the Grievance Committee. The Grievance Committee will set a time of not more than five (5) school days, to meet with the parent/student and review the concerns. The Grievance Committee will then forward its findings to the full Board for action during the next regularly scheduled board meeting. The Board may elect to hear any grievance or concern as a full Board.

Public Meetings and Records Laws

The applicant will be aware of and compliant with the Florida Statute requirements regarding public records and public meeting laws. They will also be open to any advice the SDLC may have in complying with these statutes. The applicant will also have legal counsel and Board training prior to the opening of the School. One segment of the governing board training will focus on Chapter 119, Florida Statutes and Section 286.011, Florida Statutes, which addresses these issues.

The City of Cape Coral Charter Authority will be the legal entity that will organize and operate the school. The governance structure of the City of Cape Coral Charter School Authority will be comprised of a Governing Board that will have prescribed duties and responsibilities as outlined in the bylaws. Responsibilities of the board will be but are not limited to, final approval of the budget, the development of school policy, hiring the superintendent, the approval of faculty, staff hires and dismissals, and the election of the board officers.

The regular meeting of the Governing Board members shall be held monthly as such date and time as the governing board may determine. Said meetings shall be open to the public and will meet the public notice provisions of the public meeting law; however, the Board of directors shall have a right to al an executive session during any meeting for the purpose of discussing corporation affairs inappropriate to disseminate among the public because of confidentiality rules or otherwise.

The Board will institute policy within the guidelines of Federal and State law, to assure the effective, efficient, and safe operation of the school. A further description of the Board members' roles is outlined in the Bylaws as attached.

Section 11: Management and Staffing

- A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in
- The pre-operational year;
 - The first year of school operations;
 - At the end of the charter term; and
 - When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

- B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.

--OR--

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?

- C. Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.
- D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers.
- E. Explain the school's plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school's design.

The School shall select its employees. The School as a public employer agrees that its employment practices shall be nonsectarian. Additionally, the School shall not violate the anti-discrimination provisions of Section 1000.05, Florida Statutes, the Florida Educational Equity Act. The School agrees to implement the practices and procedures for hiring and dismissal; policies governing salaries, contracts, and benefits packages according to the practices and policies of the City of Cape Coral. The Governing Board approves all hiring of staff and termination of staff. The School may not employ an

individual to provide instructional services or to serve as an education paraprofessional if the individual's certification or licensure as an educator is suspended or revoked by this or any other state. The School may not knowingly employ an individual who has resigned from a school district in lieu of disciplinary action concerning child welfare or safety. or who has been dismissed for just cause by any school district with respect to child welfare or safety. The qualifications of teachers shall be disclosed to parents two times per year (October 1st and February 1st).

Qualifications Disclosure: The School agrees to disclose to the parents of its students and the Sponsor the qualifications of its teachers. The School shall require all employees, including contracted employees, and its Governing Board to comply with the fingerprinting requirements of Section 1012.32, Florida Statutes. Drug-Free: The School will establish and maintain an alcohol and drug-free workplace, pursuant to the Drug-Free Workplace Act of 1988, 42 USC § 701 et seq. and rules at 34 CFR Part 85 Sub-Part F. In addition, if the School employs persons to operate commercial motor vehicles, it will comply with the requirements of the Omnibus Transportation Employee Testing Act of 1991 (Pub. L. 102-143, Title V), regulations at 49 CFR Parts 40 and 382 and Section 1012.45, Florida Statutes.

The School shall require all employees, including contracted employees, and its Governing Board to comply with the fingerprinting requirements of Section 1012.32, Florida Statutes. Drug-Free: The School will establish and maintain an alcohol and drug-free workplace, pursuant to the Drug-Free Workplace Act of 1988, 42 USC § 701 et seq. and rules at 34 CFR Part 85 Sub-Part F. In addition, if the School employs persons to operate commercial motor vehicles, it will comply with the requirements of the Omnibus Transportation Employee Testing Act of 1991 (Pub. L. 102-143, Title V), regulations at 49 CFR Parts 40 and 382 and Section 1012.45, Florida Statutes.

Teachers employed by the School will meet expectations for certification as required by Chapter 1012 and Chapter 6A-4 Florida Administrative Code. The School is also aware of the State/District certification requirements, highly qualified teacher status, and VAM scores determination. A merit pay system has been established pursuant to F.S. 1012.21 to reward Effective and Highly Effective teacher performance through salary increases to the base salary. The School has developed a Hiring Salary Scale competitive to the School District of Lee County with a reasonably priced benefits package. The schools offer stipends for extra duties and additional education and co-curricular activities. Annual recruitment efforts draw new graduates from local colleges and universities and internship opportunities for college students are encouraged annually. Professional development is offered through the School District of Lee County and Title II grant funding for teaching staff. Professional development is based on curriculum building, improving teaching pedagogy, increasing engagement in classrooms, differentiation, understanding mental health initiatives, technology training, to name a few.

The City of Cape Coral is asking to be considered for a 15-year charter. The City of Cape Coral understands as per section 1002.33 (7) a, 11, such a long-term charter remains subject to approval by the Lee District School Board. Furthermore, such long-term charters remain subject to annual review and may be terminated during the term of the charter but only for specific good cause according to the provisions set forth in subsection (8).

Concurrently, the education plan for the school is sound. It is based on a combination of educational practices that have been proven to work and elevate learning for a wide range of students. Also, the character education plan will benefit the community by enforcing community values, which will assist the school in its efforts to gain community support. The school based its initial operation on an attainable enrollment of students. The schools have gained support from the community through its successes which allowed it to grow to full capacity with waiting lists.

It is the intent of the City of Cape Coral Charter School Authority to market the school to all constituents of the Cape Coral, Florida community as well as Lee County families within the guidelines and requirements of Florida Statutes. CCCCS will comply with the Lee County School District commitments. The school will use print media, public service radio and television, social media, advertise and hold informative open house meetings within the Cape Coral/Lee County community, etc. The CCCCS management team will foster a relationship with community leaders and the organizations they represent to gain guidance as to the optimum locations and modes of communication to use to reach a maximum number of families.

Section 12: Human Resources and Employment

- A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school's tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.
- B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.
- C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?
- D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
- E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.
- F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.

Teachers employed by the School will meet the expectations for certification as required by Chapter 1012 and Florida Statute 1002.33 F.S. CCCCS is also aware of the certification and high-quality teacher standards. The school administration also understands that all teachers must

meet certification requirements every school year.

CCCCS will conduct the necessary background checks and fingerprinting to meet Florida Statutes. The school will not violate the anti-discrimination provisions of 228.2001, Florida Statutes, the Florida Education Equity Act, and any federal and state laws adhering to anti-discrimination laws. Non-discrimination policies and processes are shared annually with stakeholders and posted to predominant locations on the school website and inconspicuous locations on campus.

Disciplinary action will be taken against any staff member violating The State Board of Education Administrative Rules Chapter 6B-1 Code of Ethics-Education Profession, any Federal, State or local law, and the rules and regulation of the Charter District governing employee behavior. The school will reserve the right to discharge employees "at-will" without being in violation of Florida Statutes or Federal Statutes. Terminated employees will receive earned pay for the next regular pay period.

The school will be a public employer and as such, the employees will be members of the Florida Retirement System or a 401(a) Retirement Program.

The following information appropriate for the position applied for will be used to evaluate applicants. Evaluation of each application may include, but will not be limited to, the following information as appropriate for the position applied for:

1. Education background
2. Special training
3. Referrals/recommendations
4. Experience
5. Character background
6. Ability to communicate
7. Ability to work in a team environment
8. Evaluations
9. Community participation
10. Attitude
11. Enthusiasm
12. Professional dress and appearance
13. Certification

Parents will be informed of the qualification of teachers as per the state's guidelines required in the charter statute s. 1002.33, F.S. Notices will be sent to parents regarding the teacher's qualifications. An outline of the qualifications will be kept on a spreadsheet and will be

available for review by parents in the school's administrative offices.

The student-teacher ratio in Grades 6-8: 22:1. The population of the school is targeted for 850 students.

Human Resource policies can be found using the attached link to NEOLA in Attachments.

Section 13: Professional Development

- A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:
1. Identify the person or position responsible for overseeing professional development activities.
 2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.
 3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?
 4. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

The principal is responsible for overseeing professional development activities. OHS staff participate in the professional development opportunities offered through the SDLC, as well as other established professional development provided by the Charter Schools. Systematic grade level and subject area planning opportunities exist for teachers to enhance and discuss students' performance by analyzing data and reflecting on instructional methodologies for increased student learning.

According to Dufour et al. (2005), a professional learning community (PLC) is the most effective method to orchestrate and impart change in schools. Oasis High School's PLCs consist of a cohort of teachers working in unison toward a collective vision and belief. The concept of the PLC is an open forum in which educators can exchange facets of their teaching practices that may pose a challenge. The social nature of the PLC allows teachers to problem solve and build a collegial support system. Similarly, Hord (2015) asserted PLCs are the most powerful structure and strategy enhancing educators' effectiveness and increasing students' successful learning. Oasis High School teachers currently meet bi-monthly as a department to discuss the curriculum and best practices. The OHS Administrative Team will develop a master PLC schedule that will allow teachers teaching common

grade levels and content areas to meet during common planning times at the end of the school day. Oasis High School will implement PLCs using a phased approach.

Phase I- Admin sets expectations, PLC facilitators, designate PLC roles, teambuilding, discuss values/vision, discuss PLC purpose, develop a PLC schedule, develop team "Norms", and develop protocols.

Phase II- Teams will create PLC measurable goals to improve student achievement, develop Action Steps (timeline), protocol for examining student work, teaching, and assessing the standards, examining common baseline data to include state assessment or progress monitoring data.

Phase III- Teams research classroom interventions, involvement in additional professional development opportunities, use formative data to analyze changes in practices, and provide feedback to colleagues.

Phase IV- Use formative data to reflect and analyze changes in teacher practices and student learning that relate to the focus of the PLC, PLC teams reflect on the work of the PLC, and measure and evaluate the impact of the PLC using summative assessment.

The Charter School System has designated three additional professional development days (early release days for students) designated for further analysis of student data and pedagogical practices to enhance growth and learning. Additionally, in-house training is provided, as well as inviting guest speakers and organizations to train based on identified areas of need. Staff surveys are administered each year to determine training needs.

First-year teachers are required to attend a full day of orientation training before the school year begins and are required to follow the APPLES requirements, as identified by SDLC. Newly credentialed teachers are required to take courses that have been mandated by the State of Florida and the SDLC. All newly credentialed teachers will be mentored by a staff member who has successfully completed the Clinical Educator training. New teachers are required to meet monthly with the administration for coaching. These sessions may be used to improve instructional practice, provide feedback, seeking clarification, celebrate successes, and learn about upcoming schoolwide events/procedures. The Administrative Team will meet with new teachers on a weekly or bi-weekly basis (if needed) to support any areas that have been identified as potential areas of concern.

Experienced teachers that are new to the Oasis Charter System will also attend orientation training and new teacher meetings. All new Oasis Charter System teachers are required to work with a grade-level chairperson and meet periodically with the administration to help facilitate the acclimation process.

All teachers may register and are eligible for professional development training and in-service credit through SDLC. Information pertaining to SDLC training opportunities are sent through email. Teachers can register (using the SDLC Peoplesoft system), attend the training then provide feedback through a survey process. Professional development opportunities are provided monthly, and staff earn in-service credit. The OHS Site In-Service Representative is tasked to register the training with SDLC. OHS teachers follow the same procedures for registration and feedback as SDLC employees. Additionally, professional development is monitored, and feedback is provided routinely (through classroom observations) by a member of the Administrative Team. The Administrative Team will conduct classroom walkthroughs to determine the proper implementation of quality practices, effectiveness, and alignment to the standards. Monitoring and coaching sessions that enhance student

learning outcomes, curriculum programs/practices, and program effectiveness will take place as needed.

The Administrative Team expects that all teachers hold content area certification and sufficient in-service credit required to renew their State Department of Educational issued certification. All teachers' certification information is entered (and updated) into PeopleSoft on an ongoing basis. As such, OHS personnel maintain accurate records and frequently use PeopleSoft to designate which teachers require additional coursework, reading in-service hours, APPLES coursework, and classes required to meet the mandatory professional development requirements established by the FLDOE. All OHS teachers that are teaching out-of-field are identified each year and specific plans are put in place to ensure out-of-field teachers fulfill their requirements. These plans may include the assignment of a mentor teacher, locating a third-party professional development vendor, assistance with scheduling certification exams, and coaching sessions. OHS utilizes the SDLC's documentation methods, forms, and protocols to ensure compliance with out-of-field requirements.

The OHS Human Resources Department and the OHS Assistant Principal, track each teacher working toward fulfilling their certification requirements using PeopleSoft and an in-house Google Document. The Google Document is shared with HR personnel, Superintendent, principal's secretary, and Administrative Team. Additionally, teachers receive reminders from the HR Department regarding certification renewal. Teachers that do not comply with the Out-of-Field requirements as established by the SDLC are not renewed. OHS families and board members are made aware of out-of-field teachers through the school newsletter (October 1st and February 1st).

Professional development opportunities are provided to OHS staff in effort to improve content knowledge and/or teaching excellence. Additionally, all OHS teachers are emailed the SDLC professional development opportunities on a weekly basis. Additionally, teachers are expected to participate in all state and district continuing education requirements, as well as school-based professional development. Ongoing professional development opportunities enhance the quality of their instructional practices and contribute to advancing systems that nurture improvements in student achievement.

Section 14: Student Recruitment and Enrollment

- A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.
- B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

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

Oasis High School (The School) will be open to all students who reside in Cape Coral and/or Lee County (1002.22(10)(a)). If any student applying to CCCCS is articulating from another charter school, the parent(s) will be asked to request the records to be sent to CCCCS upon admittance. We will require a signature release for records. Students enrolling from a public school system, in or out of state, will follow school transfer requirements. Students transferring from private schools will be required to follow the same procedures as well. The school will have an open enrollment that will begin in January (2nd Monday) and end the last day of February each year. At that time, the number of applications will be reviewed to decide if a lottery is necessary. If a lottery is not necessary, students who have applied will be considered enrolled in the school and will be contacted as such. If a lottery is required, date and time in March of that year will be established. The notice will be posted and advertised as per public meeting expectations. Students will be placed in the lottery and drawn as family units. This will allow siblings to be enrolled in CCCCS. Children of CCCCS board members, CCCCS faculty members, and employees and military veterans/active duty will receive admission preference as per Florida Statute (1002.33 (10) (a)).

Limits may be placed on the enrollment process of CCCCS as per Florida Statute 1002.33 (10)(e). Currently, the school intends to limit class size to 25 students in grades 9-12.

Each parent of each student must complete an application/registration form to be considered for enrollment. The School will use the SDLC form for enrollment. The form will include but is not limited to name, address of residence, parent's name and address, birthday, present school, grade attending, if the child is being served by an IEP, and other information that may be found pertinent to have a complete record as per State reporting requirements. The packet will also include a student's records and a transfer request signed by the parent or guardian to be used only if the child is enrolled through the admissions process (lottery if necessary). Each family will be expected to complete a financial needs report so accurate records can be kept regarding free or reduced lunch counts or poverty counts that may be necessary to access federal or state grant funding.

The school will arrange for transportation, if necessary, for students wishing to attend the school if transportation poses an obstacle to enrollment and if the proper distance criteria are met. Also, such arrangements will be necessary as the school seeks to achieve a racial/ethnic balance reflective of the community it serves.

The City of Cape Coral Charter School admits students of any race, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate based on race, color, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship, and loan programs, and athletic or other

school-administered programs and follows any federal and state laws adhering to anti-discrimination laws.

The school is not a conversion school and will not need to make alternative arrangements for current students.

Section 15: Parent and Community Involvement

- A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This *could* include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This *must* include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.
- B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.
- C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g., letters of intent/commitment, memoranda of understanding, or contracts).

The school administration will form a School Advisory Council that meets a minimum of five times a year. The administration will assist in the development of bylaws and a communication component that will assure the smooth movement of information from the school's leadership to the parent's organization and from the parent's organization to the school's leadership.

The Principal or Assistant Principal will be the conduit of this information to the Board. The Parent Organization may choose to have a representative who will make a periodic report to the CCCCS Board. All Board minutes and Parents' Association minutes will be available for review at the CCCCS administrative office.

The Parent Involvement Policy requires a volunteer commitment of 12 hours per year per family. The volunteer opportunities consist of classroom assistance, cafeteria assistance, assistance with our school garden, assistance with front office duties, to name a few. See attachment for policy requirements.

Additionally, The Oasis Charter Schools will manage and enhance the system's brand with business and community partnerships to improve and maintain our reputation as an exemplary charter school and system. Oasis High School will do this by strengthening the school's visibility and presence on public and social media platforms.

Oasis High School will also improve business and community partnerships through the STEM Innovation pathway which allows for community collaboration on Problem Based Learning projects through subject area advisement, research, and feedback on project completions. STEAM related coursework is offered to all students grades 9-12. Additionally, a system-wide STEM advisory board has been developed of local and national members in a variety of compatible fields to help supplement curricular planning via subject area expertise and potential job pathway alignment.

Oasis High School's parent communication platform, ParentSquare, disseminates via text, email and/or phone call student and school updates and information. On average, OHS sends a minimum of 400 notices per year to keep families and guardians informed. It also allows parents the ability to pay for field trips, school lunch, sign up for volunteer opportunities, and to register for events.

In addition, OHS personnel survey parents a minimum of once per year to provide data and feedback at SAC and Town Hall meetings regarding the percentage of parents that agree that they are regularly informed of their student's learning progress. As a continuous improvement goal, OHS personnel strive to obtain an 85% response rate. If this rate is not met, additional notification is sent via social media and the school website to encourage participation. An additional survey may be sent if the 85% response rate is not obtained.

3. BUSINESS PLAN

Section 16: Facilities

If the site is acquired:

- A. Describe the proposed facility, including location, size, and layout of space.
- B. Describe the actions that will be taken to ensure the facility is compliant with applicable laws, regulations, and policies and is ready for the school's opening.
- C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.
- D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g., letter, MOU) as Attachment U. If renting an existing facility, provide draft lease agreement as Attachment V.
- E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

If the site is not yet acquired:

- F. Explain the school's facility needs, including desired location, size, and layout of space.
- G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g., letter, MOU) as Attachment U.
- H. Explain the strategy and schedule that will be employed to secure an adequate facility.
- I. Describe the back-up facilities plan.

OHS will serve students at the facility located at 3519 Oasis Boulevard, Cape Coral, Florida 33914. This structure complies with the State Uniform Building Code for Public Facilities Constructions adopted pursuant to Section 1013.37 F.S. or with the applicable state minimum building codes pursuant to Chapter 553, F.S. and state minimum fire protection codes. The facility also complies with the Florida Building Code and the Florida Fire Prevention Code. The School operates in compliance with Sponsor policies 4.24 and 4.28. The School agrees that the facility is open to inspection by the Sponsor and that all state and federal and local facility inspection requirements will be timely completed. The facility houses 850 students.

Section 17: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S. The School projects that many of the parents/guardians of the students enrolled at the school will provide their own transportation. The School will use the CCCCS's Transportation Department for appropriate routing within the City of Cape Coral. The CCCCS will provide a "depot stop," wherein groups of students will gather at a designated bus stop. In this manner,

transportation will be available to a greater expanse of Cape Coral and allow access to a greater number of students while simultaneously serving as a cost-saving approach to transportation.

The plans established by OHS personnel will meet the guidelines established by the state statute. The CCCCS will provide transportation to all students who reside in the City of Cape Coral. Parents of students residing within a 2-mile radius will be expected to provide their own transportation. Though we recognized special circumstances may arise, the CCCCS governing board in cooperation with the Superintendent will address these situations on an individual basis.

Section 18: Food Service

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

CCCCS shall be solely responsible for providing appropriate food services for students. OHS students that meet the designated guidelines, will have access to the free and reduced program through the National School Lunch Program. Meal applications are submitted by families both electronically and in paper form. The applications are collected and processed by our Food Service Director. All students in the system will have access to the food service program. The meals will comply with the nutrition requirements for public schools.

Section 19: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property, especially as it relates to the applicable provisions in the Marjory Stoneman Douglas High School Public Safety Act. Specifically:

- A. Describe what steps the school would take to assure there is a safe-school officer present while school is in session, pursuant to section 1006.12, F.S.
- B. Explain how the school will adopt an active assailant response plan and provide annual training on the plan, as required by section 1006.07(6), F.S.
- C. Explain how the school will establish a threat assessment team as required by section 1006.07(7), F.S.
- D. Explain how the school will accurately and timely report incidents related to school safety and discipline as required by section 1006.07(9), F.S.

The City of Cape Coral's Risk Management Department will identify liability and societal risks associated with the City's schools.

Initial and subsequent risk evaluations include OSHA audits, scheduled facility inspections, claim analysis, evaluation of the school's daily operation, and contract evaluation and monitoring. The City

of Cape Coral Risk Management Department also identify risks through an intensive underwriting process prior to insurance being issued.

Risk management also utilizes the following methods of reducing the impact of loss:

Risk Reduction: The school has developed a safety awareness and education awareness program. The Safety Committee conducts periodic safety training programs, including a review of safety policies and procedures for all school personnel. In addition, SafeSchools.org is an online safety training software for all staff.

Risk Transfer (the schools have purchased insurance/hold harmless agreements with insurance from a contractor).

Risk Control Analysis: For the purpose of auditing the school's safety records, records are maintained and reviewed at quarterly meetings of each loss for risk control analysis to include fire inspection reporting. Attendees include Risk Management personnel, a representative from our insurance carrier, fire department personnel, police department personnel, and school administrators.

OHS personnel provide a safe and secure learning environment for all students and staff by creating a climate that encourages exemplary behavior. The academic curriculum is designed to be a comprehensive program and includes a mental health component. The mental health components are taught on a monthly or weekly basis depending upon the master schedule established for each school year. Teachers alongside the school counselor and other support personnel facilitate lesson to emphasize the importance of strong character and other social-emotional skills. All students and employees participate in drug and alcohol prevention programs.

OHS personnel provide a safe and secure environment by hardening access to the campus. All visitors access the campus through a single gate entrance and exit using a different single main gate. Enhanced doorbell camera technology provides another layer of security. All visitors are required to present personal identification to gain access to the front office. Parents and visitors are subject to a background check prior to entering the building and/or classrooms. Visitors are issued name tags; the name tags denote the visitor's ability to access the campus, as well as to designate their clearance. Visitors without a nametag are not permitted on campus and will be escorted off-campus.

New state-of-the-art surveillance camera technology was installed as an additional hardening technique. Likewise, camera footage is monitored by the front office staff, the Administrative Team, the Dean, and the SRO. Additionally, OHS has a full-time School Resource Officer (SRO); the SRO is provided by The City of Cape Coral.

Employees have all been trained in ALICE response techniques, CPR/First Aide, and Tourniquet training on a yearly basis. Other staff training includes Child Trafficking, Reporting Child Abuse, Hazardous Chemical Identification, and any other required OSHA training.

Oasis High School has a Threat Assessment Team consisting of the principal, assistant principal, school counselor, social worker, contracted mental health representative, and SRO. The team meets

monthly to discuss all OHS students and/or parents that have been referred by a staff member that could potentially cause harm to themselves or to others. Student names are brought to the team for recommendations on how to proceed with interventions. Additionally, the team will often be gathered to problem solve day-to-day mental health situations; the team will meet to discuss student self-harm concerns and threats from students to other students or staff members. The goal of our Threat Assessment Team is to be responsive. OHS personnel strive to keep its students safe and to help students in crisis receive the services and support they may require.

The Oasis Charter Schools employ a social worker for mental health and crisis prevention situations. Additionally, the social worker assists with truancy, students/families with homelessness situations, and other instances that require resources. In like manner, a local psychological consulting firm is available as a component of the Crisis Plan. These services are offered to our students free of charge, as the Charter System recognizes extenuating circumstances greatly impact academic achievement. A local mobile crisis prevention unit is also available to OHS students at immediate notice. The Health Allocation Grant funds have been used to purchase curriculum that specifically aligns with youth mental health concerns regarding suicide, anxiety, stress, and situational trauma. Safety controls are written into the Student/Parent Handbooks and outline safety guidelines, classroom expectations, and bus safety rules.

Emergency drills include lockdown, fire, bomb, and tornado drills. The OHS Administrative Team adheres to the SDLC policies regarding the frequency and accountability measures to ensure all drills are completed and entered the online tracking system. A Hurricane Preparedness Manual is required to be reviewed by staff annually. Florida Safe Schools Assessment Tool (FSSAT) surveys are completed annually, and evaluations of the school sites are conducted by the safety committee and Cape Coral Police Department. Recommendations for safety improvements reflect items that have been identified in the FSSAT and are presented to the board annually.

Section 20: Budget

- A. Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.
- B. Provide a start-up budget as Attachment Y that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.
- C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g., MOU, letters) as Attachment Z.
- D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

- E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.
- F. Explain in detail the year one cash flow contingency plan if revenue projections are not met (or not met on time).
- G. Provide monthly cash flow projections for the school's start-up period (i.e., from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

The City of Cape Coral Financial Services Department manages the school system's Business Director, in the development of a comprehensive budget (with the adopted budget being provided to the SDLC and State Board of education (if needed)). A monthly budget report, with variances, is provided following the close of each fiscal month. If negative variances occur, the City will confer with the school's leadership and will recommend as adjustment to always maintain balance. The Governing Board provides initial approval of the system's annual budget and City Council provides final approval. A City task force, The Budget Review Committee, also review the system's yearly budget.

The City of Cape Coral Charter Schools projects a 2.5%-3.0% increase each year for the next 15 years. The City of Cape Coral Charter Schools currently have a reserve fund that is \$10,481,979 as of February 23, 2022. Our Reserve Policy is 5% of our annual expenditure budget.

The Superintendent has the responsibility of administering the budget once it is adopted by the Governing Board. The Superintendent shall monitor the fund balances and shall report the balances to the Board quarterly and at the end of each budget year. As required by State law and Board Policy 6233 – Authority Budget, the Board shall maintain a general fund ending fund balance that is sufficient to address normal contingencies.

Fund balances will be reported in the categories established by the Government Accounting Standards Board Statement. Upon the recommendation of the Superintendent, the Board will impose constraints on any funds placed in the committed and assigned classifications.

If (during the fiscal year) the fund balance will be less than estimated, the Superintendent will bring forward for Board consideration recommendations that will protect the fund balances. Such recommendations shall be in accordance with the requirements of the law.

The City of Cape Coral Charter Schools has been operating as a K-12 Charter School since 2005.

Section 21: Financial Management and Oversight

- A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.
- B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.
- C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.
- D. Describe the method by which accounting records will be maintained.
- E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.
- F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.
- G. Describe how the school will store financial records.
- H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.

The City of Cape Coral Financial Services Department provides the school with ongoing audit coordination and planning conducted by an Independent Certified Public Accountant and paid for by the School. An annual CAFR audit is completed yearly and reported to the SDLC by September 1st. The audit is compliant with the Governmental Accounting Standards (GASB) and federal, state and school district regulations showing all revenues received from all sources and all expenditures for the period July 1 through June 30 of that year. The school will provide unaudited financial statements to the Sponsor by August 20th of each year. The school provides the sponsor with a copy of the audit immediately upon its receipt as well as any responses to the auditor's findings. The SDLC reserves the right to perform additional audits or reviews as part of the sponsor's financial monitoring responsibilities as it deems necessary at the Sponsor's expense.

The school has also established internal audit procedures and controls sufficient to ensure financial resources are properly managed. If the school's internal audit reveals a deficit financial position, the auditors are required to notify the Charter School Governing Board, the Sponsor, and the Department of Education within seven (7) working days. A final report shall be provided to the entire Governing Board, the Sponsor, and the Department of Education within fourteen (14) working days after the exit interview.

The accounting records format of the school is maintained using the State of Florida's Department of Education "Redbook" accounting structure. The City of Cape Coral's Financial Services Department complies with all established state reporting protocols required by statute or state administrative code. The City's Financial Services Department maintains all charter school financial records using customized, integrated software designed specifically for managing a governmental accounting structure. The school and the City of Cape Coral have established an Internal Funds Procedural Manual approved and adopted by the Governing Board.

The City's Financial Services Department trains all school-based clerical staff in the proper use and utilization of internal control systems, accounting systems, and periodic reporting systems established by the City of Cape Coral to include deposits/revenue receipts, accounts receivable, and accounts payable. The City of Cape Coral Financial Services Department manages the payroll and payroll tax administration functions. The school system is required to follow the City's procurement policies and updates the Procurement Procedural Manual annually.

Administrative Management is conducted by the City of Cape Coral. City Clerk Management scope consists of records management, supervision of public records, and administration of the public meeting calendar and administrative meeting management. Human Resources Management includes the administration of benefits management, talent acquisition, classification and compensation, and employee relations. Information Technology governance includes general controls auditing, security and networking, security software and camera oversight, maintenance of IT user access controls performed in financial management systems. The City's Attorney's office provides legal oversight.

See Attachments for insurance coverage documents.

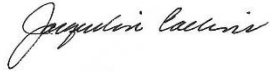
4. STATEMENT OF ASSURANCES

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

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Oasis High School is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

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

The governing board, at its discretion, allows Jacquelin Collins (name), Superintendent (title) to sign as the legal



Signature

Jacquelin Collins

Date

2/28/22

Printed Name

5. ATTESTATION

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. [112.313](#)(2), (3), (7), and (12) and [112.3143](#)(3).*
- (b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. [112.3145](#), which relates to the disclosure of financial interests.*
- (c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

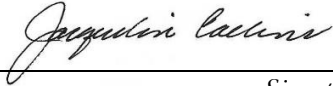
Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 - 1. “Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 - 2. “Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.*
- (b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Jacquelin Collins




Signature

2/28/22

Date

APPENDIX A: INSURANCE DOCUMENTS

CERTIFICATE OF COVERAGE		
Certificate Holder CITY OF CAPE CORAL CHARTER SCHOOL 1015 CULTURAL PARK BOULEVARD CAPE CORAL, FL 33990		Administrator Florida League of Cities, Inc. Department of Insurance and Financial Services P.O. Box 530065 Orlando, Florida 32853-0065 Issue Date 9/8/2021
<small>COVERAGES THIS IS TO CERTIFY THAT THE AGREEMENT BELOW HAS BEEN ISSUED TO THE DESIGNATED MEMBER FOR THE COVERAGE PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE COVERAGE AFFORDED BY THE AGREEMENT DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH AGREEMENT.</small>		
COVERAGE PROVIDED BY: FLORIDA MUNICIPAL INSURANCE TRUST		
AGREEMENT NUMBER: FMIT 1478	COVERAGE PERIOD: FROM 10/01/21	COVERAGE PERIOD: TO 10/01/22 12:01 AM STANDARD TIME
TYPE OF COVERAGE - LIABILITY General Liability <input checked="" type="checkbox"/> Comprehensive General Liability, Bodily Injury, Property Damage, Personal Injury and Advertising Injury: \$3,000,000 Limit <input checked="" type="checkbox"/> Medical Attendants/Medical Directors' Malpractice Liability <input checked="" type="checkbox"/> Broad Form Property Damage <input type="checkbox"/> Law Enforcement Liability <input checked="" type="checkbox"/> Underground, Explosion & Collapse Hazard <input checked="" type="checkbox"/> School Board/Educators Legal Liability & EPLI: \$3,000,000 Limit <input checked="" type="checkbox"/> School Board Legal Liability Limited Sexual Abuse Limits of Liability * Combined Single Limit Deductible N/A Automobile Liability <input checked="" type="checkbox"/> All owned Autos (Private Passenger) <input checked="" type="checkbox"/> All owned Autos (Other than Private Passenger) <input checked="" type="checkbox"/> Hired Autos <input checked="" type="checkbox"/> Non-Owned Autos Limits of Liability * Combined Single Limit Deductible N/A		TYPE OF COVERAGE - PROPERTY <input checked="" type="checkbox"/> Buildings (per schedule on file) <input type="checkbox"/> Basic Form <input checked="" type="checkbox"/> Special Form <input checked="" type="checkbox"/> Personal Property (per schedule on file) <input type="checkbox"/> Basic Form <input checked="" type="checkbox"/> Special Form <input checked="" type="checkbox"/> Agreed Amount <input checked="" type="checkbox"/> Deductible \$1,000 <input checked="" type="checkbox"/> Coinsurance 100% <input type="checkbox"/> Blanket <input type="checkbox"/> Specific <input checked="" type="checkbox"/> Replacement Cost <input type="checkbox"/> Actual Cash Value Counterfeit <input checked="" type="checkbox"/> Miscellaneous <input type="checkbox"/> Inland Marine <input checked="" type="checkbox"/> Electronic Data Processing <input checked="" type="checkbox"/> Bond <input checked="" type="checkbox"/> Faithful Performance/Employee Theft \$500,000 Limit / \$1,000 Deductible <input checked="" type="checkbox"/> Forgery or Alteration/Theft Money & Securities/ Robbery of Safe Burglary of Other Prop/Outside Prem Computer & Funds Transfer Fraud \$100,000 Limit/ \$10,000 Ded Money Orders & Currency \$100,000 Limit Finance Director \$ 500,000 Limit Limits of Liability on File with Administrator
TYPE OF COVERAGE - WORKERS' COMPENSATION <input checked="" type="checkbox"/> Statutory Workers' Compensation <input checked="" type="checkbox"/> Employers Liability \$1,000,000 Each Accident \$1,000,000 By Disease \$1,000,000 Aggregate By Disease <input checked="" type="checkbox"/> Deductible N/A <input type="checkbox"/>		
Automobile/Equipment - Deductible <input checked="" type="checkbox"/> Physical Damage Per Schedule - Comprehensive - Auto Per Schedule - Collision - Auto N/A - Miscellaneous Equipment		
Other The limit of liability is \$200,000 Bodily Injury and/or Property Damage per person or \$300,000 Bodily Injury and/or Property Damage per occurrence. These specific limits of liability are increased to \$3,000,000 for General Liability and \$1,000,000 for Automobile Liability (combined single limit) per occurrence, solely for any liability resulting from entry of a claims bill pursuant to Section 768.28 (5) Florida Statutes or liability/settlement for which no claims bill has been filed or liability imposed pursuant to Federal Law or actions outside the State of Florida.		
Description of Operations/Locations/Vehicles/Special Items Re: Verification of Coverage		
<small>THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE AGREEMENT ABOVE.</small>		
DESIGNATED MEMBER CITY OF CAPE CORAL CHARTER SCHOOL 1015 CULTURAL PARK BOULEVARD CAPE CORAL, FL 33990		CANCELLATIONS <small>SHOULD ANY PART OF THE ABOVE DESCRIBED AGREEMENT BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING COMPANY WILL ENGAGE TO MAIL 45 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED ABOVE, BUT FAILURE TO MAIL SUCH NOTICE SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE PROGRAM, ITS AGENTS OR REPRESENTATIVES.</small>  AUTHORIZED REPRESENTATIVE

FMIT-CERT (9/2021)

APPENDIX B: SCHOOL CALENDAR / DAILY SCHEDULE



The City of Cape Coral
Oasis Charter Schools
Instructional Calendar SY 2022-2023

July 2022							January 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	JULY 4 Independence Day	8	9	10	11	12	13
10	11	12	13	14	15	16		15	16	17	18	19	20
17	18	19	20	21	22	23		22	23	24	25	26	27
24	25	26	27	28	29	30		29	30	31			
31													
August 2022							February 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6		AUG 2 – Teachers First Day			1	2	3	4
7	8	9	10	11	12	13	AUG 2-9 Preschool Week	5	6	7	8	9	10
14	15	16	17	18	19	20	AUG 10 Students First Day	12	13	14	15	16	17
21	22	23	24	25	26	27		19	20	21	22	23	24
28	29	30	31				AUG 31 PD Early Dismissal	26	27	28			
September 2022							March 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3				1	2	3	4
4	5	6	7	8	9	10	SEPT 5 Labor Day	5	6	7	8	9	10
11	12	13	14	15	16	17		12	13	14	15	16	17
18	19	20	21	22	23	24	SEPT 26 Rosh Hashanah	19	20	21	22	23	24
25	26	27	28	29	30		SEPT 28 PD Early Dismissal	26	27	28	29	30	31
October 2022							April 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1							1
2	3	4	5	6	7	8	OCT 5 Yom Kippur	2	3	4	5	6	7
9	10	11	12	13	14	15	OCT 13 End of Q1	9	10	11	12	13	14
16	17	18	19	20	21	22	OCT 14 Professional Duty Day	16	17	18	19	20	21
23	24	25	26	27	28	29	OCT 26 PD Early Dismissal	23	24	25	26	27	28
30	31							30					
November 2022							May 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						5				1	2	3	4
6	7	8	9	10	11	12	NOV 11 Veterans Day	7	8	9	10	11	12
13	14	15	16	17	18	19	NOV 11 Hurricane Make Up Day	14	15	16	17	18	19
20	21	22	23	24	25	26	NOV 21-25 Thanksgiving Break	21	22	23	24	25	26
27	28	29	30				NOV 24 Thanksgiving Day	28	29	30	31		
December 2022							June 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						3					1	2	3
4	5	6	7	8	9	10	DEC 21 End of Q2	4	5	6	7	8	9
11	12	13	14	15	16	17	DEC 21 Early Dismissal Day	11	12	13	14	15	16
18	19	20	21	22	23	24	DEC 22-Jan 6 Winter Break	18	19	20	21	22	23
25	26	27	28	29	30	31	DEC 25 Christmas Day	25	26	27	28	29	30

- Holiday – Schools Closed
- Professional Duty Day – No School For Students
- Preschool Days – No School For Students
- First and Last Student Day
- Early Dismissal Days – Students
- Hurricane Make-Up Day

Special Notes

- All Jewish Holidays begin at sundown the day before they are listed

BELL SCHEDULE

Classes

Odd Days

1st Period: 7:00 - 8:30

3rd Period: 8:35 - 10:00

5th Period: 10:05 - 12:00

7th Period: 12:05 - 1:35

Even Days

2nd Period: 7:00 - 8:30

4th Period: 8:35 - 10:00

6th Period: 10:05 - 12:00

8th Period: 12:05 - 1:35

Block Day Lunch

Shift 1: 10:00- 10:30

Shift 2: 10:45 - 11:15

Shift 3: 11:30- 12:00

Early Release Days

(No Lunch)

1st/2nd Period: 7:00 - 7:45

3rd/4th Period: 7:50 - 8:35

5th/6th Period: 8:40 - 9:25

7th/8th Period: 9:30 - 10:15

APPENDIX C: CODE OF ORDINANCES/Ch. 26 CITY OF CAPE CORAL CHARTER SCHOOL AUTHORITY

CHAPTER 26: - CAPE CORAL CHARTER SCHOOL AUTHORITY

CHAPTER 26: CAPE CORAL CHARTER SCHOOL AUTHORITY

Section

§ 26-1 - Purpose.

The purpose of this chapter is to effectuate and to implement the charter school contract (the "Charter") that has been entered into between the City of Cape Coral and the Lee County School District, as same may hereafter be amended.

(Ord. 41-04, 4-12-2004)

§ 26-2 - Creation of Charter School Authority and Board.

There is hereby established the Cape Coral Charter School Authority (the "Authority"), which is created for the purpose of operating and managing, on behalf of the City of Cape Coral, all charter schools for which a charter is held by the city (the "Cape Coral Charter Schools"). The powers of the Authority shall be exercised through a governing board, which shall be known as the Cape Coral Charter School Authority Board (the "Board") and which shall provide governance of the charter schools.

(Ord. 41-04, 4-12-2004)

§ 26-3 - Geographic boundaries.

The geographic boundary of the Authority shall be coterminous with the municipal boundaries of the City of Cape Coral as they presently exist and as they may be changed from time to time. The delineation of the aforementioned boundaries shall not be construed as prohibiting the enrollment of students who, though they may reside outside the municipal boundaries of the city, are otherwise members of one of the groups of students permitted to enroll in the charter school specified in § 26-4 below.

(Ord. 41-04, 4-12-2004)

§ 26-4 - Student community.

- (a) The student community to be served by the Cape Coral charter school(s) shall consist of all students residing within the municipal boundaries of the City of Cape Coral; students who are siblings of a student enrolled in a charter school; and students who are children of an employee of the Authority or of a Board member.
- (b) Each student shall complete an application to be considered for enrollment. In order to be considered to be eligible for enrollment, a student's application shall be submitted during the time period established by the Charter for accepting applications. The Charter School shall enroll all eligible students who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. If the number of applications exceeds the capacity of a program, class, grade level or building, then all the applicants who timely submitted an application shall have an equal chance of being admitted through a random selection process. Preference shall be given to siblings of a student already enrolled in the Cape Coral charter school(s) and to the children of a member of the Board or of an employee of the Authority.

(Ord. 41-04, 4-12-2004)

§ 26-5 - Composition of Authority Board.

The Board shall be composed of no less than seven and no more than 11 members as follows:

- (a) One City Council member;
- (b) One member from the business community;
- (c) One member from the education community;
- (d) Four members from the community at large;
- (e) One parent of an elementary school student (of a city operated charter school);
- (f) One parent of a middle school student (of a city operated charter school);
- (g) One parent of a high school student (of a city operated charter school).

(Ord. 41-04, 4-12-2004; Ord. 71-05, 5-9-2005; Ord. 109-06, 8-14-2006; Ord. 2-08, 1-28-2008)

§ 26-6 - Board appointments and participation.

The members of the Board shall be appointed and participate as follows.

- (a) The City Council member, the member from the business community, the member from the education community and the four members from the community at large shall be appointed by the City Council. All of the aforesaid members shall be residents of the City of Cape Coral both at the time of their appointment and at all times during their membership on the Board. Any member of the City Council, including the Mayor, shall be eligible for appointment by the City Council to the "City Council member" position on the Board, which shall be considered to be an "ex-officio" position. The City Council member who serves as a member of the Board, the member from the business community, the member from the education community and the four members from the community at large shall each have the right to participate and to vote on all decisions of the Board.
- (b) The parent member(s) from each charter school level, i.e. elementary, middle and high school, shall be chosen by and from the parent organization(s) from each school level (elementary, middle and high school) and shall be the parent, legal guardian or legal custodian of a student enrolled in the Cape Coral Charter Schools at the school level (elementary, middle or high school) the parent member represents. The parent member(s) of the Board shall be residents of the City of Cape Coral, both at the time of their appointment and at all times during their membership on the Board. Prior to the enrollment of students at any charter school level, the parent position(s) on the Board for the charter school level shall remain vacant. The positions on the Board for parents from each charter school level shall be considered to be "ex-officio" positions. The parent member(s) of the Board shall have the right to participate in all discussions of the Board, but not to vote on any matter. If, for any reason, the parent organization is unable or unwilling to select a parent member of the Board, absence of the parent member from the Board shall not affect the right of the Board to meet or to take any action it may otherwise lawfully undertake.
- (c) No member of the Board will be an employee of the Authority or receive any financial benefit from the operation of the charter school(s).

(Ord. 71-05, 5-9-2005)

- (d) No more than one parent, legal guardian or legal custodian of any student shall serve on the Board at any given time, regardless of whether the parent, legal guardian or legal custodian is serving as a parent member, as a member from the education community, business community or community at large, or as a member from any other segment of the community.

(Ord. 41-04, 4-12-2004; Ord. 109-2006, 8-14-2006; Ord. 2-08, 1-28-2008)

§ 26-7 - Ex-officio Board members.

Service on the Authority Board by any ex-officio member shall be an additional duty to any and all other duties and responsibilities already exercised by the ex-officio officer, official or member. If, after the appointment of any ex-officio member to the Authority Board, a court of competent jurisdiction should determine that the appointment is an additional office, such as might be construed to violate the Cape Coral City Charter or the Florida Constitutional provision against dual office holding, the appointment shall be deemed void ab initio and automatically rescinded as of the date of the original appointment so as to avoid any forfeiture of other office for the ex-officio appointee and the city shall promptly take all steps reasonably necessary to amend the charter between the city and the Lee County School District and all ordinances, resolutions or other regulations necessary to address the rescission. Rescission of a Board member's appointment shall not call into question or invalidate any action or decision voted on by any member subject to the above provision.

(Ord. 41-04, 4-12-2004; Ord. 2-08, 1-28-2008)

§ 26-8 - Initial Authority Board.

- (a) The previous appointments by the City Council of the City Council member, the member from the business community, the member from the education community and the members from the community at large to the initial Board as well as the City Manager are hereby ratified and confirmed upon the adoption of this chapter as the initial Board, which shall hold an organizational meeting as soon as practicable after the adoption of this section. At the organizational meeting, the members shall appoint a member to serve as chair and a member to serve as vice-chair of the Board until the next organizational meeting of the Board pursuant to § 26-10 below. The City Clerk shall provide a recording secretary to serve as secretary to the Board and keep minutes and records of all Board proceedings until a Superintendent is appointed.
- (b) For purposes of this section, the initial terms of the members of the initial Board appointed by the City Council shall be deemed to have begun on April 1, 2004. The term of the Council member appointed by the City Council to the initial Board shall expire on March 31, 2005. With respect to the terms of the five remaining initial Board members (representing the business community, the educational community, and the community at large), and in order to provide for staggering of the terms of the members hereafter, two members shall serve a term of three years; two members shall serve a term of two years; and one member shall serve a term of one year. The initial Board shall, at its initial organization meeting, utilize a random selection process to determine which of the members shall serve a term of one year, two years or three years as provided herein. The one-year term identified in this section shall expire on March 31, 2005; the two terms of two years shall expire on March 31, 2006; and the two terms of three years shall expire on March 31, 2007. Thereafter, the terms of the Board members shall be as provided in § 26-9 below. Members of the initial Board are eligible for reappointment in accordance with the provisions of this chapter.

(Ord. 109-06, 8-13-2006)

- (c) Upon the expiration of the term of an initial Board member as provided herein, the City Council shall appoint a replacement member from the same membership class as the predecessor member to fill the vacant Board position in accordance with § 26-9(d) so that upon the expiration of the term of a member from the educational community, the business community, or the community at large, the City Council will appoint a member from the educational community, business community or community at large, respectively.

- (d) In the event a position on the initial Board becomes vacant due to the resignation, removal, death or forfeiture of a member, the City Council shall appoint a person to fill the vacancy for the remainder of the unexpired term in accordance with § 26-9(d).

(Ord. 41-04, 4-12-2004; Ord. 2-08, 1-28-2008; Ord. 2-15, 1-26-2015)

§ 26-9 - Terms of Board members.

- (a) The City Council member Board member shall serve a one-year term commencing on April 1, and terminating on March 31, of the next calendar year. If he or she is otherwise qualified, the City Council member may be reappointed by the City Council for additional one-year terms with no limitation on the number of terms the member may serve on the Board.
- (b) The member from the business community, the member from the education community and the four members from the community at large who are appointed by the City Council shall each serve a three year term with no limitation on the number of terms any member may serve on the Board.
- (c) The parent Board member(s) shall serve one-year terms commencing on October 1, and terminating September 30, of the next calendar year. If they are otherwise qualified, parents may be reappointed by the parent organization(s) of the charter school(s) for additional one year terms with no limitation on the number of terms the member may serve on the Board.
- (d) Members shall serve until the expiration of their term, resignation, death, removal or until a successor is appointed. Vacancies shall occur upon the death, resignation, removal, inability of a member to serve, or if a member no longer meets the requirements for a particular class of membership. When a vacancy on the Board occurs, the City Council, or the appointing authority or entity if the City Council did not originally appoint the member, shall appoint a replacement from the same membership class as the predecessor member. Persons appointed to fill a vacant position shall fill only the remainder of the term. All Board members, except the City Council member, shall be governed by the provisions of §§ 2-57 and 2-58 of the Cape Coral code of ordinances as they may be amended from time to time, at the time of their appointment and while serving as members of the Board.

(Ord. 41-04, 4-12-2004; Ord. 71-05; 5-9-2005; Ord. 109-06, 8-14-2006; Ord. 2-08, 1-28-2008)

§ 26-10 - Organization of Board.

Beginning in April 2005, an annual organizational meeting of the Authority Board shall be held at the first meeting of the Board that is held during the month of April, or as soon thereafter as practicable, for the purpose of electing officers for the ensuing calendar year. The annual organizational meeting of the Board may be either a regular or special meeting of the Board. A chair and vice-chair shall be elected by the Board from its voting membership for terms of one year, beginning on April 1 and expiring on March 31 of the following calendar year. Non-voting members shall not be eligible to hold any officer position. Officers will holdover until new officers are elected.

(Ord. 41-04, 4-12-2004)

§ 26-11 - Conduct of Board.

- (a) From September through June of each school year, the Board shall hold at least 1 regular meeting quarterly, or more frequently if the Board deems necessary, at a time and date to be determined by the Board. Special meetings may be called at any time by the chair or any 4 voting members of the Board. The Board may adopt reasonable procedural rules and regulations governing the conduct of its business. All meetings, records and files of the Board are subject to F.S. Chapters 119 and 286 as well as all other applicable local state or federal statutes, rules, regulations or ordinances.

- (b) The Superintendent, or his or her designee (if the Superintendent delegates this task), shall serve as Secretary to the Board and keep minutes and records of all Board proceedings. The minutes of each meeting shall be reviewed, corrected if necessary, and approved at the next regular meeting, provided that this action may be taken at an intervening special meeting if the Board desires. The minutes shall be kept as a public record in a permanent location.

(Ord. 41-04, 4-12-2004; Ord. 2-15, 1-26-2015)

§ 26-12 - Quorum.

Four voting members of the Board in attendance shall constitute a quorum of the Board. The non-voting members of the Authority Board shall not be counted for purposes of a quorum.

(Ord. 41-04, 4-12-2004)

§ 26-13 - Appointment of committees.

The Board may form committees to consider various aspects of charter school operations, or to comply with the provisions of the charter, and may appoint parents, members of the community, or experts in a particular field to serve on any created committee and make reports and recommendations to the Board on a committee's findings. Committee members need not be residents of the City of Cape Coral.

(Ord. 41-04, 4-12-2004)

§ 26-14 - Adoption of regulations, rules and resolutions.

- (a) The Authority Board may adopt rules, regulations and resolutions to memorialize its actions. As used in this section the following words and terms shall have the following meanings unless some other meaning is plainly indicated.

REGULATION. An official legislative action by the Authority Board, which action is a regulation of a general and permanent nature and enforceable by the Authority Board.

RESOLUTION. An expression by the Authority Board concerning matters of administration, an expression of a temporary character, or a provision for the disposition of a particular item of the administrative business of the Board.

RULE. A statement of action or procedure governing, but not limited to matters such as conduct of employees or students, procedures for purchasing or expense reimbursement or for any other matter for which procedures need to be developed.

- (b) The regular enactment procedure for a regulation shall allow the Board at any regular or special meeting to enact or amend any regulation, if notice of intent to consider the regulation is given at least ten days prior to the meeting by publication in a newspaper of general circulation in the city or county. A copy of the notice shall be kept available for public inspection during the regular business hours of the office of the Clerk of the Board and/or at other convenient locations designated in the notice.
- (c) The notice of proposed enactment shall state the date, time and place of the meeting; the title or titles of proposed regulations; and the place or places within the city where the proposed regulations may be inspected by the public. The public shall have the right to appear and be heard prior to the adoption of any regulation except as otherwise provided herein, and the proposed notice shall so state this.

- (d) Regulations shall be consecutively numbered for each calendar year with the last two digits of the calendar year appearing first followed by a hyphen with the number of the Regulation following the hyphen. Thus the first regulation adopted during the 2004 calendar year would be designated "04-01".
- (e) Resolutions and rules may be adopted at any regular or special meeting of the Board provided that the proposed resolution or rule appears on the printed agenda, except as otherwise may be provided herein, for that meeting and is not added to the agenda at a meeting. Resolutions shall be numbered similar to regulations; rules shall be designated using numerals or letters as appropriate. The public shall have the right to appear and be heard prior to the adoption of any resolution or rule.
- (f) Notwithstanding the above, the Board may adopt any regulation, resolution or rule by the emergency enactment procedure as follows: The Board at any regular or special meeting may enact or amend any regulation, resolution or rule with a waiver of the notice or agenda requirements herein by the number required for a quorum plus one vote of the Board, declaring that an emergency exists and that the immediate enactment of the regulation, resolution or rule is necessary. All regulations, resolutions or rules adopted by the regular or emergency enactment procedures shall take effect upon adoption unless a later date is specified.

(Ord. 41-04, 4-12-2004)

§ 26-15 - Powers and duties of Charter School Authority, Superintendent and city.

- (a) *Powers and duties of authority* . The powers and/or duties granted by this chapter to the Authority are declared to be public and governmental functions, exercised for public purposes, and are matters of public necessity. Any list of powers and/or duties contained herein is not meant to be exclusive, but only illustrative of the powers that may be exercised by the Authority. The Authority is a public body corporate and shall have the right and responsibility to exercise the following powers and/or duties:
 - (1) Establish positions, duties and a pay plan, and employ, pay and provide benefits for personnel as well as establish personnel policies. All personnel shall be at will employees with no property rights whatsoever in their employment with the Board whether employed by contract or otherwise. The Board shall have no authority whatsoever to grant any property rights in employment to any person employed by the Authority and any attempt to do so shall be null and void. Authority employees are not employees of the City of Cape Coral, but they are public employees. Authority employees are subject only to the rules, regulations, policies and authority of the Cape Coral Charter School Authority;
 - (2) Fix and prescribe bonds, and pay the premium on all those bonds, of all school employees who are responsible for school funds in order to provide reasonable safeguards for all the funds or property;
 - (3) Reimburse for all travel expenses incurred while on business for the Authority, any member, officer, the Superintendent or any employee of the Authority traveling under the direction of the Board or Superintendent or their designee in accordance with regulations, resolutions or rules adopted by the Authority;
 - (4) Sue and be sued. However, the Authority shall obtain the approval of the Cape Coral City Council prior to filing suit;
 - (5) Adopt, use and alter a corporate seal;
 - (6) Negotiate and enter into contracts, agreements, exclusive or limited agreements, and cooperation agreements of any kind necessary for the Authority to fulfill the purposes of this chapter including, but not limited to, contracts with technical or professional experts necessary to assist the Authority in carrying out or exercising any powers granted to it by the charter or this chapter, provided that all the contracts and agreements are in accordance with procedures established by the city, with state law, and with the Charter, and further provided that any

contract entered into between the Authority and a third-party shall provide that the third party is not entering into a contract with the Lee County School District, and, when the third party is not an employee of the Authority and no employment relationship is intended, shall provide that the third-party is not a public employee;

- (7) Determine, prescribe, and adopt rules, policies, standards, and programs that are consistent with state law and rule and that are deemed necessary and/or desirable by it for the efficient operation and general improvement of the charter school system;
- (8) Appoint advisory committees, whose members may include parents of charter school students and/or other persons, to provide advice and input to the Board regarding specialized matters or issues. Members of advisory committees need not be residents of the City of Cape Coral;
- (9) Adopt rules to implement provisions of state law;
- (10) Assign students to schools;
- (11) Adopt a school program for all charter schools under the control of the Authority;
- (12) Adopt and provide for the execution of plans for the establishment, organization and operation of charter schools under the Authority's control;
- (13) Establish schools and adopt enrollment plans that may include school attendance areas and open enrollment provisions;
- (14) Provide adequate educational facilities for the student community without payment of tuition;
- (15) Cooperate with the sponsoring school district as well as adjoining school districts, other agencies or entities, in joint projects or where otherwise applicable;
- (16) Provide for the classification and standardization of schools;
- (17) Adopt policies for the opening and closing of schools, fix uniform dates and designate the observance of school holidays and vacation periods;
- (18) Provide for the establishment and maintenance of public evening schools, career and technical schools, departments or classes, in accordance with charter(s) approved by the Lee County School District;
- (19) Cooperate with other agencies or entities in joint projects;
- (20) Adopt rules for planning time for teachers;
- (21) Provide for an appropriate program of special instruction, facilities and services for exceptional students. In addition, the Board shall coordinate with the Lee County School District for the provision of services to charter school students who require the services of a visiting teacher (due to illness or incapacitation), who reside in residential care facilities, and/or who are in detention facilities;
- (22) Provide for the proper accounting for all school age children in the school community, for the attendance and control of students at school, and for proper attention to health, safety and other matters relating to the welfare of children;
- (23) Provide adequate instructional materials for all charter school students in accordance with Florida Statutes and the charter(s) between the city and the Lee County School District;
- (24) Make provision, in accordance with the Charter, for the transportation of students to the charter school or to school activities they are required or expected to attend; ensure that transportation routes are arranged efficiently and economically; provide necessary transportation facilities; and adopt the necessary rules and regulations to ensure safety, economy and efficiency in the operation of all buses or other vehicles used to transport students;
- (25) Provide for adequate educational facilities and the proper maintenance and upkeep of school plants, so that students may attend school without sanitary or physical hazards, and provide for

the necessary heating, cooling, lights, water, power and other supplies and utilities necessary for the operation of the schools;

- (26) Provide for the operation of all charter schools as free public schools for a term in accordance with Florida Statutes and State Board of Education rules;
- (27) Cause to be prepared, adopt and have submitted to the appropriate agencies or authorities, as may be required, an annual charter school budget, with the budget designed to promote the improvement of the charter school system. After approval by the Board, the budget shall be submitted to City Council which shall have the power to add, delete, amend or modify the Authority's charter school budget. The budget, as approved by City Council, shall be the budget that is implemented for the fiscal year;
- (28) Provide for keeping accurate records of all financial transactions, and implement a system of accounting and budgetary control to ensure that payments do not exceed amounts budgeted, as required by law; make available all records for proper audit by state officials or independent certified public accountants; and have prepared required periodic statements to be filed with the Lee County School District or Department of Education as provided by law;
- (29) Provide for the keeping of all necessary records and the making of all needed or required reports and require at periodic intervals reports by assistant principals and teachers of the charter school(s) to parents apprising them of the progress being made by students in their studies and other useful information;
- (30) Establish and participate in educational consortia with school districts and other charter schools as may be allowed by law;
- (31) Enforce all laws and rules of the State Board of Education that are applicable to charter school(s);
- (32) Adopt programs and policies to ensure the safety and welfare of individuals, the student body and school personnel, which programs and policies without limitation may include:
 - a. Prohibit the possession of weapons and drugs on campus, student hazing and other activities that could threaten the operation of a school or schools or the safety and welfare of the student body or school personnel;
 - b. Require uniforms to be worn by the student body and/or by school personnel, or impose other dress-related requirements, if the Board finds that those requirements are in the best interests of the student body or school personnel;
 - c. Provide procedures for student dismissal precautions and for granting permission for students to leave school grounds during school hours, including releasing a student from school upon request by a parent or for public appearances of school groups;
 - d. Provide procedures for managing protests, demonstrations, sit-ins, walk-outs or other acts of civil disobedience;
 - e. Provide procedures for detaining students and for readmission of students after expulsion; and
 - f. Regulate student automobile use and parking.
- (33) In accordance with policies and procedures established by the city and in accordance with the Florida Statutes, adopt policies providing for fiscal management of charter schools with respect to purchasing, facilities, non-state revenue sources, budgeting, fundraising and other activities relating to fiscal management of Authority resources, including but not limited to the policies governing:
 - a. Sales calls and demonstrations by agents, solicitors, salespersons and vendors on campus; local preference criteria for vendors, if any; specifications for quantity purchasing; prioritization of awards for bids; declining bid awards; and purchase requisitions, approvals and routing;

- b. Sales by booster clubs; marathon fundraisers; and student sales of candy, paper products or other goods authorized by the Charter Authority;
 - c. Inventory and disposal of Authority property as may be otherwise provided for herein and/or by state law; use of safe-deposit boxes; and selection of real estate appraisers;
 - d. Payment of contractors and other service providers;
 - e. Accounting systems; petty cash accounts procedures and reporting; school activities funds procedures and reporting; management and reporting of grants from private sources; and management of funds; and
 - f. Budgeting system, including setting budget deadlines and schedules, budget planning, and implementation and determination of budget priorities.
- (34) The Authority may adopt policies providing for innovative teaching techniques, teaching programs and methods, instructional aids and objectives, extracurricular and interscholastic activities and supplemental programs including, but not limited to, policies providing for:
- a. Use of technology, including appropriate use of the Internet as a tool for learning;
 - b. Instructional priorities and objectives, pilot projects and evaluations, curriculum adoption and design, and lesson planning;
 - c. Extracurricular and inter scholastic activities, including field trips, publishing a student newspaper and other publications, and special programs relating to the arts, music or other topics of current interest; and
 - d. Participation in physical education programs, including appropriate physical education attire and protective gear; programs for exceptional students; summer school; and the Title I program, including comparability procedure
- (35) The Authority may adopt policies providing for management of the physical campus and its environs, including but not limited to, energy conservation measures; building and ground maintenance; fencing, landscaping and other property improvements; site acquisition; new construction and renovation; dedication and rededication of charter school buildings and other charter school facilities; and development of facilities management planning and priorities;
- (36) The Authority may adopt policies governing public gifts and donations to schools; input from the community concerning instruction resources; advertising in schools; participation in community affairs, including coordination with local governments and planning authorities; protocols for interagency agreements with local governments and planning authorities; protocols for interagency agreements; business community partnerships; community use of school facilities; public solicitations in schools, including the distribution and posting of promotional materials and literature; visitors to school campus; school advisory councils; and parent volunteers and chaperones;
- (37) The Authority may adopt policies and procedures necessary to implement federal mandates and programs, court orders and other legal requirements of the state;
- (38) The Authority may adopt programs and policies to ensure appropriate response in emergency situations; the provision of first aid to individuals, the student body and school personnel; and the effective management of student illness, which programs and policies may include, but are not limited to:
- a. The provision of first aid and emergency medical care and the provision of school health care facilities and services;
 - b. The provision of school safety patrol;
 - c. Procedures for reporting hazards, including threats of nature, bomb threats, threatening messages and similar occurrences, and the provision of warning systems including alarm systems and other technical devices;

- d. Procedures for evacuating the classrooms, playground or any other charter school facility;
 - e. Procedures for reporting accidents, including traffic accidents and traffic violations involving Authority-owned vehicles;
 - f. Student insurance programs; and
 - g. Procedures for administering medications to students when prescribed by a health care provider authorized by Florida law to prescribe medications and/or when authorized by a parent.
- (39) The Authority may adopt policies and procedures governing attendance monitoring and checks; truancy; graduation requirements and graduation exercises; fees, fines and charges imposed on students; evaluation of student records and transcripts; transfer of student records; grading and academic evaluation of students; tests and examinations, including early examinations; guidance and counseling; and student participation in competitions, student performances and exhibitions, contests for students and social events;
- (40) The Authority may adopt policies and procedures governing transportation of students for extracurricular activities and special events, including transportation of students in privately owned vehicles; transportation of Authority and other personnel, including personal use of Authority owned vehicles; computer security and computer room access and computer database resources; mail and delivery services, including use of couriers; copyright compliance; and computerized data systems, including computer use, transmission of data, access to the Internet and other technology based services;
- (41) The Authority may adopt policies and procedures necessary for the daily business operation of the Authority Board, including but not limited to, conducting an Authority legislative program; Authority Board member participation at conferences, conventions and workshops, including reimbursement for Board member expenses; Authority policy development, adoption and repeal; Authority Board meeting procedures, including participation via telecommunications networks, use of technology at meetings, and presentations by non-Authority personnel; citizen communications with the Authority Board and with individual Board members; collaboration with local government and other entities as may be required by law; and organization of the Board, including special committees and advisory committees;
- (42) The Authority may adopt policies and procedures necessary for the management of all personnel under the control of the Authority;
- (43) Appoint an individual who shall be known as the Superintendent of Charter Schools (Superintendent) who shall be the Secretary and executive officer of the Authority Board. The Superintendent shall serve at the pleasure of the Board and be appointed by a vote of four voting members of the Board and may only be removed by a vote of at least four voting members. The Board shall establish a salary and benefit package for the Superintendent from budgeted funds appropriated therefor. The Superintendent shall be in charge of the day to day operations of the charter schools with powers as may be otherwise established herein. The Superintendent shall be hired by contract prescribing the Superintendent's compensation, benefits and other appropriate matters. By regulation, resolution or rule the Authority may authorize the Superintendent to perform any of the powers of the Authority in whole or in part and with whatever other limitations it may find appropriate, provided that the authorization does not result in an invalid exercise of delegated legislative authority or is otherwise prohibited by law;
- (44) Perform duties and exercise those responsibilities that are assigned to it by law or by rules of the State Board of Education, the Commissioner of Education, the school district sponsor, and the City of Cape Coral, and in addition thereto, those that the Board may find to be necessary for the improvement of the charter school system; and
- (45) Lease real and/or personal property for the use of charter school(s) and charter school facilities, if the lease is first approved by the city.

- (b) *Powers and duties of Superintendent* . The following list of powers and/or duties contained herein is not meant to be exclusive, but only illustrative of the powers that may be exercised by the Superintendent. In addition to other duties as may, from time to time, be assigned to the Superintendent by the Board or by statute, the Superintendent shall have the right and responsibility to exercise the following powers and/or duties:
- (1) The Superintendent shall exercise all powers and perform all duties listed in this chapter and otherwise required by charter, law or rule, provided that, in so doing, he or she shall advise and counsel with the Board. The Superintendent shall perform all tasks necessary to make sound recommendations, nominations, proposals and reports required by law to be acted upon by the Authority. All those recommendations, nominations, proposals and reports by the Superintendent shall be either recorded in the minutes or shall be made in writing, noted in the minutes and filed in the public records of the Authority. It shall be presumed that, in the absence of the record required in this section, the recommendations, nominations and proposals required of the Superintendent were not contrary to the action taken by the Board in those matters;
 - (2) The Superintendent shall have the right to participate in all discussions of the Board, but shall have no right to vote on any matter;
 - (3) The Superintendent, or his or her designee, shall serve as Secretary to the Board and keep, as a public record in a permanent location, minutes and records of all Board proceedings as well as transmit proceedings of the Board meetings and any other additional information required by law or charter to the appropriate agency or organization. The Superintendent may designate a member or members of staff and delegate to them the actual taking of minutes, record retention and storage, custodian of property and other related duties. However, the ultimate responsibility of properly carrying out these duties in accordance with state statutes and the provisions of this chapter cannot be delegated and always resides with the Superintendent;
 - (4) The Superintendent shall attend all regular meetings of the Board, and advise on questions under consideration;
 - (5) Keep records, including, but not limited to, records of property held or disposed of by the Authority, as may be necessary to provide complete information regarding the charter school system;
 - (6) Exercise general oversight over the charter school system in order to determine problems and needs, and recommend improvements;
 - (7) Advise and counsel with the Board on all educational matters and recommend to the Board for action matters that should be acted upon;
 - (8) Recommend to the Board for adoption policies pertaining to the charter schools as the Superintendent may consider necessary for its more efficient operation;
 - (9) Prepare and organize by subjects and submit to the Board for adoption rules as in the Superintendent's opinion will contribute to the efficient operation of any aspect of education in the charter schools. When rules have been adopted by the Board, the Superintendent shall see that they are enforced;
 - (10) From time to time prepare, organize by subject, and submit to the Board for adoption minimum standards relating to the operation of any phase of the charter school system as will contribute to the efficient operation of any aspect of education in the charter schools and ensure that the standards required by law and those adopted by the Board are observed;
 - (11) Perform duties and exercise responsibilities as are assigned to the Superintendent by law or the Board;
 - (12) Act for the Authority as custodian of Authority property;

- (13) Supervise the assembling of data and sponsor studies and surveys essential to the development of a planned school program for all charter schools and prepare and recommend such a program to the Board as the basis for operating the charter school program;
- (14) Recommend the establishment, organization and operation of the schools, classes and services as are needed to provide adequate educational opportunities for all children in the charter schools;
- (15) Be responsible, as required herein, for directing the work of the personnel of the Cape Coral Charter Schools, subject to the requirements of Florida statutes;
- (16) Provide for student transportation as required by contract, the Charter and direction of the Board;
- (17) Recommend plans and execute the plans as are approved, regarding all phases of the charter school plant program;
- (18) Determine and recommend funding necessary, including state and any other sources of available funding, to provide for the charter school term as specified by statute or rule, and recommend plans for ensuring the operation of all Cape Coral Charter Schools for the term authorized by the Board;
- (19) Prepare an annual budget to be submitted to the Board for adoption according to law and, when adopted by the Board, submit the budget, by the required dates, to the appropriate agencies or authorities, when required by statute, this chapter or rule;
- (20) Recommend, when necessary, the borrowing of money;
- (21) Keep or have kept accurate records of all financial transactions;
- (22) Maintain accurate and current statements of accounts due to be paid by the Authority; certify these statements as correct; liquidate Authority obligations in accordance with the adopted budget; and prepare periodic reports showing receipts, balances and disbursements to date and file with the appropriate authorities as may be required by law;
- (23) Where necessary, recommend the bonds of all employees who should be bonded in order to provide reasonable safeguards for all school funds or property;
- (24) Recommend to the Board the desirable terms, conditions and specifications for contracts for supplies, materials or services to be rendered and see that materials, supplies or services are provided according to contract;
- (25) Recommend programs and procedures to the Board necessary to protect the Authority adequately against loss or damage to school property or against loss resulting from any liability for which the Authority or its officers, agents or employees may be responsible under law;
- (26) Prepare, after consulting with the principals, assistant principals or persons in charge of the various charter schools, tentative annual budgets for the expenditure of Authority funds for the benefit of the charter school students;
- (27) Recommend the amounts of bonds, if any, to be issued by the city in regard to charter school(s) and assist in the necessary papers for the sale of the bonds and for the proper expenditure of the funds derived therefrom;
- (28) Recommend the records that should be kept in addition to those required by law; prepare forms for keeping the records as are approved by the Board; ensure that the records are properly kept; and make all reports that are needed or required, as follows:
 - a. Require that all employees accurately keep all records and promptly make in proper form all reports required by the education code or the State Board of Education; recommend the keeping of additional records and the making of additional reports as may be deemed necessary to provide data essential for the operation of the charter school system; and prepare the forms and blanks that may be required and ensure that these records and reports were properly prepared.

- b. Prepare for the approval of the Board all reports that may be required by law or rules to be made and transmit promptly all like reports and approvals when approved to the appropriate authority required by law. If any like reports are not transmitted at the time or in the manner prescribed by law or rule, the salary of the Superintendent, notwithstanding any contractual provision to the contrary, shall be withheld until the reports required by law or rule have been properly submitted.
- (29) Recommend plans for cooperating with, and, on the basis of approved plans, cooperate with federal, state, county and municipal agencies in the enforcement of laws and rules pertaining to all matters relating to education and child welfare;
- (30) Recommend plans for identifying and reporting to the Department of Education the name of each child attending a charter school who qualifies according to the definition of a migratory child, based on Pub. Law 95-561, and for reporting other information as may be prescribed by the Department of Education;
- (31) Require that all laws and rules applicable to the charter schools are properly observed and take steps to correct any violations of such rules or laws;
- (32) Visit the Cape Coral Charter Schools; observe the management and instruction taking place; provide suggestions for improvement; and advise supervisors, principals, teachers, parents and other citizens with the view of promoting interest in education and improving the conditions of the Cape Coral Charter Schools;
- (33) Recommend in writing to the Department of Education the revoking of any certificate for good cause, including a full statement of the reasons for the recommendation;
- (34) Leave with the Board and make available to his or her successor, upon leaving or retiring from office, a complete inventory of school equipment and other property, together with all official records and other records as may be needed in supervising instruction and in administering the charter school system;
- (35) Recommend to the Board procedures whereby the general public can be adequately informed of the educational programs, needs and objectives of the charter school system;
- (36) Recommend procedures for implementing and maintaining a system of charter school improvement and education accountability to the Board; and
- (37) The Superintendent shall have the power to hire, promote, discipline and terminate personnel, provided, however, that the Superintendent shall exercise this power in accordance with the personnel rules and policies adopted by the Authority.
- (c) *Powers and duties of city* . The following list of powers and/or duties contained herein is not meant to be exclusive, but only illustrative of the powers that may be exercised by the city in regard to charter schools. The following powers, duties and responsibilities shall be exercised by the City of Cape Coral:
 - (1) The city, on behalf of the Authority, may enter into agreements for accepting credit card, charge card and debit card payments as compensation for goods, services and fees, as authorized by law;
 - (2) The city, on behalf of the Authority, may accept donations of real, tangible and intangible personal property, goods, services or money for use for charter school purposes. The City Council shall adopt policies, rules and regulations for the disposal of surplus real, tangible and intangible personal property using the statutes for the disposal of the property by municipalities and school boards as a guide;
 - (3) The power to approve plans for locating, planning, constructing and condemning property for school uses shall be reserved exclusively to the City of Cape Coral. The Board shall have the right to provide recommendations to the City Council regarding the aforementioned matters;
 - (4) The city shall select and purchase school sites, playgrounds and recreational areas where schools are to be constructed, of adequate size to meet projected student enrollment. Leases or

lease purchase agreements for real or tangible personal property may be entered into by the city on behalf of the Authority from funds made available for that purpose. In that event, the Board shall provide input and make recommendations to the city regarding these matters;

- (5) The city shall supervise the construction; the making or contracting for additions, alterations and repairs on buildings and other school properties, with recommendations from the Board. Any plans and specifications for buildings shall provide for the safety and well-being of students, as well as for economy of construction;
- (6) The city shall have the authority to contract for materials, supplies and services needed for the charter school system or may delegate this function in whole or in part, with or without limitations, to the Board, except that the Authority shall use no public funds received from or through the Lee County School District to purchase or lease property, goods or services from any Superintendent, officer or employee of the Authority or the spouse, parent, child, stepchild or sibling of any Superintendent, officer or employee, or from any business in which any officers or employee has an interest, nor shall the Authority use any property, goods or services purchased or leased by public funds for the private benefit of any person or entity;
- (7) The city shall provide for adequate protection against any loss or damage to school property or loss resulting from any liability for which the Authority, city or their officers, agents or employees may be responsible under law. The city may fulfill this responsibility on behalf of the Authority, charging a fee for providing the services. This responsibility may be fulfilled by purchasing insurance, being self-insured, entering into risk management programs managed by district school boards, charter school associations, school-related associations or any other risk management program capable of providing adequate risk management services or any combination thereof. Any risk management program entered into pursuant to this subsection shall provide for strict accountability of all funds and an annual audit by an independent certified public accountant of all receipts and disbursements;
- (8) The city may employ an internal auditor with charter school funds or may use the services of the City Auditor to perform ongoing financial verification of the financial records of the Authority. The internal auditor shall report directly to City Council, and shall also provide copies of any reports to the Authority Board. This section shall not be construed to prohibit the Authority from employing and/or contracting with an auditor to perform auditing services on behalf of the Authority;
- (9) In addition to any audits required by law or statute, city may contract with an independent certified public accountant to conduct a financial or performance audit of the accounts and records retained by the Authority; and
- (10) The city shall provide for the investment or deposit of funds not needed for immediate expenditures which shall earn the maximum possible yield under the circumstances on the investments or deposits. The city shall cause to be invested at all times all school moneys not immediately needed for expenditures pursuant to the policies of the Board and city.

(Ord. 41-04, 4-12-2004; Ord. 2-15, 1-26-2015)

§ 26-16 - Indebtedness.

In addition to the powers and/or duties enumerated in § 26-15 above, the city shall have the authority to issue bonds, securities or other forms of indebtedness allowed by law to finance the construction, renovation, remodeling or operation of charter schools, providing that no indebtedness will ever be a general obligation of the city and no city ad valorem tax revenue shall ever be pledged for any indebtedness incurred on behalf of charter schools unless approved by a vote of the city electorate.

(Ord. 41-04, 4-12-2004)

§ 26-17 - Administrative services.

The city shall have the right to require the Authority to use city departments and personnel for services including, but not limited to, human resources, purchasing, administrative, accounting, financial, engineering, risk management, construction, repair and maintenance, insurance and other related services from the city. The city shall charge a fee or fees for those services; the fee or fees shall be equal to the cost of providing those services.

(Ord. 41-04, 4-12-2004)

§ 26-18 - Consistency.

Neither City Council nor the Authority Board shall take any action that is inconsistent with any state law, administrative or Department of Education rule or the charter school contract with the Lee County School District.

(Ord. 41-04, 4-12-2004)

APPENDIX D: GOVERNING BOARD INFORMATION

City of Cape Coral Chart School Authority – Board Member Certification 2021-2022

The City of Cape Coral Charter School Authority Governing Board is trained and certified by:

Katherine A. Schoenberg, P.A.
Florida Charter School Governance Training
14545 J Military Trail, #226
Delray Beach, Florida 33484
Tel. (561) 350-3343 Fax (561) 431-5731
E-mail: KatherineSchoenberg@flcharterschoolnews.com

Voting Members:

Dr. Guido Minaya guido.minaya@capecharterschools.org
Certified: 07/26/2019
Term expires: 03/31/2022

Dr. Melissa Rodriguez Meehan melissa.meehan@capecharterschools.org
Certified: 05/07/2021
Term expires: 04/30/2024

Michael Campbell michael.campbell@capecharterschools.org
Certified: 04/11/2017
Term expires: 03/02/2023

Kristifer Jackson kristifer.jackson@capecharterschools.org
Certified: 09/08/2019
Term expires: 04/31/2024

Susan Mitchell susan.mitchell@capecharterschools.org
Certified: 07/17/2019
Term expires: 03/31/2022

Gloria Raño Tate, District 1 gtate@capecoral.gov
Certified: 07/26/2021
Term expires: 11/17/2022

Neal Saiz neal.saiz@capecharterschools.org
Certified: 11/29/21
Term expires: 03/02/2023

Parent Representatives:

Jennifer Hoagland Certified: 10/14/2019 Term expires: 06/30/2022
jennifer.hoagland@capecharterschools.org
Tonya Frank Certified: 12/12/2021 Term expires: 06/30/2022
tonya.frank@capecharterschools.org

APPENDIX E: PARENT INVOLVMENT POLICY



Jacquelin Collins, Interim Superintendent
3519 Oasis Boulevard
Cape Coral, FL 33914

Phone: 239-424-6100
Fax: 239-541-1039

Parent Involvement Policy 2018

Parent Involvement Policy 2018

Student success improves with parent participation. Parent/Guardian Volunteer Hours are required for all families in our school system. Each family must participate in a minimum of 12 volunteer hours each school year in order to maintain their child's seat in our system. Parents/Guardians can volunteer in any of the four schools, regardless of the location in which their child attends. The City of Cape Coral Charter Authority will not accept monetary or material donations in place of volunteer hours. Parents must volunteer their time and/or expertise in order to receive volunteer hours. No hours will be provided for the attendance of events, (such as open house, athletic games, book fairs, holiday performances, birthday parties, holiday celebrations, etc.). Nor will parents will receive volunteer hours for eating lunch with their child. Principal discretion will be used at each school for the assignment of volunteer hours.

Each volunteer must have a background clearance on file at one of the City of Cape Coral Charter Schools. An updated application must be completed each year to renew a parent's clearance. Parents will not be allowed in the classroom building if their clearance is not complete.

All volunteers must check in at the front office each time they come on campus. It is the parent's responsibility to sign in and out in the front office to ensure the accuracy of the time recorded. If a volunteer assists off site or after hours, the teacher will complete off-site hours form and have those hours approved by an administrator.

Parents can volunteer up to one hour per week in their child's classroom (at the teacher's discretion).

Guidelines for School Volunteers:

1. Be dependable and reliable.
2. Be a role model for students.
3. Dress appropriately.
4. Keep every student's school work and behavior in confidence.
5. Never administer corporal punishment or determine punishment.
6. Never remove a student from campus.
7. Never contact a student's parent regarding performance or behavior of a student.

APPENDIX F: NEOLA POLICY

[BoardDocs® PL](#)

APPENDIX G: OPERATING BUDGET FISCAL YEARS 2018-2022

Link:

<https://drive.google.com/file/d/1-D5P76DD0ZWAK1SFS9k1osqv0aKPQxHs/view?usp=sharing>

Item Number: 8.B.
Meeting Date: 3/8/2022
Item Type: CONSENT AGENDA:

AGENDA REQUEST FORM
City Of Cape Coral Charter School Authority

TITLE:

Request for Approval of the Cambridge University AICE Curriculum and Assessments Program in the Amount of \$118,078.19 - Superintendent Collins

SUMMARY:

ADDITIONAL INFORMATION:


RECOMMENDED ACTION:

ATTACHMENTS:

Description	Type
▢ AICE MARCH 2022 \$118,078.19	Backup Material

Cape Coral Charter School Authority

Administration Division

TO: Cape Coral Charter School Authority Governing Board
THRU: Jacquelin Collins, Superintendent 
FROM: Danielle Jensen, Director of Food Services and Transportation
DATE: March 4, 2022
SUBJECT: Cambridge Assessment Invoice

Background

The Cambridge University AICE curriculum is a challenging program designed to adequately prepare students for university coursework. This prestigious program features an advanced academic curriculum and assessment program designed by the University of Cambridge in England. Students in the AICE program can earn college credits while in high school and are eligible for the Florida Bright Futures Scholarship Program. Oasis High School is one of the few high schools to offer this program in Lee County. This program helps to distinguish the school amongst the many high school choices.

Approval

The cost of this program varies from year to year based on the number of students that enroll in each class. The charter school has received an invoice for AICE assessments in all coursework offered this year. This year the cost is \$118,078.19. Since the invoice surpasses the \$100,000 threshold, the charter school is seeking approval for superintendent, Jacquelin Collins to approve the purchase order for this program.

Item Number:	9.A.
Meeting Date:	3/8/2022
Item Type:	SUPERINTENDENT REPORT:

AGENDA REQUEST FORM
City Of Cape Coral Charter School
Authority

TITLE:

Executive Presentation of the Financial Statements and Independent Auditor's Report for Year Ending June 30, 2021 - Christopher Kessler, CPA, Principal, State and Local Government, CliftonLarsonAllen LLP

SUMMARY:

ADDITIONAL INFORMATION:

RECOMMENDED ACTION:

ATTACHMENTS:

Description	Type
FINANCIAL STATEMENTS JUNE 30, 2021	Backup Material



FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2021

CAPE CORAL CHARTER SCHOOL AUTHORITY
City of Cape Coral, Florida

Cape Coral Charter School Authority
Cape Coral, Florida

FINANCIAL STATEMENTS



Oasis Elementary South
Oasis Elementary North
Oasis Middle School
Oasis High School

For The Year Ended June 30, 2021

Prepared by:

City of Cape Coral
Financial Services Accounting Department

**TABLE OF CONTENTS
FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2021
TABLE OF CONTENTS**

I. INTRODUCTORY SECTION	Page
Letter of Transmittal	I
List of Board Members	IV
II. FINANCIAL SECTION	
Independent Auditors' Report	1
A. MANAGEMENT'S DISCUSSION AND ANALYSIS	3
B. BASIC FINANCIAL STATEMENTS	
Government-wide Financial Statements	
Statement of Net Position	13
Statement of Activities	14
Fund Financial Statements	
Balance Sheet – Governmental Funds	15
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position	16
Statement of Revenues, Expenditures and Changes in Fund Balance	17
Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund of Balances of Governmental Funds to the Statement of Activities	18
Notes to the Financial Statements	21
C. REQUIRED SUPPLEMENTARY INFORMATION	
Budgetary Comparison Schedule	45
Notes to Budgetary Comparison Schedule	46
Schedule of the Authority's Proportionate Share of the Net Pension Liability- Florida Retirement System Pension Plan	47
Schedule of Authority Contributions – Florida Retirement System Pension Plan	47
Schedule of the Authority's Proportionate Share of the Net Pension Liability- Retiree Health Insurance Subsidy Program	48
Schedule of Authority Contributions – Retiree Health Insurance Subsidy Program	48
III. OTHER REPORTS	
Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	49
Management Letter	53





January 13, 2022

START HERE. GO EVERYWHERE.

Honorable Chairperson and Members of the
Charter School Authority Board
City of Cape Coral, Florida

Dear Chairperson and Members of the Charter School Authority Board:

We are pleased to present to you the Financial Statements and Independent Auditors' Report of the Cape Coral Charter School Authority (Authority), Cape Coral, Florida for the year ended June 30, 2021. State law, the School District of Lee County, and the Cape Coral Charter School Authority Charter require that a complete set of financial statements be presented in conformance with generally accepted accounting principles in the United States of America (GAAP) and audited in accordance with auditing standards generally accepted in the United States of America by licensed independent certified public accountants.

Responsibility for both the accuracy of the presented data and the completeness and fairness of the presentation, including all disclosures, rests with the management of the City of Cape Coral. We believe the data, as presented, are accurate in all material respects and are presented in a manner designed to fairly set forth the financial position and the results of operations of the Authority. All disclosures necessary to enable the reader to gain an understanding of the financial activities have been included.

Management of the Authority is responsible for establishing and maintaining an internal control structure designed to ensure that the assets of the Authority are protected from loss, theft or misuse and to ensure that sufficient, reliable, adequate accounting data is compiled for the preparation of financial statements in conformity with accounting principles generally accepted in the United States of America. Internal accounting controls have been designed to provide reasonable rather than absolute assurance that the financial statements will be free from material misstatement. The concept of reasonable assurance recognizes that: (1) the cost of a control should not exceed the benefits likely to be derived; and (2) the evaluation of costs and benefits requires estimates and judgments by management. We believe that the Authority's internal controls adequately safeguard assets and provide reasonable assurance of properly recorded financial transactions.

In addition, the Authority maintains budgetary controls. The objective of these controls is to ensure compliance with legal provisions embodied in the annual budget adopted by the Authority and approved by the Cape Coral City Council.

In compliance with the laws of the State of Florida, the Cape Coral Charter School Authority's financial statements have been audited by CliftonLarsonAllen LLP, a firm of licensed certified public accountants. The independent auditor has issued an unmodified ("Clean") opinion that the Authority's financial statements for the fiscal year ended June 30, 2021 are fairly presented in conformity with GAAP. The independent auditors' report is presented as the first component of the financial section of this report.

Management's discussion and analysis (MD&A) immediately follows the independent auditors' report and provides a narrative introduction, overview, and analysis of the basic financial statements. The MD&A complements this letter of transmittal and should be read in conjunction with it.

**FOUR
SCHOOLS,
ONE
VISION**

239.424.6100 

239.541.1039 

TheOasisAdvantage.com 

3519 Oasis Blvd., Cape Coral, FL 33914 

PROFILE OF THE CHARTER SCHOOL AUTHORITY

In 2004, the Cape Coral City Council adopted ordinance 41-04 establishing Chapter 26 of the City of Cape Coral Code of Ordinances entitled "Cape Coral Charter School Authority."

The powers of the Authority are exercised through a governing board. The members of the Board are as follows: a City Councilmember, a member from the business community, a member from the education community, and three (3) members from the community at large shall be appointed by the City Council. The Charter School Superintendent shall serve as an "ex officio member" of the Board for so long as he/she holds the respective position without need for further vote of the City Council or the Board. Parent members from each school shall be chosen by and from parent organizations. The positions on the Board for parents from each charter school shall be "ex officio" positions. The Charter School Superintendent and the parent level members shall have the right to participate in all decisions of the Board but shall not have the right to vote on any matter.

According to the 2010 census data, 17.1% of Cape Coral's population were school-age children. The statistics from the 2010 census reflect an increase in the Cape's overall population of 51.87% from the prior decade. During the previous decade, the Cape's explosive population growth impacted the ability of the Lee County School District to provide a sufficient number of seats for the District's West Zone, which includes all of Cape Coral, Pine Island and parts of North Fort Myers and Fort Myers. The City of Cape Coral developed the Cape Coral Charter School Authority to provide for a municipal charter school system comprised of one elementary school which opened in August 2005; one elementary and one middle school which opened August 2006; and one high school which opened August 2007.

Since the initial years of operation, enrollment has increased to capacity at both elementary schools and the middle school facility. In the 2007-2008 school years, a freshman academy for ninth grade focusing on the Cambridge University accredited curriculum was established and housed at Oasis Middle School. In the 2008-2009 school years, both ninth and tenth grades were housed at Oasis Middle. On December 2, 2008, the Charter School Governing Board approved the design and construction of Oasis High School which was built adjacent to the existing Oasis campus and opened in early August 2009. Oasis High was occupied by grades 9 through 11 for the 2009-2010 school year and grades 9 through 12 for the 2010-2011 school year. The first senior class graduated from Oasis High School in June 2011.

In January of 2007, Christa McAuliffe Elementary School began operating a Voluntary Pre-Kindergarten Program (VPK) funded by the State using available classroom space. In January 2009, this program was supplemented by a pair of portable classroom facilities at the Christa McAuliffe campus for enrollment of 40 full-time students. In August 2010, additional portable classroom space was added to accommodate up to 54 students. Since 2014, the VPK program was offered at both Oasis Elementary and Christa McAuliffe Elementary for 40 full-time students (20 FTE at each location). In FY20, the VPK program was discontinued.

In June 2010, City Council approved an additional expansion plan for the Oasis campus to accommodate enrollment demands of up to 3,200 students system-wide. The plan included twelve additional classrooms at Oasis Elementary, twelve additional classrooms at Oasis Middle, six additional classrooms and a gymnasium for Oasis High School as well as administrative offices. The expansion was completed in August 2011.

In March 2011, a special obligation revenue bond was issued to cover the initial building cost for Oasis High School as well as the 2011 Oasis campus expansion. The 30-year bond obligation of \$17.69M included a two-year capitalized payment feature. The Charter School Authority began payments for this bond in January 2013.

In October 2019, the City Council approved the renaming of Christa McAuliffe Elementary to Oasis Elementary North and Oasis Elementary School to Oasis Elementary South.

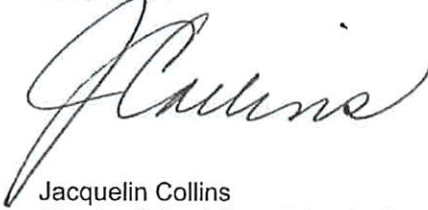
As a result of consistent high academic achievement on the Florida Standardized Assessment (FSA), as well as the efforts of the Cape Coral Charter School Authority Board, school staff, and current students, the projected enrollment for the four schools for the 2021-2022 school year is estimated to be 3,203 students.

The Charter School facilities have been built and are owned by the City. They are leased to the Charter School Authority with lease payments based on the construction debt plus one dollar. In addition, charges for facilities maintenance and building insurance are also obligations of the Charter School Authority. City Council has structured lease payments on the construction debt to coincide with the required debt payments of the City. Lease payments began in July 2008 for the 2007 Special Obligation Bond and all payments have been made in full in accordance with the terms of the debt. In January 2013, lease payments began for the remainder of the facilities occupied by schools in accordance with the terms of the 2011 Special Obligation Bond.

ACKNOWLEDGEMENTS

The preparation of this report could not be accomplished without the efficient and dedicated service of the Financial Services Department staff of the City of Cape Coral. Their continuing effort toward improving the accounting and financial reporting system improves the quality of the information reported to the Cape Coral Charter School Authority, City Council, School District of Lee County, State and Federal Agencies, and the citizens of the City of Cape Coral. We sincerely appreciate and commend them for their contributions.

Respectfully submitted,



Jacquelin Collins
Charter School Superintendent
Charter School Authority



Mark C. Mason
Financial Services Director
City of Cape Coral

CAPE CORAL CHARTER SCHOOL AUTHORITY CAPE CORAL, FLORIDA

Board Members

Dr. Guido Minaya, Chair

Dr. Melissa Rodriguez Meehan, Vice Chair

John Gunter, City Council Member Liasion

Michael Campbell

Kristifer Jackson

Susan Mitchell

Neal Saiz

Dolores Menendez, City Attorney

Mark Moriarty, City Attorney

Jennifer Hoagland (ex officio)

Sara Kalbhenn (ex officio)

Tonya Frank (ex officio)

Jacquelin Collins, Charter School Superintendent

Independent Auditor's Report



INDEPENDENT AUDITORS' REPORT

Board of Directors
Cape Coral Charter School Authority
Cape Coral, Florida

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and the general fund of the Cape Coral Charter School Authority (the Authority), a component unit of the City of Cape Coral, Florida, as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the Authority's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the general fund of the Cape Coral Charter School Authority as of June 30, 2021, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

During fiscal year ended June 30, 2021, the Authority adopted GASB Statement No. 84, *Fiduciary Activities*. As a result of the implementation of this standard, the Authority reported a restatement of beginning net position of the governmental activities and fund balance of the general fund for the change in accounting principal (see Note 11). Our auditors' opinion was not modified with respect to this restatement.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, the budgetary comparison schedule, and the schedules of the Authority's proportionate share of net pension liability and of its contributions – pension plans as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Authority's basic financial statements. The introductory section is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The introductory section has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 18, 2022, on our consideration of the Authority's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Authority's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Authority's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Fort Myers, Florida
January 18, 2022

Management's Discussion & Analysis

MANAGEMENT'S DISCUSSION AND ANALYSIS

The City of Cape Coral Charter School Authority's ('Charter School') Management Discussion and Analysis (MD&A) is a narrative overview and analysis of the financial activities of the Charter School for the fiscal year ended June 30, 2021. It is designed to assist the reader in focusing on significant financial issues, provide an overview of the Charter School's financial activity, and identify changes in the Charter School's financial position.

Since the MD&A is designed to focus on the current year's activities, resulting changes and current known facts, please read it in conjunction with the Cape Coral Charter School Authority's financial statements (beginning on page 15) and letter of transmittal.

Comparative data presentation is provided; however, results may be significantly impacted due to changes in per pupil funding, student enrollment, or legislative mandates.

HIGHLIGHTS

Financial Highlights

- At the close of fiscal year 2021, the Cape Coral Charter School Authority's assets and deferred outflows of resources exceeded its liabilities and deferred inflows of resources by \$1,296,782 (net position). This is a decrease of \$1,904,055 from the prior year's restated balance at June 30, 2020 of \$3,200,837, or a decrease of 67.2% in comparison to the prior year.
- Total revenues for fiscal year 2021 were \$27,518,295 as compared to \$26,449,015, for fiscal year 2020, or a 4.0% increase.
- Total expenses for fiscal year 2021 were \$29,422,350 as compared to \$27,281,894 for fiscal year 2020, or a 7.8% increase.

Overview of the Charter School Financial Statements

This discussion and analysis is intended to serve as an introduction to the Cape Coral Charter School Authority's financial statements. The financial statements consist of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to statements.

The **Government-wide Financial Statements** distinguish the functions of the Cape Coral Charter School Authority as being principally supported by local revenues from the Lee County School District or governmental activities as opposed to business-type activities that are intended to recover all or a significant portion of their costs through user fees and charges. The Cape Coral Charter School Authority has no business-type activities and no component units for which they are financially accountable. The government-wide financial statements can be found on pages 13-14 of this report.

The **Statement of Net Position** presents information on the Cape Coral Charter School Authority's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the charter schools is improving or deteriorating.

The **Statement of Activities** presents information for all the current year's revenues and expenses regardless of when cash is received or paid. Thus, revenues and expenses are reported in this statement for some items that will eventually result in cash flows in future fiscal periods.

Fund financial statements. A fund is a grouping of related accounts that are used to maintain control over resources that have been segregated for specific activities or objectives. The Cape Coral Charter School Authority, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related requirements. The Cape Coral Charter School Authority

General Fund is reported as a governmental fund and it is used to account for the operating financial resources of the Authority.

Governmental funds. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating a government's near-term financing requirements. Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions.

Both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities. The Cape Coral Charter School Authority maintains a general fund (governmental funds). Information is presented for the general fund in the governmental funds balance sheet and in the governmental funds statement of revenues, expenditures and changes in fund balances. The Cape Coral Charter School Authority adopts an annual appropriated budget. Budgetary comparison schedules and notes have been provided to demonstrate compliance with these budgets. The governmental funds financial statements can be found on pages 15-18 of this report.

Notes to the financial statements. The notes provide additional information that is essential to a complete understanding of the data provided in the government-wide and funds financial statements. The notes to the financial statements can be found on pages 21-44 of this report.

Required Supplementary Information. The information in this section is required by the Governmental Accounting Standards Board (GASB). It consists of the Management's Discussion and Analysis (MD&A) comprised of the budgetary comparison schedules and notes (pages 3-12), and the pension related schedules and notes which can be found on pages 35-43.

Supplementary Auditors' Reports. This section includes the following:

- Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Governmental Auditing Standards, which can be found on pages 49-53.
- Management Letter in Accordance with the Rules of the Auditor General of the State of Florida, which can be found on pages 54-55.

Government-wide Financial Analysis

For the fiscal year ended June 30, 2021 expenses exceeded revenue by \$1,904,055 decreasing net position to \$1,296,782 mainly due to an increase in salaries and benefits of 5.1% and an increase in contractual services of 12.7%.

The administrative team, consisting of the superintendent, four school principals and the business manager, continue to focus on sound financial planning to sustain the system far into the future. With the anticipated student funding increase for the 2021-2022 school year, the system is expected to continue to improve net position year over year.

As was the case for the last seven fiscal years, all teacher and certified staff contracts were fully paid in four additional payroll cycles. In fiscal year 2021, these payments were made on June 24, 2021, which eliminated the accrual requirement for these contracts that were required prior to fiscal year 2011.

Summary of Net Position

The following table reflects a Summary of Net Position for fiscal years 2021 and 2020.

Cape Coral Charter School Authority Summary of Net Position				
	2021	2020 ¹	Change	% Change
Assets				
Current assets	\$ 11,044,297	\$ 10,923,424	\$ 120,873	1.1%
Capital assets, net	1,824,733	2,248,951	(424,218)	(18.9%)
Total assets	<u>12,869,030</u>	<u>13,172,375</u>	<u>(303,345)</u>	<u>(2.3%)</u>
Deferred outflows related to pension	<u>4,587,619</u>	<u>3,965,573</u>	<u>622,046</u>	<u>15.7%</u>
Liabilities				
Current and other liabilities	766,408	643,106	123,302	19.2%
Noncurrent liabilities	14,875,681	12,547,531	2,328,150	18.6%
Total liabilities	<u>15,642,089</u>	<u>13,190,637</u>	<u>2,451,452</u>	<u>18.6%</u>
Deferred inflows related to pension	<u>517,778</u>	<u>1,112,256</u>	<u>(594,478)</u>	<u>(53.4%)</u>
Net position				
Net investment in capital assets	1,755,754	2,091,110	(335,356)	(16.0%)
Restricted	1,697,980	1,697,980	-	0.0%
Unrestricted	(2,156,952)	(954,035)	(1,202,917)	126.1%
Total net position	<u>\$ 1,296,782</u>	<u>\$ 2,835,055</u>	<u>\$ (1,538,273)</u>	<u>(54.3%)</u>

¹ The Charter School implemented GASB Statement No. 84 Fiduciary Activities in Fiscal year 2021, effectively restating the Net position for Fiscal Year 2020. Please see Note 11: Change in Accounting Principle and Adjustment to Beginning Net Position.

Net investment in capital assets is the largest portion of net position. This represents capital assets (land, buildings, improvements, and equipment), net of accumulated depreciation, and the outstanding related debt used to acquire the assets. The net investment in capital assets balance of \$1,755,754 decreased by \$335,356 or 16.0% in comparison to the prior year. The Authority uses capital assets to provide educational services to their students. While these investments are reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities.

The unrestricted net position balance reflected a decrease of \$1,202,917 or 126.1% from a negative \$954,035 in the prior fiscal year.

Changes in Net Position

The following table reflects a comparison of the Revenues, Expenses and Changes in Net Position for fiscal years 2021 and 2020 by Program.

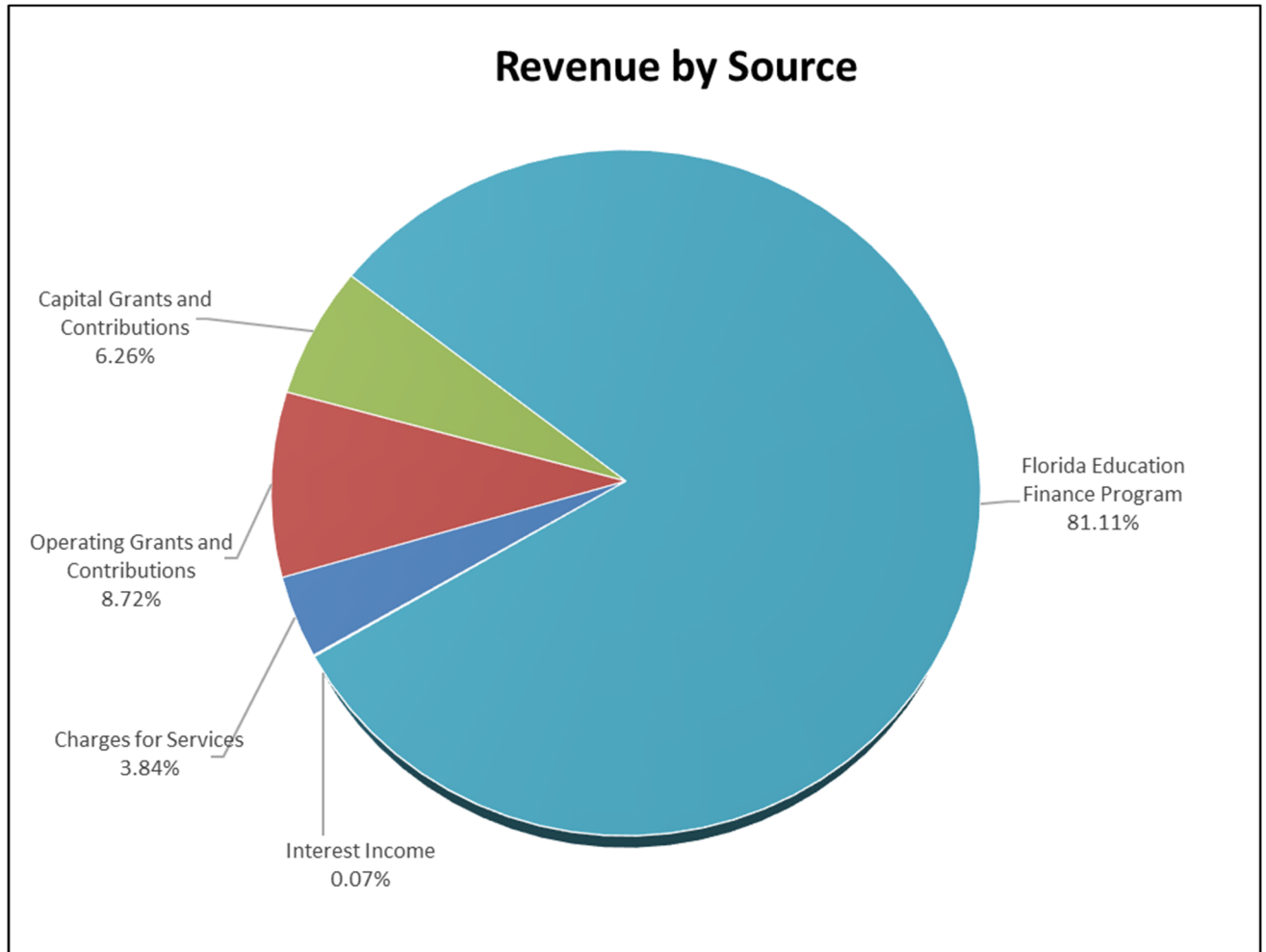
Cape Coral Charter School Authority Summary of Changes in Net Position

	2021	2020 ¹	Change	% Change
REVENUES:				
Program Revenues:				
Charges for Services	\$ 1,055,607	\$ 728,432	\$ 327,175	44.9%
Operating Grants and Contributions	2,399,452	1,843,098	556,354	30.2%
Capital Grants and Contributions	1,721,419	1,593,713	127,706	8.0%
General Revenues:				
Florida Education Finance Program	22,323,808	22,143,709	180,099	0.8%
Interest Income	18,009	140,063	(122,054)	(87.1%)
Total Revenues	27,518,295	26,449,015	1,069,280	4.0%
EXPENSES:				
Program Activities:				
Instruction Basic (FEFP K-12)	16,288,184	14,536,448	1,751,736	12.1%
Exceptional Education Services	198,631	228,519	(29,888)	(13.1%)
Pupil Personnel Services	282,367	291,207	(8,840)	(3.0%)
Health Services	261,491	216,180	45,311	21.0%
Other Pupil Personnel Services	228,872	210,938	17,934	8.5%
Instructional Media Services	98,517	105,458	(6,941)	(6.6%)
Instructional Staff Training Services	12,482	59,948	(47,466)	(79.2%)
Board	34,090	32,569	1,521	4.7%
General Administration	784,512	851,622	(67,110)	(7.9%)
School Administration	2,336,477	2,240,793	95,684	4.3%
Facilities Acquisition & Construction	29,518	17,744	11,774	66.4%
Fiscal Services	323,624	442,966	(119,342)	(26.9%)
Food Services	1,097,220	1,030,302	66,918	6.5%
Data Processing Services	351,195	225,530	125,665	55.7%
Pupil Transportation Services	1,432,518	1,326,709	105,809	8.0%
Operation of Plant	4,834,283	4,773,697	60,586	1.3%
Maintenance of Plant	822,189	680,627	141,562	20.8%
Interest on Capital Lease	6,180	10,637	(4,457)	(41.9%)
Total Expenses	29,422,350	27,281,894	2,140,456	7.8%
Change in Net Position	(1,904,055)	(832,879)	(1,071,176)	128.6%
Net Position - beginning	2,835,055	3,667,934	(832,879)	(22.7%)
Restatement of net position	365,782	-	365,782	100.0%
Net Position - ending	\$ 1,296,782	\$ 2,835,055	\$ (1,538,273)	(54.3%)

¹ The Charter School implemented GASB Statement No. 84 Fiduciary Activities in Fiscal year 2021, effectively restating the Net position for Fiscal Year 2020. Please see Note 11: Change in Accounting Principle and Adjustment to Beginning Net Position.

Revenue

The following is a chart of Revenues by Major Source for the Charter School for fiscal year 2021.



Total revenue increased by \$1,069,280 or 4.0% in comparison to prior year. Outlined below are the explanations for the significant revenue changes.

Charges for Services increased by \$327,175 or 44.9%.

- Food service sales paid by parents or guardians of \$660,648 reflected an increase of \$120,144 or 22.2% from \$540,504 in the prior fiscal year. Food Service Revenue lagged in FY21 due to the number of students who participated in distance learning in the first semester of FY21. \$43,791 was considered Unearned Food Service Revenue in FY21 and is reclassified as earned revenue in FY22.
- General Administration revenue of \$157,352 reflected a decrease of \$3,953 or 2.5% from \$161,305 in the prior year. The decrease is due in part to a reduction in the amount of funds required in FY21 due to the Covid 19 Pandemic.
- Pupil Transportation Services revenue of \$5,588 reflected a decrease of \$20,003 or 78.2% from \$25,591 in the prior year mainly due to the virtual learning environment.

- Instruction Basic revenue of \$212,268 reflected an increase of \$212,013 or 99.9% from \$255 in the prior year due to the consolidation of revenue collected in the Internal Fund for the purpose of curricular needs. This revenue includes but is not limited to fundraisers and private donations earmarked for technology, sales of yearbooks, sales of student uniforms, athletic admissions and concession sales.
- Instructional Media Services revenue decreased \$673 to \$104 or 86.6% from \$777 in the prior year.
- School Administration increased by \$19,647 due to the consolidation of revenue collected in the Internal Fund for the purpose of overall building needs. This revenue is designated for School Administration by vendor rebates and donations designated for the purpose of Principal to designate for school needs.

Operating Grants and Contributions increased by \$556,354 or 30.2%.

- State funded Teachers Classroom Supply Assistance Program stipends of \$59,272 as appropriated by the Florida Legislature increased by \$3,507 or 6.3% from \$55,765 in the prior fiscal year. There were 184 teachers eligible for the funding in FY21 where the per teacher funding increased by \$1.64 from \$320.49 to \$322.13. This funding is distributed in the fall to all eligible certified teachers for the purchase of classroom supplies. Per Florida Statute 1012.71 the Department of Education is authorized to allocate these funds to school districts and charter schools based on the district's proportionate share of the state's total unweighted full-time equivalent (FTE) student enrollment. This funding varies from year to year based on the district's proportionate share of total unweighted FTE student enrollment.
- The Cambridge Advanced International Certificate of Education, also known as AICE, is an international curriculum and examination program. This program allows students to earn an advanced diploma to boost their college applications. Students may earn college credit or place out of introductory courses as a freshman. AICE also provides the potential to earn an international diploma. Funding from the Florida Department of Education for the Advanced International Certificate of Education (AICE) Program at Oasis High School was \$429,259 as compared to \$361,363 for the prior fiscal year. This was an increase of \$67,896 or 18.8% and is due to the increase in students earning diplomas as well the number of student's passing classes. This program funds teacher bonuses and other costs associated with the operation of the Cambridge curriculum program. Funding is determined by the number of students participating in the program and the AICE test results. A bonus was paid to those teachers who instruct AICE courses at the High School based on the number of tests passed.
- Funding from the U.S. Army is a reimbursable federal grant for instructor's salaries. This grant provides a reimbursement of approximately 50% of the cost of the salary for three JROTC instructors. In the FY21 school year the Authority received \$97,387 for three instructors which reflects an increase of \$3,098 or 3.3% from \$94,289. The increase is attributable to the reimbursable portion of the raises for the three JROTC instructors.
- Donations of \$50,119 from PTO and other local organizations decreased by \$118,636 or 70.3% from \$168,755 in the prior fiscal year. These donations are designated to support curriculum needs at the building level. Due to the Pandemic, fundraising by the PTO and other local organizations was limited.
- Funding for Title II-A eligible instructional staff training and associated travel of \$17,059 decreased by \$38,158 or 69.1% from \$55,217 in the prior year. Annually, each school provides the Lee County School District with their proposed plan for Title II-A funding. This proposal is reviewed by the Lee County School District who determines the new building allocation based on the federal funding level. In FY21, only Oasis Elementary South and Oasis High School submitted plans and received funding.

- Funding for Title IV: Student Support and Academic Enhancement Grants. In FY21 all schools applied for Title IV funding through the Lee County School District. Funding is utilized on efforts to improve student mental and behavioral health, school climate or school safety. In FY21, Title IV funding of \$59,208 decreased by \$76,631 or 56.4%. The decrease is due to two factors: the decrease in the funding allocation for technology, software and curricular needs and a repayment of \$21,120 to Lee County. The Charter School repaid funds received in FY20 for the purchase of Chromebooks which the chosen vendor could not provide within the specified time frame. There was a high demand for Chromebooks due to the increase in distance learning.
- The reimbursements through the Florida Department of Education for the National School Breakfast and Lunch Program (NSLP) of \$465,463 showed an increase of \$110,083 or 31.0% from \$355,380 in FY20. The increase is due to funding received at year end for the period of March – June 2020 to offset expenditures incurred during FY20 due to the shutdown for Covid 19. NSLP revenue for the FY21 fiscal year, however lagged due to the number of students who participated in distance learning in the first semester. Reimbursements are received for meals served.
- CARES – Coronavirus Relief Fund – The Coronavirus Aid, Relief, and Economic Security Act (CARES Act) funded by the State, established the \$150 billion Coronavirus Relief Fund (“the Fund”). Payments must be used for necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease (COVID-19) between March 1, 2020 to December 31, 2020. The Authority received funding for K-3 Reading deficiency, Elementary & Secondary School Emergency Relief Fund (ESSER 1) funding (costs resulting from COVID 19), Coronavirus Prevention and Response (sanitation and cleaning), Civics Literacy K-12, and Instructional Continuity Plan (to support creating an instructional continuity plan). In FY21 \$696,373 in funding was received from the School Board of Lee County as a program beneficiary. The funding was used for Personal Protective Equipment (PPE), substitute teachers, building safety/cleaning, technology, and curriculum needs.
- FEFP Teacher Salary Allocation – House Bill 5001 funded through the Florida Education Finance Program (FEFP) focused on increasing compensation for full-time classroom teachers, assisting school districts in their recruitment and retention of classroom teachers and instructional personnel. The bill requires “a school district or charter school” to maintain the new “minimum base salary achieved for classroom teachers” in subsequent fiscal years unless changed by future General Appropriations. In FY21, the Charter School received \$524,342 in revenue to use for teacher compensation.
- VPK Program - \$670 was received from the Early Learning Coalition as a clean-up reimbursement from FY19. FY19 was the last year that the VPK Program was offered at the Charter School.
- Other Miscellaneous State Revenue - \$300 was received from the Lee County School District for an employee who completed the Data Analyst Virtual Training course.
- In FY21, the following programs were not funded by the state: School Recognition (\$313,713) and Best and Brightest (\$302,777). This represents a decrease in revenue of \$616,490.

Capital Grants and Contributions increased by \$127,706 or 8.0%.

- The Cape Coral Charter School Authority is eligible to receive Public Education Capital Outlay (PECO) funding from the State of Florida Department of Education. Capital Outlay funding is based on enrollment and is intended to help offset the cost of the school buildings. The amount of revenue received for FY21 was \$1,646,014 which is an increase of \$52,301 or 3.3% over the previous year.

- TAPS Safety and Security Funding - TAPS is an acronym used by the FDOE Grants Management team and stands for Tracking Applications. The funding received is used specifically for the purpose of Building Safety and Security needs for the school buildings. Funding in the amount of \$75,405 was received.

General Revenues increased by \$58,045 or 0.3%

- The Florida Education Finance Program (FEFP) is the funding formula adopted by the Legislature in 1973 to allocate funds appropriated to school districts for K-12 public school operations. The FEFP allocates funds to each school based on actual student enrollment through surveys on student enrollment twice a year. The major source of revenue for the Charter Schools is the funding from FEFP of \$22,323,808 which represents 81.1% of the total revenue of \$27,518,295. FEFP funding increased by \$180,099 or 0.8% from the prior fiscal year.
- Interest income of \$18,009 represents 0.07% of total revenue. Current fiscal year interest income was \$122,054 or 87.1% less than the \$140,063 earned in the prior fiscal year. Due to Covid 19 and the overall economy, interest rates have fallen effecting the amount of interest earned in FY21.

Expense

The following table represents the Expense by Program.

Cape Coral Charter School Authority			
Expense by Program			
Program	2021	2020	% Total
Instruction Basic (FEFP K-12)	\$ 16,288,184	\$14,536,448	55.36%
Operation of Plant	4,834,283	4,773,697	16.43%
School Administration	2,336,477	2,240,793	7.94%
Pupil Transportation Services	1,432,518	1,326,709	4.87%
Food Services	1,097,220	1,030,302	3.73%
Maintenance of Plant	822,189	680,627	2.79%
General Administration	784,512	851,622	2.67%
Data Processing Services	351,195	225,530	1.19%
Fiscal Services	323,624	442,966	1.10%
Pupil Personnel Services	282,367	291,207	0.96%
Health Services	261,491	216,180	0.89%
Other Pupil Personnel Services	228,872	210,938	0.78%
Exceptional Education Services	198,631	228,519	0.68%
Instructional Media Services	98,517	105,458	0.33%
Board	34,090	32,569	0.12%
Facilities Acquisition & Construction	29,518	17,744	0.10%
Instructional Staff Training Services	12,482	59,948	0.04%
Interest on Capital Lease	6,180	10,637	0.02%
Total governmental activities	<u>\$ 29,422,350</u>	<u>\$27,281,894</u>	<u>100.00%</u>

Total expenses of \$29,422,350 increased by \$2,140,456 or 7.8% from \$27,281,894 in FY20.

The most significant expense of the Charter School is salaries, wages and employee benefits which represents 68.08% of total expenses for the year. Total salaries, wages and employee benefits increased \$1,026,740 to \$20,029,975 or a 5.1% increase as compared to \$19,003,235 in the prior year. There were 357 employees in FY21 which is an increase of 1.5% from the FY20 adopted budget.

Contractual services, materials and supplies of \$8,741,080 represent 29.7% of total expenses. Contractual services increased by \$1,105,588 or 12.7% from \$7,635,492 in the prior fiscal year mainly due to increased needs for safety supplies to combat the spread of COVID-19.

Depreciation expense of \$645,115 represents 2.2% of total expenses. Depreciation Expense increased by \$6,474 or 1.0% from \$638,641 in the prior fiscal year. This increase is due to the addition of \$243,484 in capital assets. In FY21, there were \$126,463 in assets that were either disposed of or retired.

Interest expense of \$6,180 represents 0.02% of total expenses. Interest expense decreased by \$1,655 or 26.8% from \$4,252 in the prior fiscal year. The decrease represents the pay down of the Capital Leases.

Capital Assets

The Cape Coral Charter School Authority's investment in capital assets as of June 30, 2021, is \$1,824,733 (net of accumulated depreciation).

The following table provides capital asset information as of June 30, 2021.

	2021	2020
Equipment	\$ 935,426	\$ 1,247,508
Buildings	6,800	11,600
Vehicles	629,889	631,605
Leasehold Improvements	245,540	348,420
Computer Software	7,078	9,818
Totals	<u>\$ 1,824,733</u>	<u>\$ 2,248,951</u>

Total capital assets decreased by \$424,218 or 18.9% during the current fiscal year. The change is comprised of an increase of \$243,484 in new assets offset by \$667,702 in accumulated depreciation, and dispositions of 22,587. During FY21 the following capital assets were purchased and installed: two new school buses, range for HS classroom and HS Scoreboard. During FY21, the Charter Authority inventoried their capital assets and disposed of those assets that had exceeded their useful life and were deemed useless.

Long-Term Debt

At June 30, 2021, the Cape Coral Charter School Authority had \$68,979 in capital lease obligations. The following is a schedule of outstanding capital leases as of June 30, 2021 and 2020:

2021	2020	Percentage Change
<u>\$ 68,979</u>	<u>\$ 157,841</u>	<u>(56.3%)</u>

Total debt decreased by \$88,862 or 56.3%, during the current fiscal year. The total debt decrease is comprised of the following: scheduled debt payments of \$82,896 and premium amortization of \$5,966 for a net change of \$88,862.

Economic Factors and Next Year's Budget

Unlike a taxing authority, the Cape Coral Charter School Authority must consider factors specific to the operation of the schools in establishing next year's budget.

For FY21, the Authority realized a decrease of \$1,904,055 in net position.

The primary funding source for the Charter School is the FEFP which yearly establishes a Full-Time Equivalent (FTE) student allocation. Therefore, one of the most important considerations must be student enrollment. In addition, state and federal budget legislation can have a significant impact on the funding level per student. In the 2021-2022 adopted budget there is a decrease of 2 enrolled students (increase of 6 at Oasis Elementary School South, decrease of 9 at Oasis Elementary School North, and increase of 5 at Oasis High School). For the 2021-2022 school year, an additional \$40 in per student FEFP funding is anticipated; however, if the anticipated enrollment decreases the FEFP decreases proportionately.

In FY19, the Authority outsourced the custodial services to provide a cleaner, safer environment for all students and staff. Maintenance and pupil transportation services continue to be in-sourced with Charter School employees. The Administration keeps a close eye on the cost of employee benefits, the future impact of the Affordable Health Care Act on the budget and the cost of the outside service contracts which remain for landscape maintenance, and technical and professional services provided through the City of Cape Coral.

In January 2013, the charter schools began paying the debt service to the City of Cape Coral for the 2011 Special Obligation Bond which funded the building of Oasis High School and the Oasis High gymnasium, as well as the expansion of Oasis Elementary and Oasis Middle. For FY22, all debt service will be once again paid in equal monthly payments to meet the City's debt requirement.

The City of Cape Coral owns the Charter School Authority (Authority) buildings and the associated debt. Now that the buildings are aging, the City Council has been in discussions with the Charter School to restructure the lease agreement with the Authority. The restructure would allow for the City's general fund to support the debt payments currently paid 100% by the Authority. Because the debt, and resulting lease agreement, is not level throughout the years, it is difficult for the Authority to pay for both capital purchases and capital maintenance while also paying down the debt. The City Council is considering a smoothing of the lease payments that cover the City's debt to improve the Authority's ability to make capital purchases and perform capital maintenance.

City Management, along with City Council has proposed a business model to address long-term sustainability that incorporates a pro-active capital maintenance and capital purchases budget. The Charter Authority and the City are confident this business model will be adopted during FY22.

All four City Charter Schools maintain an "A" rating with the Florida Department of Education and are considered a valued asset to the City of Cape Coral.

The Administration considers all of these factors in preparing the Cape Coral Charter School Authority's budget for FY22.

Request for Information

This financial report is designed to present users with a general overview of the Cape Coral Charter School Authority's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be directed to the Cape Coral Charter School Authority through the Financial Services Department of the City of Cape Coral, 1015 Cultural Park Blvd., Cape Coral, FL 33990.

Basic Financial Statements

CAPE CORAL CHARTER SCHOOL AUTHORITY

STATEMENT OF NET POSITION

For the Year Ended June 30, 2021

ASSETS

Cash and cash equivalents	\$ 10,545,257
Intergovernmental receivables	397,498
Prepaid expense	101,542
Capital assets (net of accumulated depreciation)	
Equipment	935,426
Buildings	6,800
Vehicles	629,889
Leasehold Improvements	245,540
Computer Software	7,078
Total capital assets	<u>1,824,733</u>
Total assets	<u>12,869,030</u>

DEFERRED OUTFLOWS OF RESOURCES

Deferred outflows related to pension	<u>4,587,619</u>
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LIABILITIES

Current Liabilities	
Accounts payable and other accrued liabilities	503,179
Accrued payroll	219,438
Unearned Revenue	43,791
Noncurrent liabilities:	
Due within one year	201,498
Due in more than one year	952,443
Net pension liability	13,721,740
Total liabilities	<u>15,642,089</u>

DEFERRED INFLOWS OF RESOURCES

Deferred inflows related to pension	<u>517,778</u>
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NET POSITION

Net investment in capital assets	1,755,754
Restricted - discretionary capital	1,697,980
Unrestricted	<u>(2,156,952)</u>
Total net position	<u>\$ 1,296,782</u>

The accompanying notes to the financial statements are an integral part of this statement.

CAPE CORAL CHARTER SCHOOL AUTHORITY

STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2021

FUNCTIONS	Expenses	Program Revenues			Net (Expenses) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
					Unit Activities
Instruction Basic (FEFP K-12)	\$ 16,288,184	\$ 212,268	\$ 1,857,052	\$ -	\$ (14,218,864)
Exceptional Education Services	198,631	-	-	-	(198,631)
Pupil Personnel Services	282,367	-	-	-	(282,367)
Health Services	261,491	-	-	-	(261,491)
Other Pupil Personnel Services	228,872	-	-	-	(228,872)
Instructional Media Services	98,517	104	-	-	(98,413)
Instructional Staff Training Services	12,482	-	17,059	-	4,577
Board	34,090	-	-	-	(34,090)
General Administration	784,512	157,352	-	-	(627,160)
School Administration	2,336,477	19,647	-	-	(2,316,830)
Facilities Acquisition & Construction	29,518	-	-	-	(29,518)
Fiscal Services	323,624	-	-	-	(323,624)
Food Services	1,097,220	660,648	465,463	-	28,891
Data Processing Services	351,195	-	59,208	-	(291,987)
Pupil Transportation Services	1,432,518	5,588	-	-	(1,426,930)
Operation of Plant	4,834,283	-	-	1,721,419	(3,112,864)
Maintenance of Plant	822,189	-	-	-	(822,189)
Voluntary Pre-Kindergarten Program	-	-	670	-	670
Interest on Capital Lease	6,180	-	-	-	(6,180)
Totals	\$ 29,422,350	\$ 1,055,607	\$ 2,399,452	\$ 1,721,419	\$ (24,245,872)
General Revenues:					
					\$ 22,323,808
Florida Education Finance Program (State through Lee County School District)					18,009
Interest income					
Total general revenues					22,341,817
Change in net position					(1,904,055)
Net position - beginning as restated					3,200,837
Net position - ending					\$ 1,296,782

The accompanying notes to the financial statements are an integral part of this statement.

CAPE CORAL CHARTER SCHOOL AUTHORITY

BALANCE SHEET
Governmental Funds

For the Year Ended June 30, 2021

ASSETS		General Fund
Cash and cash equivalents		\$ 10,545,257
Intergovernmental receivables		397,498
Prepaid items		101,542
Total assets		<u>11,044,297</u>
 LIABILITIES AND FUND BALANCES		
Liabilities:		
Accounts payable and other accrued liabilities		503,179
Accrued wages and benefits		219,438
Unearned revenue		43,791
Total liabilities		<u>766,408</u>
Fund balances:		
Nonspendable		101,542
Restricted		1,697,980
Committed		476,289
Assigned		
Encumbrances	22,763	
Amount for Subsequent Year's Budget	<u>1,891,859</u>	1,914,622
Unassigned		<u>6,087,456</u>
Total fund balances		<u>10,277,889</u>
Total liabilities and fund balances		<u>\$ 11,044,297</u>

The accompanying notes to the financial statements are an integral part of this statement.

CAPE CORAL CHARTER SCHOOL AUTHORITY

**RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET POSITION**

For the Year Ended June 30, 2021

Total fund balances - governmental funds	\$ 10,277,889
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Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds. These assets consist of:

Capital Assets	5,173,784	
Accumulated depreciation	<u>(3,349,051)</u>	1,824,733

Deferred outflows of resources related to pension liability are not recognized in the governmental funds; however they are recorded in the statement of net position under full accrual accounting.	4,587,619
---	-----------

Long-term liabilities, including debt payable, are not due and payable in the current period and therefore not reported as fund liabilities

Compensated absences	(1,084,962)	
Capital leases payable	<u>(68,979)</u>	(1,153,941)

Net pension liability is not recognized in the government funds; however it is recorded in the statement of net position under full accrual accounting	(13,721,740)
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Deferred inflows of resources related to pension liability are not recognized in the governmental funds; however, they are recorded in the statement of net position under full accrual accounting.	(517,778)
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Net position of governmental activities	<u>\$ 1,296,782</u>
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The accompanying notes to the financial statements are an integral part of this statement.

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
GOVERNMENTAL FUNDS
For the Year Ended June 30, 2021

Revenues:	General Fund
Federal Direct Sources	
JROTC reimbursable charges	\$ 97,387
Federal through State Sources	
NSLP Lunch Reimbursement	388,260
NSLP Breakfast Reimbursement	77,203
Federal through Local Sources	
Title II-A funding	17,059
Title IV funding	59,208
State through Local Sources	
Florida Education Finance Program	22,323,808
Florida Teachers Salary Allocation	524,342
Florida Teachers Classroom Supply Assistance Program	59,272
VPK Program	670
Public Education Capital Outlay (PECO)	1,646,014
Coronavirus Aid, Relief, and Economic Security Act (CARES)	696,373
Advanced International Certificate of Education (AICE Diploma Program)	429,259
TAPS Safety & Security	75,405
Other Miscellaneous State Shared	300
Local Sources	
Food service sales	660,648
Transportation service charges	5,588
Contributions and donations	50,119
Interest income	18,009
Other revenue	389,371
Total Revenues	27,518,295
Expenditures:	
Instruction Basic (FEFP K-12)	15,434,157
Exceptional Education Services	185,938
Guidance Services	265,509
Health Services	247,072
Other Pupil Personnel Services	208,762
Instructional Media Services	97,816
Instructional Staff Training Services	12,482
Board	34,090
General Administration	728,266
School Administration	2,165,200
Fiscal Services	322,614
Food Services	1,049,741
Data Processing Services	314,318
Pupil Transportation Services	1,173,766
Operation of Plant	4,607,469
Maintenance of Plant	694,570
Facilities Acquisition & Construction	12,176
Capital Outlay	243,484
Debt Service:	
Principal	82,896
Interest and fiscal charges	6,180
Total Expenditures	27,886,506
Net change in Fund Balance	(368,211)
Fund balance - beginning as restated	10,646,100
Fund balance - ending	\$ 10,277,889

The accompanying notes to the financial statements are an integral part of this statement.

CAPE CORAL CHARTER SCHOOL AUTHORITY

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES**

For the Year Ended June 30, 2021

Net change in fund balance - total governmental funds \$ (368,211)

Governmental funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which depreciation exceeded capital outlay in the current period.

Capital outlay	243,484	
Depreciation and loss on disposals	<u>(667,702)</u>	(424,218)

Changes to compensated absences (88,467)

The issuance of debt provides current financial resources to governmental funds, while the repayment of the principal of the long term debt consumes the current financial resources of the governmental funds. Neither transaction, however, has an effect on net position.

Principal on capital lease	82,896	
Amortization of premium	<u>5,966</u>	88,862

Net effect of pension related expenses which decrease net position (1,112,021)

Change in net position of governmental activities \$ (1,904,055)

The accompanying notes to the financial statements are an integral part of this statement.

Notes to Financial Statements

CAPE CORAL CHARTER SCHOOL AUTHORITY
NOTES TO THE FINANCIAL STATEMENTS

June 30, 2021

NOTE I ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

1. Organization.....	21
2. Related Organization.....	21
3. Summary of Significant Accounting Policies.....	21
4. Basic Financial Statements.....	21
5. Measurement Focus and Basic Accounting.....	22

Assets, Liabilities and Net Position, Revenues, and Expenditures/Expenses

1. Cash and Investments.....	22
2. Accounts and Intergovernmental Receivables.....	22
3. Capital Assets.....	23
4. Long-term Liabilities.....	23
5. Operating Leases.....	24
6. Fund Balance.....	24
7. Intergovernmental Revenue.....	25
8. Pensions.....	26
9. Deferred Outflows/Inflows of Resources.....	26
10. Prepaid Items.....	26
11. Unearned Revenue.....	26
12. Use of Estimates.....	27

NOTE II STEWARDSHIP, COMPLIANCE, AND ACCOUNTABILITY

1. Compliance with Finance-Related Legal and Contractual Provisions.....	27
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NOTE II DETAILED NOTES

1. Cash and Investments.....	27
2. Receivables.....	31
3. Capital Assets.....	32
4. Related Party Transactions.....	32
5. Long-Term Liabilities.....	33
6. Operating Leases.....	33
7. Fund Balances.....	34
8. Risk Management.....	35
9. Defined Benefit Pension Plans.....	35
10. Defined Contribution Plans.....	42
11. Change in Accounting Principle and Adjustment to Beginning Net Position.....	43
12. Contingencies.....	43



NOTE I. ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

1. Organization

The Cape Coral Charter School Authority ("Authority") was created for the purpose of operating and managing, on behalf of the City of Cape Coral ("City"), all charter schools for which a charter is held by the City. The powers of the Authority are exercised through a governing board, which is known as the Cape Coral Charter School Authority Board which provides governance of the charter schools. Seven (7) members of the governing board are appointed by City Council including one member of the City Council. The charter school superintendent serves as an "ex officio member" of the board. The parent members from each school level also serve as "ex officio" members of the board. The Charter School Superintendent and parent members are non-voting members. The City Council approves the Charter School Authority's budget and must approve any debt issuances. The Cape Coral Charter School Authority will be presented as a discretely presented component unit within the City of Cape Coral's Annual Comprehensive Financial Report. The Charter School Authority has no component unit of its own.

2. Related Organization

The Cape Coral Municipal Charter Schools Foundation ("Foundation") was established in October 2004 as the fundraising arm of the City of Cape Coral Municipal Charter Schools system. The Foundation is a legally separate 501(c)3 nonprofit organization with a separate governing board. Because the Authority does not appoint a voting majority of the Foundation's governing body, and the Foundation is not fiscally dependent upon the Authority, the financial information of the Foundation has not been included within these financial statements of the Authority since the Foundation does not meet the requirements of a component unit for financial reporting purposes.

3. Summary of Significant Accounting Policies

The financial statements of the Cape Coral Charter School Authority have been prepared in accordance with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the standard-setting body for governmental accounting and financial reporting. GASB periodically updates its codification of the existing Governmental Accounting and Financial Reporting Standards, which along with subsequent GASB pronouncements (Statements and Interpretations), constitutes GAAP for governmental units. The Cape Coral Charter School Authority is reported as a governmental fund and it is used to account for the operating financial resources of the Authority.

4. Basic Financial Statements

The basic financial statements include the Statement of Net Position, Statement of Activities, Balance Sheet, and Statement of Revenues, Expenditures, and Changes in Fund Balance. These statements report all assets, liabilities, deferred inflows and outflows of resources, revenues, and expenses providing a financial picture of the Cape Coral Charter School Authority as a whole.

The Statement of Net Position reports all non-fiduciary financial and capital resources and obligations of the Authority as a whole. The difference between assets and deferred outflows and liabilities and deferred inflows is reported as net position.

The Statement of Activities summarizes the Authority's revenues and expenditures for the current year. A net (expense) revenue format is used to indicate to what extent each function is self-sufficient.

The Statement of Revenues, Expenditures and Changes in Fund Balance reports revenues and expenditures resulting in a change in fund balance for the period and total ending fund balance.

5. Measurement Focus and Basis of Accounting

Basis of accounting refers to when revenues and expenditures are recognized and reported in the Financial Statements. The Cape Coral Charter School Authority's Government-wide Financial

Statements are reported using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis of accounting, revenues are recorded when earned and expenses are recorded when the liability is incurred. The governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Since the governmental fund statements are presented on a different measurement focus and basis of accounting than the government-wide statements, a reconciliation is presented which briefly explains the adjustments necessary to transform the fund based financial statements into the governmental activities of the government-wide presentation.

Under the accrual basis of accounting, revenues are recorded when earned and expenses are recorded when a liability is incurred.

Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual (i.e. both measurable and available). "Available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. The Authority considers all revenues available if they are collected within 60 days after year-end.

Assets, Liabilities and Net Position, Revenues, and Expenditures/Expenses

1. Cash and Investments

Section 218.415, Florida Statutes, limits the types of investments that a government can invest in unless specifically authorized in an investment policy. On August 8, 2011, the City of Cape Coral adopted a revised comprehensive investment policy pursuant to Section 218.415, Florida Statutes that established permitted investments, asset allocation limits, issuer limits, credit rating requirements, and maturity limits to protect cash and investment assets. This policy is adopted as the Cape Coral Charter School Authority Board's investment policy as stipulated in section 6144 of the Charter School bylaws. The Charter School Authority maintains a common cash and investment pool for the use of all funds. The investment policy applies to all cash and investments held or controlled by the Charter School Authority.

The cash deposits are held by a bank that qualifies as a public depository under the Florida Security for Public Deposits Act as required by Chapter 280, Florida Statutes.

As of June 30, 2021, the Authority's investment portfolio did not include any investments that are required to be held by a third-party custodian.

Detailed information on allowable investments and actual holdings can be found in Note III, Detailed Notes 1: Cash and Investments.

2. Accounts and Intergovernmental Receivables

Receivables are monies due to the Cape Coral Charter School Authority at the end of the fiscal year. Receivables are distinguished between those due from other governmental agencies including the City of Cape Coral and those due from non-governmental sources (accounts receivable). Both are described in Note III, Detailed Notes 2 Receivables.

The Authority has the following receivables:

Intergovernmental

An intergovernmental receivable for Universal Service Administrative Company (E-Rate) is reimbursement for telephone expense and purchase of new server in fiscal year 2020. This receivable was still an open item as of June 30, 2021.

An intergovernmental receivable has been recorded for funding from the US Army to offset approximately 50% of the cost of the three JROTC instructors' salaries. Oasis High School receives reimbursements from the Army Junior Reserve Officer (JROTC) program which is a program that teaches students character education, student achievement, wellness, leadership, and diversity. This receivable represents the June payroll reimbursement which is paid a month in arrears.

An intergovernmental receivable has been recorded for Title II-A Revenue for fiscal year 2021 for expenditures billed to Lee County School District but not received by fiscal year end.

An intergovernmental receivable has been recorded for Title IV Revenue for fiscal year 2021 for expenditures billed to Lee County School District but not received by fiscal year end.

An intergovernmental receivable has been recorded for Coronavirus Aid, Relief & Economic Security Act - CARES Revenue for fiscal year 2021 for expenditures billed to Lee County School District but not received by fiscal year end.

An intergovernmental receivable has been recorded for TAPS, Security and Safety Revenue for fiscal year 2021 for expenditures billed to Lee County School District but not received by fiscal year end.

An intergovernmental receivable has been recorded for After School Revenue from the Internal Funds for FY21. Revenue is received in the Internal Fund and then transferred to the General Fund to cover the cost of payroll for the Employee assigned to the After-School Program.

An intergovernmental receivable has been recorded for a P-Card reimbursement from the City of Cape Coral for FY21.

An intergovernmental receivable has been recorded for the National School Lunch Program revenue for fiscal year 2021 for the June breakfast and lunch reimbursement and additional funding for the period of March – June 2020 to offset expenditures during the shutdown for Covid 19 not received by fiscal year end.

All receivables are considered to be collectible. No allowances for uncollectible amounts are recorded.

3. Capital Assets

Capital assets are defined by the Authority as assets with an initial, individual cost of \$5,000 or more and a useful life in excess of one year. Capital assets are recorded at historical cost. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend the life of the asset are not capitalized but are expensed as incurred.

Capital assets are depreciated using the straight-line method of depreciation over the useful lives of the related assets. The depreciable life of each asset is determined by City of Cape Coral Administrative Regulation 51 and complies with generally accepted accounting principles.

<u>Asset</u>	<u>Years</u>
Equipment	3-5
Buildings	3-10
Vehicles	3-10
Leasehold Improvements	3-13
Computer Software	3

4. Long-term Liabilities

Compensated Absences - The Authority permits employees to accumulate earned but unused leave, which will be paid to the employee upon separation if they meet certain criteria. These benefits plus the related taxes are classified as compensated absences.

In April 2015, an additional 4 busses were purchased to accommodate increasing student enrollment and ridership. The Authority began payments to the City for the additional 4 busses in June 2015. The total of the Capital Lease for the additional busses will be repaid over 76.5 months. The Authority recognized the lease of buses from the City of Cape Coral as a capital lease. This is recorded as a long-term liability in the Statement of Net Position. The final payment will be September 2021.

In January 2019, the Authority entered into a lease agreement with Canon Copiers for 9 copiers to be utilized at the schools and in Administrative Services. The lease term is five years. The Authority recognized this as a capital lease. This is recorded as a long-term liability in the Statement of Net Position.

5. Operating Leases

A master lease agreement for all charter school facilities was negotiated in October 2011 which replaced all previous agreements and includes an automatic renewal clause. The master lease requires payments by the Authority equal to the debt service on the long-term debt from the 2011 and 2017 Special Obligation bonds, plus the cost of commercial general liability insurance, and one dollar. The amount of future insurance premiums is not known and is not included in the schedule of operating lease obligations. In fiscal year 2009, capital outlay revenue became available based on current Florida State Statute 1013.62 to offset a portion of the building lease obligations. In FY21, the final payment for the 2011 long-term debt was paid off.

6. Fund Balance

The following classifications describe the relative strength of the spending constraints within the Authority's fund balance.

Non-Spendable Fund Balance - Amounts that are (a) not in spendable form or (b) legally or contractually required to be maintained intact. "Not in spendable form" includes items that are not expected to be converted to cash (such as inventories and prepaid amounts) and items such as the long-term amount of loans and notes receivable, as well as property acquired for resale. The corpus (or principal) of a permanent fund is an example of an amount that is legally or contractually required to be maintained intact.

Restricted Fund Balance - Amounts that can be spent only for specific purposes stipulated by (a) external resource providers such as creditors (through debt covenants), grantors, contributors, or laws or regulations of other governments; or (b) imposed by law through constitutional provisions or enabling legislation.

Committed Fund Balance - Amounts that can be used only for the specific purposes determined by a formal action of the Governing Board; the Charter Authority's highest level of decision making authority. Commitments may be changed or lifted only by the Board taking the same formal action that imposed the constraint originally, which is by resolution.

Assigned Fund Balance – Portion that reflects a government's intended use of resources. Includes spendable fund balance amounts established by management of the Authority that are intended to be used for specific purposes that are neither considered restricted or committed.

Unassigned Fund Balance - Unassigned fund balance is the residual classification for the general fund. This classification represents a fund balance that has not been assigned to other funds and that has not been restricted, committed, or assigned to specific purposes within the general fund. Unassigned fund balance may also include negative balances for any governmental fund if expenditures exceed amounts restricted, committed, or assigned for those specific purposes.

Unrestricted Fund Balance – The total of committed fund balance, assigned fund balance, and unassigned fund balance.

The Authority uses restricted amounts to be spent first when both restricted and unrestricted fund balance is available unless there are legal documents/contracts that prohibit doing this, such as in grant agreements requiring dollar for dollar spending. Additionally, the Authority would first use committed fund balance, followed by assigned fund balance and then unassigned fund balance when expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used.

The Authority established restricted fund balances in the General Fund for Local Capital Improvement Revenue (1013.62, Florida Statutes, (F.S.)). These fund balances are restricted by Florida Statute as set forth in the annual budget and any amendments thereto.

In the general fund, the Authority strives to maintain an unassigned balance of 5% of annual resources of the general fund. This is the target that the unassigned fund balance should not fall below without establishing a replenishment plan. Detailed information on fund balances can be found in Note III, Detailed Notes 7: Fund Balances.

7. Intergovernmental Revenue

Federal Revenue Sources

Cape Coral Charter Schools Authority receives Federal monies distributed through the Florida Department of Education for the National School Lunch Program.

The Authority receives Title II-A funding which is designed to increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; hold local educational agencies and schools accountable for improvements in student academic achievement.

Title IV is a block grant that supports the needs for improvement in three key areas: access to and opportunities for a well-rounded education, safe and supportive conditions for learning, and access to personalized learning experiences supported by technology. In fiscal year 2021, all buildings received Title IV funding.

Oasis High School receives reimbursement from the Army Junior Reserve Officer (JROTC) program. This funding is to offset approximately 50% of the cost of the three JROTC instructors' salaries. The program is offered to high schools that teach students character education, student achievement, wellness, leadership, and diversity. It is a cooperative effort between the Army and the high schools to produce successful students and citizens, while fostering in each school a more constructive and disciplined learning environment.

State Revenue Sources

Revenue from State sources for current operations is primarily from the Florida Education Finance Program, administered by the Florida Department of Education under the provisions of Section 1011.62, Florida Statutes. In accordance with the law, the Cape Coral Charter School Authority determines and reports to the Lee County School District the number of full-time equivalent students (FTE). The Department performs certain edit checks on the reported number of FTE students and remits funding based on the Department's current year adopted allocations.

The Cape Coral Charter School Authority is eligible to receive Public Education Capital Outlay (PECO) funding from the State of Florida Department of Education. Capital Outlay funding is based on enrollment and is intended to help offset the cost of the school buildings.

Funding is received from the Florida Department of Education for the Advanced International Certificate of Education Program at Oasis High School. This program funds teacher bonuses and additional costs to operate the Cambridge curriculum program. Funding is determined by the number of students participating in the program and the AICE testing results.

The Authority receives funding for Florida Teachers Classroom Supply Assistance Program which provides funding to teachers for the purchase of classroom supplies each September. This program was funded by the Florida legislature for the 2020-2021 school year. Future funding is contingent upon legislative approval.

The Authority receives funding for Teacher Salary Allocation which provides funding to increase compensation for full-time classroom teachers assisting school districts in their recruitment and retention of classroom teachers and instructional personnel.

The Authority received funding from the School board of Lee County as a program beneficiary from the Coronavirus Aid, and Economic Security Act (CARES) which was established to cover expenditures incurred due to the public health emergency with respect to the Coronavirus Disease (COVID-19) between March 1, 2020 and December 31, 2021.

TAPS Safety and Security Funding - TAPS is an acronym used by the FDOE Grants Management team and stands for Tracking Applications. The funding received is used specifically for the purpose of Building Safety and Security needs for the school buildings.

8. Pensions

In the government-wide statement of net position, liabilities are recognized for the Authority's proportionate share of each pension plan's net pension liability. For purposes of measuring the net pension liability, deferred outflows/inflows of resources, and pension expense, information about the fiduciary net position of the Florida Retirement System (FRS) defined benefit plan and the Health Insurance Subsidy (HIS) and additions to/deductions from FRS's and HIS's fiduciary net position have been determined on the same basis as they are reported by the FRS and HIS plans. For this purpose, plan contributions are recognized as of employer payroll paid dates and benefit payments and refunds of employee contributions are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

9. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position reports a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then. The deferred outflows of resources reported in the Authority's statement of net position pertain to the Authority's participation in the Florida Retirement System Pension Plan and the Retiree Health Insurance Subsidy Program.

In addition to liabilities, the statement of net position reports a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The deferred inflows of resources reported in the Authority's statement of net position pertain to the Authority's participation in the Florida Retirement System Pension Plan and the Retiree Health Insurance Subsidy Program.

The potential components of deferred inflows or outflows relating to pensions include differences between expected and actual economic experience, changes in actuarial assumptions, the net difference between projected and actual earnings on pension plan investments, changes in proportion between Authority contributions and the proportionate share of contributions, and the Authority's contributions subsequent to the measurement date.

10. Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both the government-wide and fund financial statements.

11. Unearned Revenue

Revenue cannot be recognized until it has been earned and is available to finance expenditures of the current fiscal period. Revenue that is earned but not available is reported as deferred inflow of resources in the General Fund until such time as the revenue becomes available.

12. Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make certain estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities as of the date of the financial statements, and the reported amounts of revenue and expenditures during the reporting period. Actual results could differ from those estimates.

NOTE II. STEWARDSHIP, COMPLIANCE, AND ACCOUNTABILITY

Compliance with Finance-Related Legal and Contractual Provisions

The Authority believes it is not in violation of any finance-related legal or contractual provisions.

NOTE III. DETAILED NOTES

1. Cash and Investments

As of June 30, 2021, the Cape Coral Charter School Authority had the following cash and investment amounts:

<u>Category</u>	<u>Fair Value</u>
Checking and savings accounts	\$ 2,119,226
Cash on hand	841
Local Government Investment Pool - Florida Prime (SBA)	4,974,420
Intergovernmental Investment Pool - Florida Class	3,450,770
Total	<u>\$ 10,545,257</u>

A. Cash and Cash Equivalents

The cash deposits are held by a bank that qualifies as a public depository under the Florida Security for Public Deposits Act as required by Chapter 280, Florida Statutes.

B. Investment Portfolio

Section 218.415, Florida Statutes, limits the types of investments that a government can invest in unless specifically authorized in an investment policy. On August 8, 2011, the City of Cape Coral adopted a revised comprehensive investment policy pursuant to Section 218.415, Florida Statutes that established permitted investments, asset allocation limits, issuer limits, credit rating requirements, and maturity limits to protect cash and investment assets. This policy is adopted as the Cape Coral Charter School Authority Board's investment policy as stipulated in section 6144 of the Charter School bylaws. The Charter School Authority maintains a common cash and investment pool for the use of all funds. The investment policy applies to all cash and investments held or controlled by the Charter School Authority.

The Charter School Authority's investment policy allows for the following investments:

- Florida PRIME
- United States Government Securities, unconditionally guaranteed by the United States Government
- United States Government Agencies, issued or guaranteed by the United States Government agencies
- Federal Instrumentalities, issued or guaranteed by United States Government sponsored agencies

- Non-Negotiable Interest Bearing Time Certificates of Deposit or Saving Accounts, in banks organized under the laws of the state and/or in national banks organized under the laws of the United States and doing business and situated in the State of Florida
- Repurchase Agreements
- Commercial Paper, of any United States company that is rated at the time of purchase
- Bankers' Acceptances, issued by a domestic bank or a federally chartered domestic office of a foreign bank
- State and/or Local Government Taxable and/or Tax-Exempt Debt
- Registered Investment Companies (Mutual Funds), that are registered under the Federal Investment Company Act of 1940 and operated in accordance with 17 C.F.R § 270.2a-7
- Intergovernmental Investment Pools, that are authorized pursuant to the Florida Inter-local Cooperation Act, as provided in Section 163.01, Florida Statutes Intergovernmental Investment Pools. A maximum of 25% of available funds may be invested in the intergovernmental investment pools
- Corporate Notes, issued by corporations organized and operating within the United States or by depository institutions licensed by the United States
- Corporate Obligations, issued by financial institutions that participate in the FDIC's Temporary Liquidity Guarantee Program and are fully insured by the FDIC a guaranteed by the United States Government
- Mortgage-Backed Securities (MBS) that are based on mortgages that are guaranteed by a government agency or GSE for payment
- Asset-Backed Securities (ABS) that are backed by financial assets
- Bond Funds

As of June 30, 2021, the Charter School Authority had the following investment types and effective duration presented in terms of years:

<u>Security Type</u>	<u>Fair Value</u>	<u>Weighted Average Duration (Years)</u>
Local Government Investment Pool - Florida Prime (SBA)	\$ 4,974,420	0.14
Intergovernmental Investment Pool - Florida Class	3,450,770	0.13
Total Fair Value	<u>\$ 8,425,190</u>	
Portfolio Weighted Average Duration		0.13

C. Fair Value Measurements

Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction. In determining this amount, three valuation techniques are available.

Market approach – This uses prices generated for identical or similar assets or liabilities. The most common example is an investment in a public security traded in an active exchange such as the NYSE.

Cost approach – This technique determines the amount required to replace the current asset. This approach may be ideal for valuating donations of capital assets or historical treasures.

Income approach – This approach converts future amounts (such as cash flows) into a current discounted amount. Each of these valuation techniques requires inputs to calculate a fair value. Observable inputs should be maximized in fair value measures, and unobservable inputs should be minimized.

As of June 30, 2021, the Authority had the following investment measurements by security type:

	Total Fair Value
<u>Investments Measured at Net Asset Value (NAV)</u>	
Intergovernmental Investment Pool - Florida Class	\$ 3,450,770
Total Investments Measured at NAV	<u>3,450,770</u>
<u>Investment Measured at Amortized Cost</u>	
Local Government Investment Pool - Florida Prime (SBA)	4,974,420
Total investments	<u>\$ 8,425,190</u>

Other information for investments measured at the NAV or its equivalent follows:

	Fair Value	Unfunded Commitments	Redemption Frequency	Redemption Notice Period
Pooled/Common/Comingled Finds:				
Intergovernmental Investment Pool - Florida Class	\$ 3,450,770	\$ -	Daily	1 Day
Total Investments Measured at NAV	<u>\$ 3,450,770</u>			

The FLCLASS investment pool seeks to generate competitive market returns in a manner that will provide safety of principal while meeting the liquidity needs of Participant.

The SBA Pool Florida PRIME manages billions of dollars for Florida local governments and purchases investments consistent with Chapter 215.47, Florida Statutes. Florida PRIME currently meets all of the necessary criteria to elect to measure all of the investments in Florida PRIME at amortized cost. Thus, the pool operates essentially as a money market fund, but is classified as an external investment pool.

Qualifying local government investment pools in the state of Florida must comply with applicable Florida statutory requirements. Chapter 218.409(8)(a), Florida Statutes state that the principal balance within a LGIP trust fund is subject to withdrawal at any time. However, the Executive Director may, in good faith, on the occurrence of an event that has a material impact on liquidity or operations of the trust fund, for 48 hours limit contributions to or withdrawals from the trust fund to ensure that the Board can invest in the monies entrusted to it in exercising its fiduciary responsibility. Such action must be immediately disclosed to all participants, the Trustees, the Joint Legislative Auditing Committee, the Investment Advisory Council, and the Participant Local Government Advisory Council.

With regard to liquidity fees, Chapter 208.409(4) provides authority for an LGIP to impose penalties for early withdrawal, subject to disclosure in the enrollment materials of the amount and purpose of such fees. At present, no such disclosure has been made by the SBA.

D. Interest Rate Risk

The Charter School Authority's investment policy sets limits for investment maturities to match known cash needs and anticipated cash flow requirements. Investments of current operating funds shall have maturities of no longer than twenty-four (24) months. Investments of bond reserves, construction funds, and other non-operating funds, "core funds", shall have a term appropriate to the need for funds and in accordance with debt covenants, but in no event shall exceed five (5) years. The maturities of the underlying securities of a repurchase agreement will follow the requirements of the Master Repurchase Agreement.

The Authority utilizes “effective duration” as a measurement of interest rate risk and as of June 30, 2021 the investment portfolio had an effective duration of .13 years.

Credit Risk

The Authority’s investments on June 30, 2021 are limited to credit quality ratings from nationally recognized rating agencies as follows:

Registered Investment companies (Mutual Funds)

- Rated AAAM by Standard & Poor’s or the equivalent by another rating agency.
- Are in open-end, no-load provided such funds are registered under the Federal Investment Company Act of 1940 and operated in accordance with 17 C.F.R. § 270.2a-7.
- In addition, the Financial Services Director may invest in other types of mutual funds provided such funds are registered under the Federal Investment Company Act of 1940, invest exclusively in the securities specifically permitted under this investment policy, and are similarly diversified.

Intergovernmental Investment Pools

- Rated AAAM by Standard & Poor’s or the equivalent by another rating agency.
- Are authorized pursuant to the Florida Inter-local Cooperation Act, as provided in Section 163.01, Florida Statutes and provided that said funds contain no derivatives.

As of June 30, 2021, the Authority had the following credit exposure as a percentage of total investments:

<u>Security Type</u>	<u>S&P Credit Rating</u>	<u>% of Portfolio</u>
Local Government Investment Pool - Florida Prime (SBA)	AAAM	59.04%
Intergovernmental Investment Pool - Florida Class	AAAM	40.96%
		<u>100.00%</u>

E. Custodial Credit Risk

The Authority’s investment policy, pursuant to Section 218.415(18), Florida Statutes, requires securities, with the exception of certificates of deposits, shall be held with a third-party custodian; and all securities purchased by, and all collateral obtained by the Authority should be properly designated as an asset of the Authority. The securities must be held in an account separate and apart from the assets of the financial institution. A third party custodian is defined as any bank depository chartered by the Federal Government, the State of Florida, or any other state or territory of the United States which has a branch or principal place of business in the State of Florida, or by a national association organized and existing under the laws of the United States which is authorized to accept and execute trusts and which is doing business in the State of Florida. Certificates of deposits will be placed in the provider’s safekeeping department for the term of the deposit.

As of June 30, 2021, the Authority’s investment portfolio did not include any investments that are required to be held by a third-party custodian.

F. Concentration of Credit Risk

The Authority’s investment policy has established asset allocation and issuer limits on certain investments, which is designed to reduce concentration of credit risk of the Authority’s investment portfolio. Since the Authority is invested in Florida PRIME which is a local government investment pool, a maximum of 75% of available funds may be invested in this investment category. The Authority is also invested in Florida Class which is categorized as an Intergovernmental Investment

Pool, which allows for a maximum of 75% investment in this category. Additionally, the Authority utilizes Bank United checking account as an investment tool, unlimited investing may be done to this account.

As of June 30, 2021, the Authority had the following issuer concentration based on fair value:

Issuer	Fair Value	Percentage of Portfolio
Local Government Investment Pool - Florida Prime (SBA)	\$ 4,974,420	59.04%
Intergovernmental Investment Pool - Florida Class	3,450,770	40.96%
	<u>\$ 8,425,190</u>	<u>100.00%</u>

2. Receivables

Intergovernmental Receivables

JROTC	\$ 5,330
Title II-A	1,061
Title IV	80,328
Coronavirus Aid, Relief, and Economic Security Act (CARES)	144,696
Due from City of Cape Coral/P-Card Rebate	4,943
TAP - Safety and Security	18,445
After School Reimbursement from Internal Funds	2,851
National School Lunch Program	113,845
Universal Service Administrative Company (Erate Category #2)	25,999
Total Intergovernmental Receivables	<u><u>\$ 397,498</u></u>

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3. Capital Assets

Capital asset activity for the year ended June 30, 2021 was as follows:

Capital Assets	Beginning Balance	Increases	Decreases	Ending Balance
Capital assets, being depreciated				
Equipment	\$ 2,193,297	\$ 24,992	\$ (11,637)	\$ 2,206,652
Buildings	255,288	-	(2,152)	253,136
Vehicles	1,970,997	218,492	(89,144)	2,100,345
Leasehold Improvements	623,481	-	(23,530)	599,951
Computer Software	13,700	-	-	13,700
Capital assets, being depreciated	<u>5,056,763</u>	<u>243,484</u>	<u>(126,463)</u>	<u>5,173,784</u>
Less Accumulated Depreciation for:				
Equipment	(945,789)	(337,074)	11,637	(1,271,226)
Buildings	(243,688)	(4,800)	2,152	(246,336)
Vehicles	(1,339,392)	(210,563)	79,499	(1,470,456)
Leasehold Improvements	(275,061)	(89,938)	10,588	(354,411)
Computer Software	(3,882)	(2,740)	-	(6,622)
Total accumulated depreciation	<u>(2,807,812)</u>	<u>(645,115)</u>	<u>103,876</u>	<u>(3,349,051)</u>
Total capital assets being depreciated.	<u>2,248,951</u>	<u>(401,631)</u>	<u>(22,587)</u>	<u>1,824,733</u>
Total capital assets, net	<u>\$ 2,248,951</u>	<u>\$ (401,631)</u>	<u>\$ (22,587)</u>	<u>\$ 1,824,733</u>

Depreciation expense was charged to functions/programs of the primary government as follows:

Governmental Activities:

Instruction Basic (FEFP K-12)	\$ 5,663
Instructional Media Services	407
School Administration	24,321
Facilities Acquisition & Construction	17,342
Fiscal Services	1,010
Food Services	14,655
Data Processing Services	28,109
Pupil Transportation Services	210,647
Operation of Plant	226,813
Maintenance of Plant	116,148
Total depreciation expense	<u>\$ 645,115</u>

4. Related Party Transactions

The City of Cape Coral, a related party, performs various services for the Authority and invoices the Authority monthly. These services relate to accounting services, human resources, fleet services, facility services, security services and school resource officers. Amounts incurred for these services for the year ended June 30, 2021 were \$573,301.

5. Long-Term Liabilities

Long-term liability activity for the year ended June 30, 2021, was as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Due Within One Year
Capital leases	\$ 151,875	\$ -	\$ (82,896)	\$ 68,979	\$ 36,584
Lease premium	5,966	-	(5,966)	-	-
Total capital leases	157,841	-	(88,862)	68,979	36,584
Compensated absences	996,495	119,988	(31,521)	1,084,962	164,914
Total	<u>\$ 1,154,336</u>	<u>\$ 119,988</u>	<u>\$ (120,383)</u>	<u>\$ 1,153,941</u>	<u>\$ 201,498</u>

Capital Leases –The Authority leases school buses from the City, under a capital lease. The school buses were reported within capital assets at \$256,208, net of accumulated depreciation, as of June 30, 2021. Current year depreciation expense of the leased school buses was \$170,054.

The Authority leases copiers from Canon, under a capital lease. The copiers were reported within capital assets at \$50,847, net of accumulated depreciated, as of June 30, 2021. Current year depreciation expense of the leased copiers was \$20,339.

The capital leases are recorded at the present value of future minimum lease payments. The following schedule shows the present value of these payments at June 30, 2021.

For the Year ending June 30,	Principal	Interest	Total
2022	\$ 36,584	\$ 2,324	\$ 38,908
2023	21,407	793	22,200
2024	10,988	112	11,100
Total	<u>\$ 68,979</u>	<u>\$ 3,229</u>	<u>\$ 72,208</u>
Total capital lease balance	<u>\$ 68,979</u>		

6. Operating Leases

The following schedule reflects the operating lease obligations for the Charter School Authority for the terms of the leases.

Year ending June 30,	Total
2022	\$ 3,082,062
2023	3,191,750
2024	3,187,437
2025	3,186,875
2026	3,184,687
2027-2031	15,934,125
2032-2036	15,935,556
2037-2044	7,562,738
	<u>\$ 55,265,230</u>

The Authority leases the buildings from the City. For FY21, lease payments totaled \$3,194,177. In FY09, capital outlay revenue became available based on current Florida State Statute 1013.62 to

offset a portion of the building lease obligations. In FY21 capital outlay revenue received was \$1,646,014.

While the lease term is set to renew every five years, the Authority's lease payment represents the City's annual debt service on the City's 2011 and 2017 Series Bonds. As such, the Authority's commitment to the City extends beyond the end of the current lease agreement to the maturity date of the bonds.

The City of Cape Coral owns the Charter School Authority (Authority) buildings and the associated debt. Now that the buildings are aging, the City Council has been in discussions with the Charter School to restructure the lease agreement with the Authority. The restructure would allow for the City's general fund to support the debt payments currently paid 100% by the Authority. Because the debt, and resulting lease agreement, is not level throughout the years, it is difficult for the Authority to pay for both capital purchases and capital maintenance while also paying down the debt. The City Council is considering a smoothing of the lease payments that cover the City's debt to improve the Authority's ability to make capital purchases and perform capital maintenance.

City Management, along with City Council has proposed a business model to address long-term sustainability that incorporates a pro-active capital maintenance and capital purchases budget. The Charter Authority and the City are confident this business model will be adopted during FY22.

All four City Charter Schools maintain an "A" rating with the Florida Department of Education and are considered a valuable asset to the City of Cape Coral.

7. Fund Balances

Fund balances for governmental funds at June 30, 2021 are as follows:

	<u>Total</u>
Fund balances:	
Nonspendable	
Prepaid Items	\$ 101,542
Restricted	
Discretionary Capital	1,697,980
Committed	
Telephone System	144,858
School Buses	331,431
Total Committed	<u>476,289</u>
Assigned	
Encumbrances	22,763
Amount for Subsequent Year's Budget	1,891,859
Total Assigned	<u>1,914,622</u>
Unassigned	6,087,456
Total fund balances	<u><u>\$ 10,277,889</u></u>

8. Risk Management

The Charter School Authority is exposed to various risks of loss related to torts, theft of, damage to and the destruction of assets; errors and omissions; injury to employees; and natural disasters. Commercial property insurance coverage for the buildings leased by the Authority is provided by the City and reimbursed by the Authority as part of the annual lease payment. The Charter School Authority has purchased insurance coverage through Preferred Governmental Insurance Trust for property (contents) and casualty with combined limits of \$1,000,000 per person/\$2,000,000 per accident, statutory workers compensation coverage, and other commercial insurance for the other exposures identified. No accrual has been provided for claims and incidents not reported to insurers. All known claims have been reported to the insurers. Claims made have not exceeded the insurance coverage for the past three fiscal years.

9. Defined Benefit Pension Plans

Background

The Florida Retirement System (FRS) was created by Chapter 121, Florida Statutes, to provide a defined benefit pension plan for participating public employees. The FRS was amended in 1998 to add the Deferred Retirement Option Program under the defined benefit plan and amended in 2000 to provide a defined contribution plan alternative to the defined benefit plan for FRS members effective July 1, 2002. This integrated defined contribution pension plan is the FRS Investment Plan. Chapter 112, Florida Statutes, established the Retiree Health Insurance Subsidy (HIS) Program, a cost-sharing multiple-employer defined benefit pension plan, to assist retired members of any State-administered retirement system in paying the costs of health insurance.

Essentially all regular employees of the Authority are eligible to enroll as members of the State-administered FRS. Provisions relating to the FRS are established by Chapters 121 and 122, Florida Statutes; Chapter 112, Part IV, Florida Statutes; Chapter 238, Florida Statutes; and FRS Rules, Chapter 60S, Florida Administrative Code; wherein eligibility, contributions, and benefits are defined and described in detail. Such provisions may be amended at any time by further action from the Florida Legislature. The FRS is a single retirement system administered by the Florida Department of Management Services, Division of Retirement, and consists of the two cost-sharing, multiple-employer defined benefit plans and other nonintegrated programs. A comprehensive annual financial report of the FRS, which includes its financial statements, required supplementary information, actuarial report, and other relevant information, is available from the Florida Department of Management Services' Web site (www.dms.myflorida.com).

The aggregate amount of net pension liability, related deferred outflows of resources and deferred inflows of resources and pension expense for the Charter School defined benefit pension plans are summarized below:

	FRS	HIS	Total
Net Pension Liability	\$9,414,625	\$4,307,115	\$13,721,740
Deferred Outflows of resources related to pensions	3,658,454	929,165	4,587,619
Deferred Inflows of resources related to pensions	122,237	395,541	517,778
Pension Expense	1,977,154	354,472	2,331,626

Florida Retirement System Pension Plan

Plan Description

The Florida Retirement System Pension Plan (FRS Plan) is a cost-sharing multiple-employer defined benefit pension plan, with a Deferred Retirement Option Program (DROP) for eligible employees. The general classes of membership are as follows:

- *Regular Class* – Members of the FRS who do not qualify for membership in the other classes.
- *Elected County Officers Class* – Members who hold specified elective offices in local government.
- *Senior Management Service Class (SMSC)* – Members in senior management level positions.
- *Special Risk Class* – Members who are special risk employees, such as law enforcement officers, meet the criteria to qualify for this class.

Employees enrolled in the FRS Plan prior to July 1, 2011, vest at 6 years of creditable service and employees enrolled in the FRS Plan on or after July 1, 2011, vest at 8 years of creditable service. All vested members, enrolled prior to July 1, 2011, are eligible for normal retirement benefits at age 62 or at any age after 30 years of service, except for members classified as special risk who are eligible for normal retirement benefits at age 55 or at any age after 25 years of service. All members enrolled in the FRS Plan on or after July 1, 2011, once vested, are eligible for normal retirement benefits at age 65 or any time after 33 years of creditable service, except for members classified as special risk who are eligible for normal retirement benefits at age 60 or at any age after 30 years of service. Employees enrolled in the FRS Plan may include up to 4 years of credit for military service toward creditable service. The FRS Plan also includes an early retirement provision; however, there is a benefit reduction for each year a member retires before his or her normal retirement date. The FRS Plan provides retirement, disability, death benefits, and annual cost-of-living adjustments to eligible participants.

DROP, subject to provisions of Section 121.091, Florida Statutes, permits employees eligible for normal retirement under FRS Plan to defer receipt of monthly benefit payments while continuing employment with an FRS participating employer. An employee may participate in DROP for a period not to exceed 60 months after electing to participate, except that certain instructional personnel may participate for up to 96 months. During the period of DROP participation, deferred monthly benefits are held in the FRS Trust Fund and accrue interest. The net pension liability does not include amounts for DROP participants, as these members are considered retired and are not accruing additional pension benefits.

Benefits Provided – Florida Retirement System Pension Plan

Benefits under the FRS Plan are computed on the basis of age and/or years of service, average final compensation, and service credit. Credit for each year of service is expressed as a percentage of the average final compensation. For members initially enrolled before July 1, 2011, the average final compensation is the average of the 5 highest fiscal years' earnings; for members initially enrolled on or after July 1, 2011, the average final compensation is the average of the 8 highest fiscal years' earnings. The total percentage value of the benefit received is determined by calculating the total value of all service, which is based on the retirement class to which the member belonged when the service credit was earned. Members are eligible for in-line-of-duty or regular disability and survivors' benefits. The following chart shows the percentage value for each year of service credit earned

Class, Initial Enrollment, and Retirement Age/Years of Service:	% Value
Regular Class members initially enrolled before July 1, 2011	
Retirement up to age 62 or up to 30 years of service	1.60
Retirement up to age 63 or up to 31 years of service	1.63
Retirement up to age 64 or up to 32 years of service	1.65
Retirement up to age 65 or up to 33 years of service	1.68
Regular Class members initially enrolled on or after July 1, 2011	
Retirement up to age 65 or up to 33 years of service	1.60
Retirement up to age 66 or up to 34 years of service	1.63
Retirement up to age 67 or up to 35 years of service	1.65
Retirement up to age 68 or up to 36 years of service	1.68
Elected County Officers	3.00
Senior Management Service Class	2.00
Special Risk Regular	
Service from December 1, 1970, through September 30, 1974	2.00
Service on or after October 1, 1974	3.00

As provided in Section 121.101, Florida Statutes, if the member is initially enrolled in the FRS before July 1, 2011, and all service credit was accrued before July 1, 2011, the annual cost-of-living adjustment is 3 percent per year. If the member is initially enrolled before July 1, 2011, and has service credit on or after July 1, 2011, there is an individually calculated cost-of-living adjustment. The annual cost-of-living adjustment is a proportion of 3 percent determined by dividing the sum of the pre-July 2011 service credit by the total service credit at retirement multiplied by 3 percent. FRS Plan members initially enrolled on or after July 1, 2011, will not have a cost-of-living adjustment after retirement.

Contributions – Florida Retirement System Pension Plan

The Florida Legislature establishes contribution rates for participating employers and employees. Effective July 1, 2011, all FRS Plan members (except those in DROP) are required to make 3% employee contributions on a pretax basis. The contribution rates attributable to the Authority, effective July 1, 2020, were applied to employee salaries as follows: regular employees 10.00%, county elected officials 49.18%, senior management 27.29%, and DROP participants 16.98%. The Authority's contributions to the FRS Plan were \$962,038 for the year ended June 30, 2021.

Pension Costs – Florida Retirement System Pension Plan

At June 30, 2021, the Authority reported a liability of \$9,414,625 for its proportionate share of the FRS Plan's net pension liability. The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of July 1, 2020. The Authority's proportion of the net pension liability was based on the Authority's contributions received by FRS during the measurement period for employer payroll paid dates from July 1, 2020, through June 30, 2021, relative to the total employer contributions received from all of FRS's participating employers. At June 30, 2020, the Authority's proportion was .0217%, which was a decrease of .00005% from its proportion measured as of June 30, 2019.

For the year ended June 30, 2021, the Authority recognized pension expense of \$1,977,154 for its proportionate share of FRS's pension expense. In addition, the Authority reported its proportionate share of FRS's deferred outflows of resources and deferred inflows of resources from the following sources:

Description	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Economic Experience	\$ 360,317	\$ -
Changes in Actuarial Assumptions	1,704,347	-
Net Difference Between Projected and Actual Earnings on Pension Plan Investments	560,556	-
Changes in Proportion and Differences Between District Contributions and Proportionate Share of Contributions	71,196	122,237
Authority Contributions Subsequent to the Measurement Date	962,038	-
Total	\$ 3,658,454	\$ 122,237

\$962,038 reported as deferred outflows of resources related to pensions resulting from Authority contributions to the FRS Plan subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2022. Other amounts reported as deferred outflows and inflows of resources related to pensions will be recognized as an increase (decrease) in pension expense as follows:

Year Ended June 30	Amount
2022	\$ 505,164
2023	831,236
2024	710,016
2025	426,732
Thereafter	101,031

Actuarial Assumptions – Florida Retirement System Pension Plan

The total pension liability in the July 1, 2019, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.60% per year
Salary Increases	3.25%, Average, Including Inflation
Investment Rate of Return	6.80%, Net of Pension Plan Investment

Mortality rates were based on the Generational PUB-2010 with Projection Scale MP-2018. The actuarial assumptions used in the July 1, 2019, valuation was based on the results of an actuarial experience study for the period July 1, 2013, through June 30, 2018.

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The long-term expected rate of return on pension plan investments was not based on historical returns, but instead is based on a forward-looking capital market economic model. The allocation policy's description of each asset class was used to map the target allocation to the asset classes shown below. Each asset class assumption is based on a consistent set of underlying assumptions and includes an adjustment for the inflation assumption. The target allocation, as outlined in the FRS Plan's investment policy, and best estimates of arithmetic and geometric real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	Annual Arithmetic Return	Compound Annual (Geometric) Return	Standard Deviation
Cash	1.00%	2.2%	2.2%	1.2%
Fixed Income	19.00%	3.0%	2.9%	3.5%
Global Equity	54.20%	8.0%	6.7%	17.1%
Real Estate (Property)	10.30%	6.4%	5.8%	11.7%
Private Equity	11.10%	10.8%	8.1%	25.7%
Strategic Investments	4.40%	5.5%	5.3%	6.9%
Totals	100%			
Assumed Inflation - Mean			2.4%	1.7%

Discount Rate – Florida Retirement System Pension Plan

The discount rate used to measure the total pension liability was 6.80% for the FRS Plan. The projection of cash flows used to determine the discount rate assumed that employee and employer contributions will be made at the rate specified in statute. Based on that assumption, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current active and inactive employees. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The discount rate used in the 2020 valuation was 6.90%.

Pension Liability Sensitivity – Florida Retirement System Pension Plan

The following presents the Authority's proportionate share of the net pension liability for the FRS Plan, calculated using the discount rate disclosed in the preceding paragraph, as well as what the Authority's proportionate share of the net pension liability would be if it were calculated using a discount rate one percentage point lower or one percentage point higher than the current discount rate:

Description	1% Decrease	Current Discount Rate	1% Increase in Discount Rate
FRS Plan Discount Rate	5.80%	6.80%	7.80%
Authority's Proportionate Share of the FRS Plan Net Pension Liability	\$ 15,033,574	\$ 9,414,625	\$ 4,721,655

Pension Plan Fiduciary Net Position – Florida Retirement System Pension Plan

Detailed information about the FRS Plan's fiduciary's net position is available in a separately-issued FRS Pension Plan and Other State-Administered Systems Comprehensive Annual Financial Report. That report may be obtained through the Florida Department of Management Services website at <http://www.dms.myflorida.com>.

Retiree Health Insurance Subsidy Program

Plan Description – Retiree Health Insurance Subsidy Program

The Retiree Health Insurance Subsidy Program (HIS Plan) is a cost-sharing multiple-employer defined benefit pension plan established under Section 112.363, Florida Statutes, and may be amended by the Florida Legislature at any time. The benefit is a monthly payment to assist retirees of State-administered retirement systems in paying their health insurance costs and is administered by the Florida Department of Management Services, Division of Retirement.

Benefits Provided – Retiree Health Insurance Subsidy Program

For the fiscal year ended June 30, 2021, eligible retirees and beneficiaries received a monthly HIS payment of \$5 for each year of creditable service completed at the time of retirement, with a minimum HIS payment of \$30 and a maximum HIS payment of \$150 per month, pursuant to Section 112.363, Florida Statutes. To be eligible to receive a HIS Plan benefit, a retiree under a State-administered retirement system must provide proof of health insurance coverage, which may include Medicare.

Contributions – Retiree Health Insurance Subsidy Program

The HIS Plan is funded by required contributions from FRS participating employers as set by the Florida Legislature. Employer contributions are a percentage of gross compensation for all active FRS members. For the fiscal year ended June 30, 2021, the contribution rate was 1.66% of payroll pursuant to section 112.363, Florida Statutes. The Authority contributed 100% of its statutorily required contributions for the current and preceding 3 years. HIS Plan contributions are deposited in a separate trust fund from which payments are authorized. HIS Plan benefits are not guaranteed and are subject to annual legislative appropriation. In the event the legislative appropriation or available funds fail to provide full subsidy benefits to all participants, benefits may be reduced or canceled. The Authority's contributions to the HIS Plan were \$219,354 for the year ended June 30, 2021.

Pension Costs – Retiree Health Insurance Subsidy Program

At June 30, 2021, the Authority reported a liability of \$4,307,115 for its proportionate share of the HIS Plan's net pension liability. The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of July 1, 2020. The Authority's proportion of the net pension liability was based on the Authority's contributions received during the measurement period for employer payroll paid dates from July 1, 2019, through June 30, 2020 relative to the total employer contributions received from all participating employers. At June 30, 2020, the Authority's proportion was 0.035%, which was an increase of 0.0001% from its proportion measured as of June 30, 2020.

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For the year ended June 30, 2021, the Authority recognized pension expense of \$354,472 for its proportionate share of HIS's pension expense. In addition, the Authority reported its proportionate share of HIS's deferred outflows of resources and deferred inflows of resources from the following sources:

Description	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Economic Experience	\$ 176,187	\$ 3,323
Changes in Actuarial Assumptions	463,137	250,442
Net Difference Between Projected and Actual Earnings on Pension Plan Investments	3,439	-
Changes in Proportion and Differences Between District Contributions and Proportionate Share of Contributions	67,048	141,776
Authority Contributions Subsequent to the Measurement Date	219,354	-
Total	\$ 929,165	\$ 395,541

\$219,354 reported as deferred outflows of resources related to pensions resulting from Authority contributions to the FRS Plan subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2022. Other amounts reported as deferred outflows and inflows of resources related to pensions will be recognized as an increase (decrease) in pension expense as follows:

Year Ended June 30	Amount
2022	\$ 86,983
2023	64,388
2024	5,904
2025	26,621
Thereafter	130,374

Actuarial Assumptions – Retiree Health Insurance Subsidy Program

The total pension liability in the July 1, 2020, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.40% per year
Salary Increases	3.25%, Average, Including Inflation
Municipal Bond Rate	2.21%

Mortality rates were based on the Generational PUB-2010 with Projection Scale MP-2018. The actuarial assumptions used in the July 1, 2020, valuation were based on the results of an actuarial experience study for the FRS Plan for the period July 1, 2013, through June 30, 2018.

Discount Rate – Retiree Health Insurance Subsidy Program

The discount rate used to measure the total pension liability was 2.21% for the HIS Plan. In general, the discount rate for calculating the total pension liability is equal to the single rate equivalent to discounting at the long-term expected rate of return for benefit payments prior to the projected depletion date. Because the HIS benefit is essentially funded on a pay-as-you-go basis, the depletion date is considered to be immediate, and the single equivalent discount rate is equal to the municipal bond rate selected by the HIS Plan sponsor. The Bond Buyer General Obligation 20-Bond Municipal Bond Index was adopted as the applicable municipal bond index. The discount rate used in the 2020 valuation was 3.5%.

Pension Liability Sensitivity – Retiree Health Insurance Subsidy Program

The following presents the Authority's proportionate share of the net pension liability for the HIS Plan, calculated using the discount rate disclosed in the preceding paragraph, as well as what the Authority's proportionate share of the net pension liability would be if it were calculated using a discount rate one percentage point lower or one percentage point higher than the current discount rate:

Description	1% Decrease	Current Discount Rate	1% Increase in Discount Rate
HIS Plan Discount Rate	1.21%	2.21%	3.21%
Authority's Proportionate Share of the HIS Plan Net Pension Liability	\$ 4,978,832	\$ 4,307,115	\$ 3,757,316

Pension Plan Fiduciary Net Position – Retiree Health Insurance Subsidy Program

Detailed information about the HIS Plan's fiduciary's net position is available in a separately-issued FRS Pension Plan and Other State-Administered Systems Comprehensive Annual Financial Report. That report may be obtained through the Florida Department of Management Services website at <http://www.dms.myflorida.com>.

10. Defined Contribution Plan

The Florida State Board of Administration (SBA) administers the defined contribution plan officially titled the FRS Investment Plan (Investment Plan). The Investment Plan is reported in the SBA's annual financial statements and in the State of Florida Comprehensive Annual Financial Report.

As provided in Section 121.4501, Florida Statutes, eligible FRS members may elect to participate in the Investment Plan in lieu of the FRS defined benefit plan. Authority employees participating in DROP are not eligible to participate in the Investment Plan. Employer and employee contributions, including amounts contributed to individual member's accounts, are defined by law, but the ultimate benefit depends in part on the performance of investment funds. Benefit terms, including contribution requirements, for the Investment Plan are established and may be amended by the Florida Legislature. The Investment Plan is funded with the same employer and employee contribution rates that are based on salary and membership class (Regular Class, Elected County Officers, etc.), as the FRS defined benefit plan. Contributions are directed to individual member accounts, and the individual members allocate contributions and account balances among various approved investment choices. Costs of administering plan, including the FRS Financial Guidance Program, are funded through an employer contribution of 0.04% of payroll and by forfeited benefits of plan members. Allocations to the investment member's accounts during the 2019-20 fiscal year were as follows:

For all membership classes, employees are immediately vested in their own contributions and are vested

after 1 year of service for employer contributions and investment earnings. If an accumulated benefit obligation for service credit originally earned under the FRS Pension Plan is transferred to the Investment Plan, the member must have the years of service required for FRS Pension Plan vesting (including the service credit represented by the transferred funds) to be vested for these funds and the earnings on the funds. Non-vested employer contributions are placed in a suspense account for up to 5 years. If the employee returns to FRS-covered employment within the 5-year period, the employee will regain control over their account. If the employee does not return within the 5-year period, the employee will forfeit the accumulated account balance. For the fiscal year ended June 30, 2021, the information for the amount of forfeitures was unavailable from the SBA; however, management believes that these amounts, if any, would be immaterial to the Authority.

After termination and applying to receive benefits, the member may rollover vested funds to another qualified plan, structure a periodic payment under the Investment Plan, receive a lump-sum distribution, leave the funds invested for future distribution, or any combination of these options. Disability coverage is provided; the member may either transfer the account balance to the FRS Pension Plan when approved for disability retirement to receive guaranteed lifetime monthly benefits under the FRS Pension Plan or remain in the Investment Plan and rely upon that account balance for retirement income.

The Authority's Investment Plan pension expense totaled \$122,237 for the fiscal year ended June 30, 2021. Employee contributions to the Investment Plan totaled \$141,776 for the fiscal year ended June 30, 2021.

11. Change in Accounting Principle and Adjustment to Beginning Net Position

During the fiscal year ended June 30, 2021, the Charter School implemented GASB Statement No. 84 *Fiduciary Activities*. Under the new guidance an evaluation of the previously reported Agency Funds was completed, resulting in a reclassification from Fiscal Year 2020 to Fiscal Year 2021 to the general fund. This pronouncement required the restatement of the June 30, 2020 net position of the governmental activities and the general fund as follows:

	<u>Statement of Net Position</u>
	<u>Governmental</u>
	<u>Activities</u>
Net Position - Beginning of Year	\$ 2,835,055
Cumulative effect of GASB 84	365,782
Net Position as Restated	<u><u>\$ 3,200,837</u></u>
	<u>General Fund</u>
Net Position - Beginning of Year	\$ 10,280,318
Cumulative effect of GASB 84	365,782
Net Position as Restated	<u><u>\$ 10,646,100</u></u>

12. Contingencies

The Authority is currently receiving, and has received in the past, grants which are subject to special compliance audits by the grantor agency and which may result in disallowed expense amounts. These amounts, if any, constitute a contingent liability of the Authority. Accordingly, such liabilities are not reflected within the financial statements. The Authority does not believe any contingent liabilities are material.

The Authority is subject to various litigation for personal injury, workers compensation and discrimination claims. The Authority intends to vigorously defend any claims through insurance or legal avenues. Management does not believe there will be a material liability as a result of these claims.

The Cape Coral Charter School Authority's lease with the City of Cape Coral expired June 30, 2021 and was renegotiated. The new lease was approved by Cape Coral City Council at the December 15, 2021 meeting and made effective July 1, 2021. The major change in the lease is a decrease of approximately \$1.7 million in annual payments from the Charter School Authority, and a shift in the responsibility for maintenance of the five buildings to the City. The City will be partnering with the Charter school to take on more administrative responsibilities such as facilities maintenance and information technology management.

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Required Supplementary Info

BUDGETARY COMPARISON SCHEDULE
General Fund
For the Fiscal Year Ended June 30, 2021

	Budgeted Amounts		Actual Amounts	Variance with Final Budget
	Original	Final	(Budgetary Basis)	Positive (Negative)
REVENUE				
Federal Direct Sources				
JROTC reimbursable charges	\$ 95,241	\$ 95,241	\$ 97,387	\$ 2,146
Federal through State Sources				
NSLP Lunch Reimbursement	415,000	316,734	388,260	71,526
NSLP Breakfast Reimbursement	68,500	62,123	77,203	15,080
Federal through Local Sources				
Title II-A funding	79,554	15,998	17,059	1,061
Title IV funding	60,137	-	59,208	59,208
State through Local Sources				
Florida Education Finance Program	21,317,312	22,323,808	22,323,808	-
FEFP Teacher Salary Allocation	-	524,342	524,342	-
Florida Teachers Classroom Supply Assistance	57,048	59,053	59,272	219
VPK Program State Shared	-	-	670	670
Public Education Capital Outlay (PECO)	1,559,741	1,646,014	1,646,014	-
CARES	-	551,677	696,373	144,696
Advanced International Certificate of Education (AICE)	350,000	429,259	429,259	-
Best and Brightest Scholarship	-	56,960	-	(56,960)
TAPS - Safety & Security	-	-	75,405	75,405
Other Miscellaneous State Shared	-	300	300	-
Local Sources				
Student lunch service	823,000	660,649	660,648	(1)
Transportation service charges	25,900	3,200	5,588	2,388
Contributions and donations private	95,000	55,400	50,119	(5,281)
Short term investment interest	152,897	18,007	18,009	2
Other miscellaneous sales	195,000	200,438	389,371	188,933
Restricted Balances	1,697,980	1,697,980	-	(1,697,980)
Assigned Balances	1,748,787	2,687,924	-	(2,687,924)
Cash balances brought forward	5,493,909	6,013,248	-	(6,013,248)
Total Revenue	34,235,006	37,418,355	27,518,295	(9,900,060)
EXPENDITURES				
Instruction Basic (FEFP K-12)	14,187,301	15,958,789	15,434,157	524,632
Exceptional Education Services	209,306	196,665	185,938	10,727
Guidance Services	279,515	292,718	265,509	27,209
Health Services	158,489	266,480	247,072	19,408
Other Pupil Personnel Services	206,721	262,671	208,762	53,909
Instructional Media Services	90,763	103,016	97,816	5,200
Instructional Staff Training Services	79,554	25,174	12,482	12,692
Board	37,700	38,690	34,090	4,600
General Administration	675,817	768,914	728,266	40,648
School Administration	2,190,367	2,233,558	2,165,200	68,358
Facilities Acquisition & Construction	10,000	15,553	12,176	3,377
Fiscal Services	381,530	353,330	322,614	30,716
Food Services	1,169,434	1,060,038	1,049,741	10,297
Data Processing Services	264,761	176,449	314,318	(137,869)
Pupil Transportation Services	1,317,548	1,357,264	1,173,766	183,498
Operation of Plant	4,713,518	4,872,739	4,607,469	265,270
Maintenance of Plant	748,008	744,802	694,570	50,232
Capital Outlay	239,704	699,328	243,484	455,844
Principal	83,081	83,472	82,896	576
Interest and fiscal charges	-	6,909	6,180	729
Total Expenditures	27,043,117	29,516,559	27,886,506	1,630,053
Budget Reserves	7,191,889	7,901,796	-	7,901,796
Total Expenditures	\$ 34,235,006	\$ 37,418,355	\$ 27,886,506	\$ 9,531,849
Excess of Revenues over(under) Expenditures	\$ -	\$ -	\$ (368,211)	\$ 368,211
Net change in Fund Balance			(368,211)	
Fund Balance - Beginning restated			10,646,100	
Fund Balance - Ending			\$ 10,277,889	

There are no differences in Actual Amounts between the Budgetary basis and GAAP basis of Revenues and Expenditures.

The accompanying notes to the required supplementary information-budget comparisons are an integral part of this schedule.

CAPE CORAL CHARTER SCHOOL AUTHORITY

NOTES TO THE BUDGETARY COMPARISON SCHEDULE

June 30, 2021

Budgetary Basis

The Cape Coral Charter School Authority approves an annual budget for the Charter School special revenue fund. The Authority's Business Manager develops the budget with information received from the school's administrative team. The primary fiscal goal of the Authority's administration is to create an environment in which the system will be self-sufficient well into the future. This goal will be achieved by continued review and refinement of operating policies and procedures. For the 2020-2021 school year, the budget was approved by the Authority Board on August 11, 2020 and adopted by City Council on September 17, 2020. For the 2021-2022 school year, the budget was approved by the Authority Board on August 17, 2021 and adopted by the City Council on September 29, 2021.

Budgetary Information

The following procedures are used in establishing the adopted budgetary data reflected in the financial statements.

1. Throughout the school year, the Charter School Business Manager keeps abreast of state and federal funding issues which impact per student funding levels. This includes state budgetary changes which impact funding levels of the Florida Education Finance Program (FEFP); changes in capital outlay funding; changes to the Florida Retirement System (FRS); and special legislation at the state or federal level.
2. The Business Manager analyzes current revenue and expenditure trends when developing the budget. To project a conservative estimate of revenue, the primary revenue sources are generally budgeted at 95% of expectation. Expenditures are based on the prior year trends with necessary modifications resulting from staffing and program changes that were implemented by the Authority Board. Salary and benefit expense is budgeted at the employee level based on the current and proposed salary step rate.
3. The Business Manager works closely with the Principals and the Superintendent to project enrollment for the upcoming school year at each school and grade level. This projection reflects consideration of available classroom space, progression of students to the next grade level, and current waitlist status at each school.
4. The Business Manager analyzes current revenue and expenditure trends when developing the budget. To project a conservative estimate of revenue, the primary revenue sources are generally budgeted at 95% of expectation. Expenditures are based on the prior year trends with necessary modifications resulting from staffing and program changes that were implemented by the Charter School Authority Board. Salary and benefit expense is budgeted at the employee level based on the current and proposed salary step rate.
5. In August, the proposed budget is presented to the Charter School Authority Board for review and approval.
6. Once approved, the budget is presented and adopted by Cape Coral City Council and included in the City's budget.
7. During the school year, the adopted budget may be amended to reflect changes in expected revenue or expense to more accurately reflect the financial
8. I position of the Authority. Budget amendments are approved by the Charter School Authority Board and included in the City's budget amendments to City Council.

Schedule of the Authority's Proportionate Share of the Net Pension Liability
Florida Retirement System Pension Plan
Last Ten Measurement Periods¹

	2014	2015	2016	2017	2018	2019	2020
Authority's Proportion of the Net Pension Liability	0.023436771%	0.023294317%	0.021519187%	0.0222391010%	0.0215372830%	0.0216703100%	0.021722000%
Authority's Proportionate Share of the Net Pension Liability	\$ 1,429,988	\$ 3,008,773	\$ 5,433,611	\$ 6,578,177	\$ 6,487,141	\$ 7,462,953	\$ 9,414,625
Authority's Covered-Employee Payroll	\$ 8,458,253	\$ 8,397,828	\$ 8,234,468	\$ 9,066,544	\$ 8,754,199	\$ 9,159,578	\$ 9,087,717
Authority's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered-Employee Payroll	16.91%	35.83%	65.99%	72.55%	74.10%	81.48%	103.60%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	96.09%	92.00%	84.88%	83.89%	84.26%	82.61%	78.85%

*The Amounts Presented for Each Measurement Period were Determined as of June 30.

Schedule of Authority Contributions
Florida Retirement System Pension Plan
Last Ten Fiscal Years¹

	2014	2015	2016	2017	2018	2019	2020	2021
Contractually Required Contribution	\$ 513,365	\$ 567,935	\$ 524,780	\$ 578,939	\$ 613,795	\$ 671,936	\$ 721,725	\$ 962,038
Contributions in Relation to the Contractually Required Contribution	(513,365)	(567,935)	(524,780)	(578,939)	(613,795)	(671,936)	(721,725)	(962,038)
Contribution Deficiency (Excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Authority's Covered-Employee Payroll	\$ 8,458,253	\$ 8,397,828	\$ 8,234,468	\$ 9,066,544	\$ 8,754,199	\$ 9,159,578	\$ 9,087,717	\$ 9,500,826
Contributions as a Percentage of Covered Employee Payroll	6.07%	6.76%	6.37%	6.39%	7.01%	7.34%	7.94%	10.13%

1. Note: Information is required to be presented for 10 years. Until a full 10-year trend is compiled, the Authority will present information for only those years for which information is available.

Schedule of the Authority's Proportionate Share of the Net Pension Liability
Retiree Health Insurance Subsidy Program
Last Ten Measurement Periods¹

	2014	2015	2016	2017	2018	2019	2020
Authority's Proportion of the Net Pension Liability	0.037154649%	0.036173026%	0.036451335%	0.371283710%	0.034978740%	0.035126000%	0.035275800%
Authority's Proportionate Share of the Net Pension Liability	\$ 3,474,050	\$ 3,689,080	\$ 4,248,252	\$ 3,969,936	\$ 3,702,189	\$ 3,930,242	\$ 4,307,115
Authority's Covered-Employee Payroll	\$ 11,039,186	\$ 10,974,283	\$ 11,252,742	\$ 11,834,557	\$ 11,427,706	\$ 11,758,045	\$ 12,265,671
Authority's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered-Employee Payroll	31.47%	33.62%	37.75%	33.55%	32.40%	33.43%	35.12%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	0.99%	0.50%	0.97%	1.64%	2.15%	2.63%	3.00%

*The Amounts Presented for Each Measurement Period Year were Determined as of June 30.

Schedule of Authority Contributions
Retiree Health Insurance Subsidy Program
Last Ten Fiscal Years¹

	2014	2015	2016	2017	2018	2019	2020	2021
Contractually Required Contribution	\$ 127,279	\$ 138,276	\$ 186,836	\$ 196,494	\$ 189,691	\$ 195,051	\$ 203,278	\$ 219,354
Contributions in Relation to the Contractually Required Contribution	(127,279)	(138,276)	(186,836)	(196,494)	(189,691)	(195,051)	(203,278)	(219,354)
Contribution Deficiency (Excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Authority's Covered-Employee Payroll	\$ 11,039,186	\$ 10,974,283	\$ 11,252,742	\$ 11,834,557	\$ 11,427,706	\$ 11,758,045	\$ 12,265,671	\$ 13,219,076
Contributions as a Percentage of Covered Employee Payroll	1.15%	1.26%	1.66%	1.66%	1.66%	1.66%	1.66%	1.66%

1. Note: Information is required to be presented for 10 years. Until a full 10-year trend is compiled, the Authority will present information for only those years for which information is available.

Management Letter



INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Cape Coral Charter School Authority
Cape Coral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the general fund of the Cape Coral Charter School Authority (the Authority), as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the Authority's basic financial statements, and have issued our report thereon dated January 18, 2022.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Authority's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Authority's internal control. Accordingly, we do not express an opinion on the effectiveness of the Authority's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did identify certain deficiencies in internal control, described in the accompanying schedule of findings and responses as items 2021-001 and 2021-002 that we consider to be material weaknesses.

Compliance and Other Matters

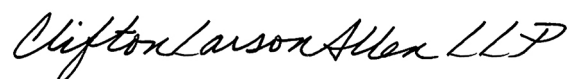
As part of obtaining reasonable assurance about whether the Authority's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Response to Findings

The Authority's response to the findings identified in our audit are described in the accompanying schedule of findings and responses. The Authority's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP

Fort Myers, Florida
January 18, 2022

**CAPE CORAL CHARTER SCHOOL AUTHORITY
SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2021**

2021-001: Audit Adjustment

Type of Findings: Material weakness over financial reporting

Condition: As part of the audit, we proposed audit adjustments to correct the Authority's financial statements at year-end related to accounts receivable and the related revenue that was not recorded in the financial statements. As such, an audit adjustment was made by the Authority to correct the financial statements.

Criteria or specific requirement: The Committee of Sponsoring Organizations of the Treadway Commission (COSO) Internal Control Framework states that control activities are a component of internal control. Control activities are policies and procedures established to ensure that management directives are carried out, and consist of two elements, a policy that establishes what should be done and the procedure that implements the policy. COSO Framework states that control activities must be in place for there to be adequate internal control procedures over financial reporting. Internal control procedures affect the Authority's ability to ensure financial transactions are authorized and accurate. Authority management is responsible for establishing and maintaining internal controls for the proper recording of all the Authority's transactions in the financial statements.

Effect: The Authority's financial records were misstated and we proposed adjusting entries to management to correct the financial statements. The proposed audit adjustments were recorded by management to correct the financial statements.

Cause: The Authority's internal controls over financial reporting did not detect or prevent the errors.

Repeat Finding: Yes, 2020-001.

Recommendation: We recommend that management enhance its review over the financial statements and supporting schedules to ensure the information is accurately presented.

Views of responsible officials and corrective actions: Management is in agreement with the audit finding. Management has evaluated the financial statement process review and supporting schedules and has put in place additional controls to ensure accuracy moving forward.

2021-002: Financial Reporting

Type of Findings: Material weakness over financial reporting

Condition: Numerous corrections were made to the Authority's financial statements and related records throughout the audit that were indicative that the Authority's internal controls were not effective in detecting or preventing errors in the financial statements.

Criteria or specific requirement: The Committee of Sponsoring Organizations of the Treadway Commission (COSO) Internal Control Framework states that control activities are a component of internal control. Control activities are policies and procedures established to ensure that management directives are carried out, and consist of two elements, a policy that establishes what should be done and the procedure that implements the policy. COSO Framework states that control activities must be in place for there to be adequate internal control procedures over financial reporting. Control activities should include a designated review and approval on all financial transactions, including financial

**CAPE CORAL CHARTER SCHOOL AUTHORITY
SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2021**

statements and supporting schedules, to ensure that the Authority's financial position is reflected accurately.

Effect: The Authority's financial records were misstated and management did not detect the errors until we noted the adjustments necessary to correct. Management corrected the financial statements.

Cause: The Authority's internal controls over financial reporting did not detect or prevent the errors.

Repeat Finding: No.

Recommendation: We recommend that management enhance its review over the financial statements and supporting schedules to ensure the information is accurately presented. Additionally, we recommend that financial reporting personnel receive necessary training and related skills to fully understand the requirements of preparing financial statements and financial records in accordance with Generally Accepted Accounting Principles.

Views of responsible officials and corrective actions: Management is in agreement with the audit finding. Management has evaluated the financial statement processes and has made the appropriate adjustments to personnel to ensure that the information is presented accurately moving forward.



MANAGEMENT LETTER

Board of Directors
Cape Coral Charter School Authority
Cape Coral, Florida

Report on the Financial Statements

We have audited the financial statements of the Cape Coral Charter School Authority (the Authority), a component unit of the City of Cape Coral, Florida, as of and for the fiscal year ended June 30, 2021, and have issued our report thereon dated January 18, 2022.

Auditors' Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reporting Requirements

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in that report, which is dated January 18, 2022, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. See Appendix A for the current year status of findings and recommendations made in the preceding annual financial audit report.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity and the school code assigned by the Florida Department of Education be disclosed in this management letter. The official title and the school code assigned by the Florida Department of Education of the four schools that comprise the Authority are Oasis Charter Elementary School – South (4143), Oasis Charter High School (4181), Oasis Charter Middle School (4171), and Oasis Elementary Charter School – North (4151).

Financial Condition and Management

Sections 10.854(1)(e)2. and 10.855(11), Rules of the Auditor General, require us to apply appropriate procedures and communicate whether or not the School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and to identify the specific condition(s) met. In connection with our audit, we determined that the School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6. a. and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for the School. It is management's responsibility to monitor the School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we communicate any recommendations to improve financial management. In connection with our audit, we did not note any such findings

Transparency

Sections 10.854(1)(e)7. and 10.855(13), Rules of the Auditor General, require that we apply appropriate procedures and communicate the results of our determination as to whether the Authority maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that the School maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Additional Matters

Section 10.854(1)(e)4., Rules of the Auditor General, requires us to communicate noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but warrants the attention of those charged with governance. In connection with our audit, we did not note any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and the Florida House of Representatives, the Florida Auditor General, Federal and other granting agencies, the Board of Directors, applicable management, and the School Board of Lee County, and is not intended and should not be used by anyone other than these specified parties.



CliftonLarsonAllen LLP

Fort Myers, Florida
January 18, 2022

CAPE CORAL CHARTER SCHOOL AUTHORITY
APPENDIX A – STATUS OF PRIOR YEAR’S FINDINGS AND CURRENT YEAR FINDING
YEAR ENDED JUNE 30, 2021

Prior Year Findings		Current Year Status		
Finding Reference #	Comment	Cleared	Partially Cleared	Not Cleared
2020-001	Audit Adjustment			X See 2021-001
2020-002	Evaluating Florida Retirement System (FRS) Plan Changes	X		

Item Number:	9.B.
Meeting Date:	3/8/2022
Item Type:	SUPERINTENDENT REPORT:

AGENDA REQUEST FORM
City Of Cape Coral Charter School
Authority

TITLE:

Synopsis of the Financial Statements and Independent Auditor's Report Year Ending June 30, 2021 - Mark Mason, Director of Finance, City of Cape Coral

SUMMARY:

ADDITIONAL INFORMATION:

RECOMMENDED ACTION:

ATTACHMENTS:

Description	Type
▣ MASON FINANCIAL STATEMENTS 6/30/2021	Backup Material



Presentation of the Financial Statements For the Year Ended June 30, 2021

March 8, 2022

Financial Statements

The Charter Schools financial statements have been audited by CliftonLarsonAllen, a firm of licensed certified public accountants.

Sections include:

- Introductory
- Financial
- Independent Accountants' Report
- Management Letter

Results:

- The auditor has issued an unmodified (“Clean”) opinion that the City’s financial statements are fairly presented in conformity with Generally Accepted Accounting Principles of the United States (GAAP).



Annual Comprehensive Financial Report

■ Financial Statement Findings

- In FY21, the auditors identified two Material Weakness' over financial reporting.
 - 2021-001 Audit Adjustment – Material weakness over financial reporting
 - 2021-002 Financial Reporting – Material weakness over financial reporting
 - Prior year findings:

Prior Year Findings		Current Year Status		
Finding Reference #	Comment	Cleared	Partially Cleared	Not Cleared
2020-001	Audit Adjustment			X See 2021-001
2020-002	Evaluating Florida Retirement System (FRS) Plan Changes	X		



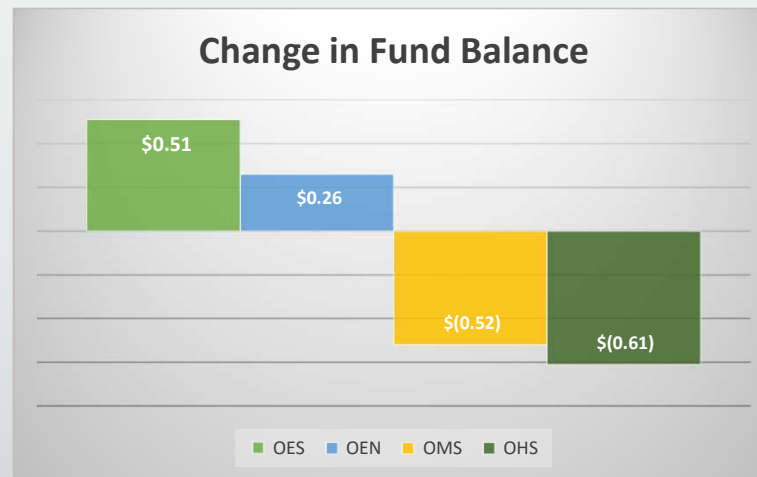
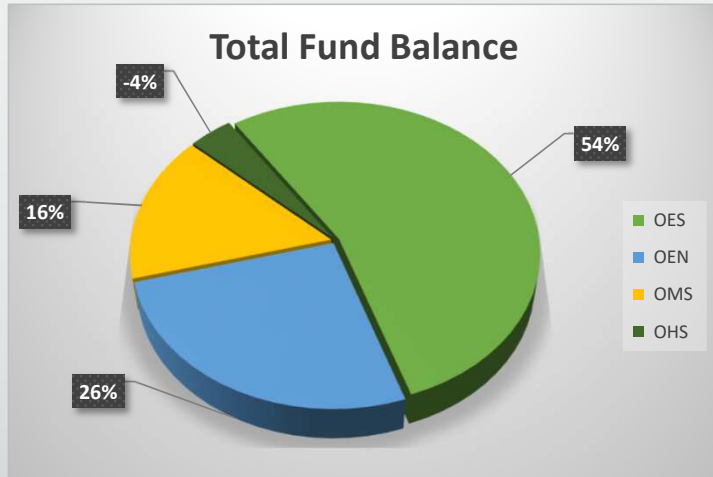
Analysis of the Financial Statements

- Near-Term Financing
- Financial Position
- Economic Position



Near-Term Financing

- Governmental Funds— Net decrease in Fund Balance of \$.4 million resulting in an ending Fund Balance of \$10.2 million.



Financial Position

- As of June 30, 2021, total net assets amounted to \$1.3 million.
 - Total net assets decreased by \$1.5 million or 54.3% compared to June 30, 2020.
 - This is primarily due to an increase in noncurrent liabilities related to future pension obligations.



Governmental Accounting Standards Board (GASB) Statements

- The Charter Schools Implemented the following GASB Statement:
 - GASB Statement 84, Fiduciary Activities.
 - Under the new guidance an evaluation of the previously reported Agency Funds was completed, resulting in a reclassification of the Internal Funds from FY20 to FY21 to the General Fund.



Financial Condition

- For Fiscal Year 2021, the Charter Schools are in fair financial condition.
 - Favorable cash position
 - Stable revenues
 - Expenses are on the rise due to inflationary pressures.
 - All four City Charter Schools maintain an “A” rating with the Florida Department of Education and are considered a valued asset to the City of Cape Coral.



Financial Condition

- Other financial and nonfinancial data affecting financial conditions for the future:
 - Trends in Population – Steady growth in population creates an increased need for schools to accommodate.
 - Revenue trends – slight increase in revenues of 4.0%.
 - ESSER-II allocation tentatively announced onetime expenses budgeted at \$2.7.
 - Expenditure trends – inflationary pressures will have an effect on the expenditures of the system.



Economic Conditions

- Recruitment and retention of teachers may become more of a challenge due to economic conditions.
- Cape Coral, FL Unemployment Rate as of June 30, 2021 was 5.3% compared to 11.0% on June 30, 2020. This is lower than the long-term average of 6.1%.
- Cost of living increases put inflationary pressure on expenses of the school system.



Conclusion

- The Charter Schools Near-Term Financing is good. The Charter Schools continue to be able to meet its ongoing obligations.
- The Charter Schools Financial Position as of June 30, 2021 is fair.
- Overall Economic conditions will have an impact on school operations, funding, etc.



THANK YOU
any questions?



Item Number:	9.C.
Meeting Date:	3/8/2022
Item Type:	SUPERINTENDENT REPORT:

AGENDA REQUEST FORM
City Of Cape Coral Charter School
Authority

TITLE:

COGNIA Final Accreditation Report for the City of Cape Coral Oasis Charter Schools - Jacquelin Collins, Superintendent

SUMMARY:

ADDITIONAL INFORMATION:

RECOMMENDED ACTION:

ATTACHMENTS:

Description	Type
☐ COGNIAACCRED THRU 2027	Backup Material



City of Cape Coral Municipal Charter School System

Cape Coral, Florida

November 8 - 11, 2021

Corporation Accreditation Engagement Review

224465

Table of Contents

Cognia Continuous Improvement System	3
Initiate.....	3
Improve	3
Impact	3
Cognia Performance Accreditation and the Engagement Review	4
Cognia Standards Diagnostic Results	4
Leadership Capacity Domain	5
Learning Capacity Domain.....	6
Resource Capacity Domain	7
Assurances	8
Accreditation Status and Index of Education Quality®	8
Insights from the Review	9
Next Steps	12
Team Roster	13
References and Readings	14

Cognia Continuous Improvement System

Cognia defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the **Initiate** phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administration of desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution’s continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact**, where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.

Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards											Rating
1.1	The organization commits to a documented purpose that defines beliefs about learning, including expectations for the organization.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the organization's purpose.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
1.3	The organization engages in a continuous improvement process that leverages its performance and future success based on documented evidence.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
1.7	The organization markets and promotes itself through processes that are transparent and reflect the organization's purpose.										Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3	
1.8	Organizational leaders demonstrate business acumen.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
1.9	Leaders implement operational processes and procedures to ensure organizational effectiveness and professional practice.										Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	3	
1.10	Leaders engage stakeholders to support the achievement of the organization's purpose and direction.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	

Leadership Capacity Standards										Rating
1.11	The organization provides experiences that cultivate and improve leadership effectiveness.									Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	3
1.12	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making for improvement.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
1.13	The organization implements a documented quality assurance process for its institutions to ensure organizational effectiveness and student learning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards										Rating
2.1	The organization ensures learners have equitable opportunities to develop skills and achieve the content and learning expectations.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
2.2	The organization develops and implements equitable, relevant, and targeted programs and/or services to meet the needs of its institutions.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4
2.3	The learning culture promotes creativity, innovation, relevancy and collaborative problem-solving.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
2.4	The organization's learning culture promotes the development of attitudes, beliefs, and skills needed for success.									Impacting
	EN:	3	IM:	3	RE:	4	SU:	3	EM:	3
2.5	The organization has a formal structure to ensure learners are supported during their educational experiences.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
2.6	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
2.7	The organization implements a process to ensure the curriculum is aligned to standards and best practices.									Impacting

Learning Capacity Standards											Rating
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
2.8	Educators implement instructional strategies that ensure learners' needs are met and that learners are engaged in deeper learning experiences.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	3	
2.9	Learning progress is reliably assessed, and results are used to update curriculum, program services, and instructional practices deployed to educators.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
2.10	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
2.11	The organization implements a process to continuously assess its programs, services, and organizational conditions to improve its overall effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards											Rating
3.1	The organization plans and delivers professional learning to improve the organization's learning environment and organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3	
3.2	The organization's professional learning structure and expectations promote collaboration and collegiality to improve organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
3.3	The organization provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve organizational effectiveness.										Impacting
	EN:	4	IM:	3	RE:	4	SU:	4	EM:	3	
3.4	The organization attracts and retains qualified personnel who support the organization's purpose and direction.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
3.5	The organization integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	

Resource Capacity Standards										Rating
3.6	The organization provides access to information resources and materials to support the curriculum, programs, and needs of learners, staff, and the organization.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
3.7	The organization demonstrates strategic resource management that includes long-range planning and use of resources in support of the organization's purpose and direction.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
3.8	The organization allocates human, material, and fiscal resources in alignment with the organization's identified needs and priorities to improve organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4

Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	386.41	CIN 5 Year IEQ Range	278.34–283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution organized by the levels of Initiate, Improve, and Impact. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Oasis Charter Schools (OCS) Accreditation Engagement Team (team) noted the quality of "The Journey" that the system has accomplished and provides the following to suggest and encourage possibilities for the next steps along the way. The team was especially attentive to the phrase, "data-based, student driven" that describes the system's approach to meeting the needs of all students and how carefully processes and programs are aligned to these guiding words, resulting in the high performance of the system and its students.

The system operates effectively under consistent and appropriate policies and procedures developed over time and according to needs, applied by seasoned, skilled professionals. All board meetings, workshops, agendas, minutes, and board policies are posted on the district website in compliance with Florida's sunshine laws. OCS also works with Neola (formerly Northeast Ohio Learning Associates), a board policy development service that supports school boards in writing, implementing, revising, and maintaining board policies to keep them current with ever-changing state and federal policies. All employees have access to the system employee manual which discusses policies and expectations ranging from employee dress code to leave policies. Additionally, each school provides staff members with their own employee handbook with policies, procedures, and expectations. Policies and procedures can develop "as needed" with little guidance other than what professionals recognize as necessary at the moment. From the Executive Summary supplied for the engagement review, "Oasis Charter Schools also desire to focus on systemic development of standard operating procedures. Policy is updated regularly by the superintendent, but procedures are not specific to each policy. It is also our goal to further develop our Human Resources Department to capture a wider talent pool and revitalize our recruitment and retention practices." This was supported during administrative interviews. One principal stated that "it would be nice to have one system-wide manual for all standard operating policies so that when 'Situation X' happens, you know from the manual what to do." In the Executive Summary, it was recognized that "OCS should develop system-wide standard operating procedures (SOPs), as well as an annual evaluation, revision, and improvement process for these SOPs." The team suggests OCS

develop a systemic process to develop and apply consistency of procedures and practices across the system.

The system maintains an outstanding culture that focuses on transparency and allows the schools to face challenges head-on. Through interviews with leadership, teachers, staff, parents, and students, a consistent theme was identified regarding the commitment of stakeholders to the culture of transparency that is focused on the system's vision and purpose. The leadership team explained the formalized process of developing the system's strategic plan using multiple forms of data and analyzing perception data from surveys. Stakeholders are expected to engage through regular and consistent communication as evidenced by multiple surveys, presentations, partnerships with board and city, planning sessions, town hall meetings, and committees. Annual surveys are conducted to determine stakeholder perception and satisfaction within each school's instruction, environment, and support of its teachers and employees. These surveys are acted upon to drive intentional change. The Teacher Advisory Committee (TAC) provides for open communication to the superintendent. Each school has representation in the TAC and then takes the information back to their assigned schools. Stakeholders in the system were able to articulate strengths and opportunities for improvement related to the system's vision and mission. System personnel identified steps in plans of action for sustainability and improvement; the STEM (science, technology, engineering, and math) initiative came about after reviewing student achievement data, discussions with workforce leaders, and perception surveys. The K-12 initiative is reviewed two times per year and is open to multiple perspectives, including national leaders on STEM. The system implements procedures and processes that have become an embedded expectation of transparency as part of the culture with formalized processes that are regularly monitored. The team noted how effectively the culture of continuous improvement is driven by open communication, continuous information, engagement of stakeholders in virtually every aspect of systemic operations, and information from the collection and analysis of data so that transparency is a natural by-product of the everyday functions of the system. The team suggests that the system clearly identify and describe these structures and incorporate them into the SOP so transparency is guaranteed in the culture for continuous improvement.

The commitment to "community" is a powerful force supporting creating and sustaining high levels of collaboration among all stakeholders to support student learning and systemic quality. At every level, from the superintendent through the families, there is a pervasive sense of "community that engenders a common bond of trust, values, performance, and integrity." System leadership and employees described how all plans, activities, communications, and practices are designed to foster and sustain the qualities of caring and the building of relationships for the sake of the students. Leaders, staff, students, and families dedicate time to collaborate in groups on grade, department, and school-level plans and issues. Team meetings, professional learning communities (PLCs), and mentorships support student learning and continuous assessment and improvement. Teacher and staff evaluations are meant to create discussions and to coach employees to improve practices. The traditional Parent Teacher Organization (PTO) created a branch of the organization called the "Oasis Watch Dogs" made up of "dads of great students" to volunteer for practical as well as educational support throughout the school day. These activities are scheduled and guided for the parents in collaboration with teachers. The PTO is dedicated to raising funds and enhancing the morale of the teachers. Teachers and students described how students teach students, teachers mentor teachers, and leaders have regularly scheduled team meetings, PLCs, and principal meetings with the superintendent underscoring the cultural norms of community commitment and approach in the system. In interviews, teachers, parents, and students were able to elaborate on the results of stakeholder surveys in this area. When the required parent volunteer hours were suspended during the pandemic, parents continued to volunteer with social distancing ideas and once the campuses were opened again to parents. Documentation of programs across the system revealed intentional program implementation for struggling students and

accelerated students, K-12. With the collaborative family and community approach, the intentional plan includes all students at all grade levels in quality programming for their academic, career, social, and emotional needs. Related to the theme of standard operating procedures, the review team suggests OCS implement a careful record- and data-keeping process so that these valuable initiatives can be analyzed for effectiveness, strengthened, and not lost or forgotten if the person in charge moves away or is reassigned.

The system is focused on data-based, student-driven decision-making, which supports quality assurance by maintaining focus on the individual student's needs. On micro and macro data levels, the system leaders collect data, extrapolate the most meaningful information, and implement practices, interventions, and changes based on this information. The system provided documentation of these practices, and these were corroborated in interviews with educational leaders and teachers. The 2021-2024 strategic plan is based on student performance data from all four schools using the Florida State Assessment (FSA) for English language arts (ELA), math and science achievement, and school grades in elementary schools, civics, and middle school algebra achievement, and high school data. Advanced Placement (AP) exams and Advanced International Certificate of Education (AICE) exam results, social studies achievement, and college and career acceleration results are collected, reviewed, and analyzed to continue programs and advocate for continued support or request additional funding and materials. Using these data, strategic planning sessions are held every three years. System-wide goals are identified and summarized; and timelines for achieving goals are established, including plans for attracting, hiring, and retaining teachers, digital technologies for classroom and administrative purposes, and professional development. These goals are reviewed annually and revised at future strategic planning sessions. Surveys are used throughout the system and the year providing additional sources of data and proof of the commitment to a data-based and student-driven approach. Annual surveys are conducted to determine stakeholder perception and satisfaction with OHS instruction, environment, and support of its teachers and employees. The parent/community questionnaire was administered in the spring of 2018 and fall of 2019. The analysis of the town hall meeting in 2018-2019 was included in documentation provided by the system. Parent perception surveys were conducted to determine satisfaction with virtual environment and device connectivity/issues. In the fall of 2020, schools opened with a face-to-face or virtual option. The system repeatedly surveyed families to determine technology and internet needs and capabilities as well as satisfaction with the online learning offerings and environments. Results of the system's surveys indicate support and commitment to the educational, academic, logistic, and social/emotional wellness of the student body. Revisions to the strategic plan have been based on the data from the above-mentioned surveys and data from the formative and summative student assessments at grade, school, and system levels. The team noted the embeddedness of all these processes but did not find a comprehensive, formal plan. This directed the team back to the SOP issue. One review team member made the observation, "It's very difficult to make it to the top (a top-performing system in the state), but it's even more difficult to stay there." The team discussed how the system must continually "fine-tune" all processes and procedures to continue to improve. These gains are achieved in very small, incremental increases over time. The processes then must be carefully described, maintained, systematically analyzed, and the results used in highly-informed, strategic decision-making. The team commends the system for having achieved this level and encourages the system to identify and sharpen the focus on key factors that will squeeze additional growth from already finely tuned practices and procedures, hence the SOP recommendation.

The leadership structure of the system and its ability to involve all stakeholders guide the system's purpose and direction. As evidenced in the interviews of stakeholders of the system, the current leadership has brought consistency and high expectations to the entire organization. The transparent and humble demeanor of the system leadership, teachers, and students supports the pervasive culture of working as a non-hierarchical team and the focus on student well-being and

achievement. In the 2017-2018 school year, there were many changes in leadership, including the superintendency and several principalships. Parents and the community sought stability and consistency in leadership. Since 2018, stakeholder surveys have provided strong evidence of improvement in teacher and parent perception and approval of the direction of the system and its schools. The system's purpose is clear and stated in measurable terms in the strategic plan, on system and school websites, and the team heard these in interviews with stakeholders. Each school is committed to the core values:

Environment- Oasis Charter Schools provide unique learning environments and a community atmosphere where accountability, integrity, and collaboration are valued, and diverse perspectives are encouraged to promote overall student success;

Student Achievement- A rigorous curriculum that is relevant to student's needs, and stimulates their natural curiosity, imagination, and critical thinking is evident. Oasis Charter Schools believes student achievement is the result of high staff expectations, quality lessons, challenging curricula and differentiation in teaching and learning; and

Community Engagement- By developing meaningful partnerships in the community, Oasis Charter Schools enriches both the students' socio-emotional well-being and academic life, which helps validate the reputation as a high performing school of choice.
(From the system website)

Stakeholders described how the leadership of the system is not afraid to face a challenge head-on and take action to find a remedy while involving multiple stakeholders to develop comprehensive formal structures and plans to achieve goals. Stakeholders also commended the leadership for their efforts as role models, advocates for their system, and transparency in effecting the continuous improvement of every aspect of the system. The review team encourages the leadership to sustain effective leadership structures and processes that have become embedded in the systemic operations and drivers for the effective work of the leadership team and search for key factors in the processes and structures that will drive improvement.

In summary, OCS is commended for its consistent and appropriate policies, system culture, support for system community, data- and student-driven decision-making, and stakeholder involvement. By enhancing its standard operating procedures, as described in the themes above, OCS could strengthen its ability to sustain effective practices over time. Future school and system leaders could have the documentation they need to continue implementing proven effective practices.

Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete Cognia training and elect certification to provide knowledge and understanding of the Cognia tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography/ Title(Lead Evaluator Only)
Jonathan Moore, Lead Evaluator	Drew Moore began his teaching career as an elementary music teacher in Shreveport, Louisiana. In 1978, he moved to the university setting adding multiple subjects to his teaching repertoire and there began working in accreditation through the Southern Association of Colleges and Schools (SACS). Professional experiences include public school education, media director at a residential high school for the gifted in math, science, and performing arts, instructor for the local university and university laboratory school administrator. Retired in 2008 after thirty-three years in public and higher education, he now chairs and serves as team member on Engagement Review teams at the school, system, distance learning, and corporate levels. He also serves on the Cognia Global Accreditation Commission and a Cognia Lead Evaluator Mentor. Degrees include Bachelor of Music Education, Master's in music, Specialist Degree in public school administration and Doctorate in education technologies from Northwestern State University in Louisiana.
Phil Metcalf	Associate Lead Evaluator, Cognia Mentor
Shanna Flecha	Executive Director
Miriam Rube	Head of School

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Item Number: 10.A.

Meeting
Date: 3/8/2022

Item Type: CITY MANAGER
REPORT:

AGENDA REQUEST FORM
City Of Cape Coral Charter School
Authority

TITLE:

Connie Barron, Assistant City Manager, City of Cape Coral

SUMMARY:

ADDITIONAL INFORMATION:

RECOMMENDED ACTION:

Item Number: 11.A.
Meeting Date: 3/8/2022
Item Type: CHAIRMAN REPORT:

AGENDA REQUEST FORM
City Of Cape Coral Charter School Authority

TITLE:

Chairman Dr. Guido Minaya

SUMMARY:

MARCH 15 - RIST FAMILY FOUNDATION OEN MAKERSPACE DEDICATION

MARCH 26 - FL CHARTER SCHOOL GOVERNANCE CONFERENCE

APRIL 14 - BUDGET WORKSHOP #1, 8AM-12PM, GREEN ROOM

MAY 10 - SUPERINTENDENT'S EVALUATION; NEW MEMBERS

MAY 12 - BUDGET WORKSHOP #2

ADDITIONAL INFORMATION:

RECOMMENDED ACTION:

Item Number: 12.A.

Meeting Date: 3/8/2022

Item Type: FOUNDATION REPORT:

AGENDA REQUEST FORM

City Of Cape Coral Charter School Authority

TITLE:

Gary Cerny, Foundation President or Jennifer Hoagland, Treasurer

SUMMARY:

ADDITIONAL INFORMATION:

RECOMMENDED ACTION:

Item Number: 13.A. Meeting Date: 3/8/2022 Item Type: STAFF COMMENT:
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AGENDA REQUEST FORM
City Of Cape Coral Charter School Authority

TITLE:

School Report: Oasis Middle School - Donnie Hopper, Principal

SUMMARY:

ADDITIONAL INFORMATION:

RECOMMENDED ACTION:

Item Number:	17.A.
Meeting Date:	3/8/2022
Item Type:	TIME AND DATE OF NEXT MEETING

AGENDA REQUEST FORM
City Of Cape Coral Charter School
Authority

TITLE:

The Next Regular Governing Board Meeting will be held on Tuesday, April 12, 2022 at 5:30p.m. in Cape Coral City Council Chambers, 1015 Cultural Park Blvd., Cape Coral, FL 33990

SUMMARY:

ADDITIONAL INFORMATION:

RECOMMENDED ACTION: