



Students

Integrity

Fiscal Responsibility

Learning

People

Teamwork

Commitment

Accountability

High Standards

**Four Corners Charter School, Inc.
Board Meeting**

**Tuesday, October 7, 2014
at 3:00 p.m.**



**Four Corners Charter School, Inc.
Board Meeting
Tuesday, October 7, 2014
at 3:00 p.m.**

Agenda

**Call to Order
Roll Call**

- I. Administrative Items**
 - Approval of Minutes from August 21, 2014

- II. School Report**
 - FCCS School Report
 - FCCS Waivers

- III. Financials**
 - FCCS Financials
 - FCCS Audit Results

- IV. New Business**
 - Technology Quotes
 - 2014-2015 SIP

- V. Old Business**

- VI. Public Comments**

- VII. Adjournment**

Teleconference Number:
1-800-747-5150
Access Code: 1917921##

◀ Next Meeting: TBD ▶

MEETING MINUTES

Name of Foundation: Four Corners Charter School, Inc.
Board Meeting: August 21, 2014
School(s): Four Corners Charter School

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
August 21, 2014	11:37 a.m.	1:04 p.m.	October 7, 2014	3:00 p.m.	M. Ingram
Meeting Location:					
Osceola County District Office, 809 Bill Beck Blvd. Kissimmee, FL 34744					

Attended by:	
<p>Board Members: Tim Weisheyer, Chairman Jay Wheeler, Director Kelvin Soto, Director</p> <p>Absent: Bill Mathias, Director</p>	<p>Other Attendees: Denise Thompson, Principal at Four Corner Charter School, CSUSA Matthew Ingram, Governing Board Coordinator, CSUSA Charmaine Dookan, Financial Analyst, CSUSA Jeremy Serna, Manager of Performance Analysis, CSUSA Lianne Morton, Manger Financial Planning & Analysis, CSUSA Keisha Smith, Director of Board Governance, CSUSA Richard Page, EVP of Business Development, CSUSA Dan Cappola, Facilities, CSUSA Mike Santoro, Facilities, CSUSA Angela Barner, Sr. Accountant, Osceola District Gary, Sermersheim, Finance, Osceola School District</p>

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 11:37 a.m. with a Call to Order by Chairman Tim Weisheyer. Roll call was taken and quorum established.

I. ADMINISTRATIVE

Approval of June 30, 2014 Minutes

MOTION: Motion was made by Jay Wheeler and seconded by Kelvin Soto to approve the minutes of the June 30, 2014, Four Corners Charter School, Inc. meeting. Motion was approved by 3-0.

II. SCHOOL RELATED REPORTS

- No School Report this Month

III. 2013-2014 End Year Survey Results

- Principal Denise Thompson presented the 2013-2014 End Year Survey Results to the board.

IV. FINANCIAL REPORT

CSUSA

FY15 Budget

- Charmaine Dookan presented the FY15 Budget for Four Corners Charter School to the board.

MOTION: Motion was made by Jay Wheeler and seconded by Kelvin Soto to approve the FY15 Budget for Four Corners Charter School as reported. Motion was approved by 3-0.

Osceola County

FY14 Q4

- Angela Barner presented the Q4 Financials for Four Corners Charter School.

MOTION: Motion made by Jay Wheeler and seconded by Kelvin Soto to approve the Q4 Financials for Four Corners Charter School as presented. The motion was approved 3-0.

FY15 Budget

- Angela Barner presented the FY15 for Four Corners Charter School to the board.

MOTION: Motion made by Jay Wheeler and seconded by Kelvin Soto to approve the FY15 Financials for Four Corners Charter School as presented. The motion was approved 3-0.

V. NEW BUSINESS

2014-2015 Board Meeting Calendar

- The board discussed this agenda item. The next meeting for the Four Corners Charter School Inc. is October 7, 2014 at 3:00 p.m. at the Osceola County District Office.

School Expansion Analysis

- Richard Page presented the School Expansion Analysis to the board.
- Mr. Page presented the option of expanding onsite and also expanding on a nearby campus.

VI. OLD BUSINESS

Sunshine Law Refresher Presentation

- Board Attorney, Cherish Benedict went over the Sunshine Law Refresher Presentation with the board.

VII. PUBLIC COMMENTS

- No Public Comments

VIII. ADJOURNMENT

MOTION: Motion was made by Jay wheeler and seconded by Kelvin Soto to adjourn the Four Corners Charter School Inc., board meeting. Motion was approved by 3-0.

Tim Weisheyer, Chairman

Date: _____

**FOUR CORNERS CHARTER SCHOOL
Ms. Denise Thompson**

The Board of Directors' School Report

Date: 10/07/2014

I. Enrollment (October)

	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Total Enrollment		1061	1051	1062								
Budgeted Enrollment		986	986	986								
% in Attendance		94%	98%	96%								
# of Student Withdrawals		42	10	5								
# of Suspensions		0	0	1								

II. Reasons For Withdrawal:

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Moving Out of Area	32	6	5								
Curriculum											
Sport/ExtraCurricular											
Transportation/Busing	10	4									
Uniforms											
Not Satisf w Teacher											
Not Satisf w Adminis											
Volunteer Hours											
Discipline											
Other: Please indicate why: 1. 2. 3.											

III. Staffing Update

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
# of New Staff	14	1	1								
Grade & Subject Area of Open Positions:	M/S math and Science combo and Kindergarten										
Reasons for Leaving:	M/S- Accepted to medical school and K- accepted a position closer to home. She was driving 40 min.										
Additions Since Last Report:	Kindergarten Teacher										
Leadership Training/Leading Edge Update: <i>Participation:</i> <i>Names:</i> <i>Position:</i>	Deon Shazier and Katherine Lumley Dean of Students & CRT										
Other:											

IV. School Update

School Site Visit:	Reflective Visit 10/21 Quest Visit 10/28
Monthly Updates on School Improvement Plan/Strategic Plan <i>Date & Agenda of Last SAC Mtg:</i>	Strategic Plan Completed/ SIP is completed Last SAC meeting was 9/23 SIP Approved
<i>Professional Dev Topics for the Month:</i>	PD -NWEA and CMA, Reading Data to target instruction
<i>PTO Updates:</i>	Fundraising, Book Fair, Oasis Process, Purchase of a stage curtain
Other:	
Other:	

V. Facility Update

Cleaning:	Routine Cleaning
Maintenance:	Routine Maintenance, air conditioning
Building:	Touch Up Painting inside
Outdoor Areas:	Garden area mulched and flowers planted
Other:	

VI. School/PTO/Community Activities

Event:	Oct. 1 Business Partner Luncheon
Event:	Oct. K-8 Fall Pics
Event:	Oct. 23-31 Book Fair
Event:	Oct. 24 Multicultural Night
Event:	Oct. 29 Visit from Tanjong Katong Primary School in Singapore
Event:	Oct. 30 Open House and Carrabba's Night

VII. Technology

Technology Improvements(new equip; new software; SIS, etc):	Both computer labs upgraded with new desktops, All middle and 4 th -5 th grade teachers received new laptops
Technology Concerns:	PA system is being worked on in the middle to become fully operational
Other:	Motor was replaced in the air conditioning system in the ms

VIII. Reports Specific To This Month *(This will vary month to month)*

MONTH:October	
Student Enrollment: 1062	Recommits: 0 New Enrollment: 16 Wait List: 718
Other:	

Out of Field Report FCCS 2014/15

Teacher	Out-of-Field Assignment	Current Certification	Out of Field Assignment Date
Avent, Margaret	ESOL Compliance	Prof. Elem. Ed (K-6)	8/9/2010
Martin, Jennifer	ESOL Compliance	Temp. Cert. English 6-12	9/30/2013
Bullard, Crystal	ESOL Compliance	Prof. Cert. PK-3rd	8/8/2011
Camacho, Shontal	ESOL Compliance	Temp. Pre-K/Primary	8/16/2012
Detres, Cynthia	ESOL Compliance	Temp. Elem Ed. K-6	8/5/2013
Goldman, Brittany	ESOL Compliance	Prof. Cert. English 6-12	8/1/2013
Hammon, Suzanne	ESOL Compliance	Prof. Ed. K-6	9/3/2013
Holmes, Michelle	ESOL Compliance	Temp. Elem. Ed. Pre-K - Primary 3	8/1/2013
Lumley, Katherine	ESOL Compliance	Prof. Cert English 5-9	8/1/2013
Mawatari, Leslie	ESOL Compliance	Temp. Cert. Social Science 6-12	8/1/2013
Redillo, Carla	ESOL Compliance	Prof. Elem. Ed (K-6)	8/1/2013
Richards, Jennifer L	ESOL Compliance	Prof. Elem. Ed (K-6)	8/6/2012
April Herring	ESOL Compliance	Temp. Cert. Pre-K/Primary Ed.	8/4/2014
Karen Maginnis	ESOL Compliance	Temp. Cert. Elem. Ed. K- 6	8/4/2014
Jason Bailey	ESOL Compliance	Temp. Cert. Music K-12	8/8/2014

Charter School Name **Four Corners Charter School**

Board Meeting Date

10/7/2014

Charter Schools USA
FOUR CORNERS CHARTER SCHOOL
Actual vs. Budget vs. Forecast Variance Analysis
As of the Period Ending June 30, 2014

	YTD					\$ YTD Effect	Explanation (15% and \$2,000)	% \$ Annual					
	YTD	Actual	Budget	Variance	% Variance			Annual Forecast	Annual Budget	Variance	Variance	\$ Annual Effect	
ENROLLMENT (per school's record)		1,064	1,057	7	1%				1,064	1,057	7	1%	
ENROLLMENT (per funding source)		1,064	1,057	7	1%	\$ 40,880	Funded on 7 students more than budgeted		1,064	1,057	7	1%	\$ 40,880
ENROLLMENT (accrued/deferred)		-	-	-	0%	\$ -			-	-	-	0%	
RATE PER STUDENT	\$	5,974	\$ 5,985	\$ (12)	0%	\$ (12,254)	Actual rate lower by \$12	\$	5,974	\$ 5,985	\$ (12)	0%	\$ (12,258)
REVENUES													
Earned Capitation													
State Capitation / Student	\$	6,355,218	\$ 6,326,592	\$ 28,626	0%	see above		\$	6,355,218	\$ 6,326,592	\$ 28,626	0%	
Fed./State Grants		24,246	-	24,246	100%	Race to the top offset by expense below			24,246	-	24,246	100%	
Florida Teacher Lead Program		15,662	-	15,662	100%	Offset by expense below			15,662	-	15,662	100%	
School Recognition Bonus		106,600	-	106,600	100%	Bonus for receiving an A+ academic grade offset by expenses below			106,600	-	106,600	100%	
Capital Outlay Funding		461,745	375,240	86,505	23%	Actual funding higher than anticipated in budget			461,745	375,240	86,505	23%	
District Fee Refund (>250 students)		97,235	96,612	623	1%				97,235	96,612	623	1%	
Total Earned Capitation		7,060,706	6,798,444	262,262	4%				7,060,706	6,798,444	262,262	4%	
Private Grants / Contributions		4,500	-	4,500	100%	Donation from PTO for Netbooks			4,500	-	4,500	100%	
Before and Aftercare Revenue		75,038	92,602	(17,564)	-19%	Lower participation than budgeted			75,038	92,602	(17,564)	-19%	
Other Revenue		4,919	-	4,919	100%	Sales of Agendas was not budgeted - offset by expense			4,919	-	4,919	100%	
Interest Income		237	-	237	100%				237	-	237	100%	
Miscellaneous Income		31,369	37,574	(6,205)	-17%	Due to timing of e-rate revenue to be received			31,369	37,574	(6,205)	-17%	
TOTAL REVENUES		7,176,769	6,928,620	248,149	4%				7,176,769	6,928,620	248,149	4%	
EXPENSES													
Cost of Compensation													
School Leadership		135,563	141,890	6,327	4%				135,563	\$ 141,890	6,327	4%	
Administrative		107,548	124,406	16,858	14%				107,548	\$ 124,406	16,858	14%	
Teachers		2,050,165	2,394,480	344,315	14%				2,050,165	\$ 2,394,480	344,315	14%	
ESE/Special Education		116,321	109,747	(6,574)	-6%				116,321	\$ 109,747	(6,574)	-6%	
Resource Teachers		28,225	1,397	(26,828)	-1920%	Salaries higher than budget			28,225	\$ 1,397	(26,828)	-1920%	
Guidance		41,178	36,036	(5,142)	-14%				41,178	\$ 36,036	(5,142)	-14%	
Substitute Teachers		115,646	50,836	(64,810)	-127%	Higher usage of subs than budgeted; because of open teacher positions.			115,646	\$ 50,836	(64,810)	-127%	
Aides - Instructional		123,430	123,755	325	0%				123,430	\$ 123,755	325	0%	
Other Support/Aides		19,175	-	(19,175)	-100%	This position was not budgeted			19,175	-	(19,175)	-100%	
Aftercare		42,763	39,199	(3,564)	-9%				42,763	\$ 39,199	(3,564)	-9%	
Nurse		19,518	16,247	(3,271)	-20%	Nurse worked more hours not anticipated			19,518	\$ 16,247	(3,271)	-20%	
Plant Operations		31,442	47,298	15,856	34%	Actual includes 1 less position than budgeted			31,442	\$ 47,298	15,856	34%	
Tutoring		2,938	43,920	40,982	93%	Lower requirement than budgeted			2,938	\$ 43,920	40,982	93%	
Bonuses		103,806	-	(103,806)	-100%	Bonus for receiving an A+ academic grade offset by revenue above			103,806	\$ -	(103,806)	-100%	
Stipends		202,479	15,998	(186,481)	-1166%	Governor's Increase coded to stipends			202,479	\$ 15,998	(186,481)	-1166%	
Sick Day Buyout		(1,953)	7,080	9,033	128%	Actual Buyout accrued lower than budget			(1,953)	\$ 7,080	9,033	128%	
Contracted SPED - Instruction		44	-	(44)	-100%				44	\$ -	(44)	-100%	
Taxes & Benefits		505,425	586,979	81,554	14%				505,425	\$ 586,979	81,554	14%	
Total Cost of Compensation		3,643,713	3,739,268	95,555	3%				3,643,713	\$ 3,739,268	95,555	3%	
Professional Services													
Legal Fees - Independent Counsel		440	-	(440)	-100%				440	\$ -	(440)	-100%	
Accounting Services - Audit		10,800	15,000	4,200	28%	Billing lower than budgeted			10,800	\$ 15,000	4,200	28%	
CSUSA Management Fees		760,474	755,604	(4,870)	-1%				760,474	\$ 755,604	(4,870)	-1%	
Computer Service Fees		68,918	47,256	(21,662)	-46%	Due to Race to the top offset by revenue above			68,918	\$ 47,256	(21,662)	-46%	
Outside Staff Development		3,071	996	(2,075)	-208%	Higher usage than budgeted			3,071	\$ 996	(2,075)	-208%	
Fee to County School Board		127,104	126,528	(576)	0%				127,104	\$ 126,528	(576)	0%	
Professional Fees - Other		2,520	6,000	3,480	58%	Actual expense is favorable to budget			2,520	\$ 6,000	3,480	58%	
Grant Fee - Fiscal Service		-	-	-	0%				-	\$ -	-	0%	
Advertising/Marketing Exp		2,104	14,000	11,896	85%	Targeted enrollment achieved hence lower actuals than budgeted			2,104	\$ 14,000	11,896	85%	
Staff Recruitment		-	1,956	1,956	100%				-	\$ 1,956	1,956	100%	
Total Professional Services		975,431	967,340	(8,091)	-1%				975,431	\$ 967,340	(8,091)	-1%	

Charter Schools USA
FOUR CORNERS CHARTER SCHOOL
Actual vs. Budget vs. Forecast Variance Analysis
As of the Period Ending June 30, 2014

	YTD					Explanation (15% and \$2,000)	Annual Forecast	Annual Budget	Variance	% Variance	\$ Annual Effect
	YTD	Actual	Budget	Variance	% Variance						
Vendor Services											
Contracted Pupil Transportation		198,159	178,688	(19,471)	-11%		198,159	\$ 178,688	(19,471)	-11%	
Extra-Curricular Activity Events		3,615	4,896	1,281	26%		3,615	\$ 4,896	1,281	26%	
Drug Testing Fees		62	-	(62)	-100%		62	\$ -	(62)	-100%	
Licenses & Permits		790	996	206	21%		790	\$ 996	206	21%	
Bank Charges & Loan Fees		1,085	1,500	415	28%		1,085	\$ 1,500	415	28%	
Contracted SPED - Non Instruction		-	3,000	3,000	100%	No actual expenses YTD	-	\$ 3,000	3,000	100%	
Contracted Custodial Services		208,928	208,932	4	0%		208,928	\$ 208,932	4	0%	
Total Vendor Services		412,639	398,012	(14,627)	-4%		412,639	\$ 398,012	(14,627)	-4%	
Administrative Expenses											
Travel / Auto / Meals / Lodging/Airfare		7,262	7,344	82	1%		7,262	\$ 7,344	82	1%	
Dues & Subscriptions		2,741	3,504	763	22%		2,741	\$ 3,504	763	22%	
Printing & Copying		20,898	9,996	(10,902)	-109%	Expenditures higher than budgeted	20,898	\$ 9,996	(10,902)	-109%	
Office Supplies		2,712	3,000	288	10%		2,712	\$ 3,000	288	10%	
Supplies - Aftercare		-	600	600	100%		-	\$ 600	600	100%	
Medical Supplies		402	396	(6)	-2%		402	\$ 396	(6)	-2%	
In-house Food Service		551	600	49	8%		551	\$ 600	49	8%	
In-house Food Service - Aftercare		-	1,515	1,515	100%		-	\$ 1,515	1,515	100%	
Total Administrative Services		34,566	26,955	(7,611)	-28%		34,566	\$ 26,955	(7,611)	-28%	
Instruction Expense											
Textbooks		-	50,424	50,424	100%	Actual expense coded in Consumable - students	-	\$ 50,424	50,424	100%	
Consumable Instr. Supplies & Equip.-Student		190,910	151,962	(38,948)	-26%	Expenditures higher than budgeted	190,910	\$ 151,962	(38,948)	-26%	
Consumable Instr. Supplies & Equip.-Teach		15,555	8,354	(7,201)	-86%	Expenditures higher than budgeted	15,555	\$ 8,354	(7,201)	-86%	
Library & Reference Books		447	2,075	1,628	78%		447	\$ 2,075	1,628	78%	
Testing Materials		14,290	23,545	9,255	39%	Expenditures lower than budgeted	14,290	\$ 23,545	9,255	39%	
Instructional Supplies - Florida Lead Teacher		15,662	-	(15,662)	-100%	Expense offset by revenue above	15,662	\$ -	(15,662)	-100%	
Total Instruction Expense		236,864	236,360	(504)	0%		236,864	\$ 236,360	(504)	0%	
Other Operating Expenses											
Telephone/Internet/Cable/Satellite		57,752	48,228	(9,524)	-20%	Higher than expected PAETEC charges including taxes and surcharges	57,752	\$ 48,228	(9,524)	-20%	
Postage / Express Mail		640	996	356	36%		640	\$ 996	356	36%	
Electricity		151,716	130,000	(21,716)	-17%	Higher usage than budgeted	151,716	\$ 130,000	(21,716)	-17%	
Water & Sewer		13,357	15,576	2,219	14%		13,357	\$ 15,576	2,219	14%	
Waste Disposal		52,854	51,768	(1,086)	-2%		52,854	\$ 51,768	(1,086)	-2%	
Pest Control		2,932	5,004	2,072	41%	Expenditures lower than budgeted	2,932	\$ 5,004	2,072	41%	
Maintenance & Cleaning Supplies		24,776	21,720	(3,056)	-14%	Expenditures higher than budgeted	24,776	\$ 21,720	(3,056)	-14%	
Building Repairs & Maintenance		329,071	315,034	(14,037)	-4%		329,071	\$ 315,034	(14,037)	-4%	
Equipment Repairs & Maintenance		1,595	3,900	2,305	59%	Lower requirements for repairs than budgeted	1,595	\$ 3,900	2,305	59%	
Reenrollment / Student Incentives		-	-	-	0%		-	\$ -	-	0%	
Miscellaneous Expenses		(245)	504	749	149%		(245)	\$ 504	749	149%	
Total Other Operating Expenses		634,448	592,730	(41,718)	-7%		634,448	\$ 592,730	(41,718)	-7%	
Fixed Expenses											
Office Equipment - Leasing Expense		14,957	17,604	2,647	15%	Expenditures lower than budgeted	14,957	\$ 17,604	2,647	15%	
Property & Liability Insurance		96,484	121,884	25,400	21%	Based on estimate from last year.	96,484	\$ 121,884	25,400	21%	
Rent Expense		1,133,956	1,129,272	(4,684)	0%		1,133,956	\$ 1,129,272	(4,684)	0%	
Total Fixed Expenses		1,245,397	1,268,760	23,363	2%		1,245,397	\$ 1,268,760	23,363	2%	
TOTAL EXPENSES		7,183,058	7,229,425	46,367	1%		7,183,058	\$ 7,229,425	46,367	1%	
Operating Cash Surplus/(Deficit)		(6,289)	(300,805)	294,516	98%		(6,289)	\$ (300,805)	294,516	98%	
Capital Expenditures (NonCap)		33,574	10,220	(23,354)	-229%	Due to classification of Cap & Non-cap	33,574	\$ 10,220	(23,354)	-229%	
Capital Expenditures (Capitalized)		119,062	120,500	1,438	1%		119,062	\$ 120,500	1,438	1%	
Other Financing Sources/Uses											
CHANGE IN FUND BALANCE		(158,925)	(431,525)	272,600	63%		(158,925)	\$ (431,525)	272,600	63%	

FOUR CORNERS CHARTER SCHOOL with MSID Number (863)
 Osceola County
 Statement of Revenue, Expenditures, and Changes in Fund Balance (Unaudited)
 For Month Ended June 30 and For the Year Ending 2014

FTE Projected 1064

1064

FTE Actual 1064 100% Percent of Projected

1064 100% Percent of Projected

Account Number	General Fund				Special Revenue Funds				
	Month/ Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget	Month/ Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget	
Revenues									
FEDERAL SOURCES									
Federal direct	3100	\$ -	\$ -	\$ -	%	\$ -	\$ -	\$ -	%
Federal through state and local	3200	\$ -	\$ -	\$ -		\$ 2,023.87	\$ 24,245.64	\$ -	
STATE SOURCES									
FEFP	3310	382,444.24	4,615,771.99	4,964,484.00	93%				
Capital outlay	3397	-	-	-					
Class size reduction	3355	102,438.51	1,219,918.01	1,251,396.00	97%				
School recognition	3361	-	106,600.00	-					
Other state revenue	33XX	52,821.65	632,424.73	207,324.00	305%				
LOCAL SOURCES									
Interest	3430	-	236.50	-					
Local capital improvement tax	3413	-	-	-					
Other local revenue	34XX	34,182.38	115,825.11	130,176.04	89%				
OTHER FINANCING SOURCES	36XX								
Transfers from Debt Service Funds	3620								
Total Revenues		\$ 571,886.78	\$ 6,690,776.34	\$ 6,553,380.04	102%	\$ 2,023.87	\$ 24,245.64	\$ -	
Expenditures									
Current Expenditures									
Instruction	5000	328,748.12	3,390,724.96	3,492,600.00	97%				
Instructional support services	6000	8,190.88	156,637.23	81,003.00					
Board	7100	257.42	11,689.04	16,056.00	73%				
School administration	7300	35,111.83	324,456.80	336,679.00					
Facilities and acquisition	7400	3,312.00	119,062.20	120,500.00	99%				
Fiscal services	7500	73,723.66	761,558.17	757,104.00	101%				
Food services	7600	-	-	-					
Central services	7700	(2,023.87)	(24,245.64)	-		2,023.87	24,245.64	-	
Pupil transportation services	7800	13,319.75	199,181.94	183,732.00	108%				
Operation of plant	7900	(38,671.64)	(250,208.07)	(196,552.00)	127%				
Maintenance of plant	8100	146,500.66	1,784,281.49	1,823,893.00	98%				
Administrative technology services	8200	27,069.35	329,071.25	318,934.00	103%				
Community services	9100	2,194.73	47,493.29	50,956.00	93%				
Debt service	9200	-	-	-					
Total Expenditures		\$ 597,732.89	\$ 6,849,702.66	\$ 6,984,905.00	98%	\$ 2,023.87	\$ 24,245.64	\$ -	
Excess (Deficiency) of Revenues Over Expenditures		\$ (25,846.11)	\$ (158,926.32)	\$ (431,524.96)	37%	\$ -	\$ -	\$ -	
Other Financing Sources (Uses)									
Transfers in	3600	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Transfers out	9700	-	-	-		-	-	-	
Total Other Financing Sources (Uses)		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Net Change in Fund Balances									
Fund balances, beginning		\$ (25,846.11)	\$ (158,926.32)	\$ (431,524.96)	37%	\$ -	\$ -	\$ -	
Adjustments to beginning fund balance			962,936.30	962,936.30	100%				
Fund Balances, Beginning as Restated		\$ -	\$ 962,936.30	\$ 962,936.30	100%	\$ -	\$ -	\$ -	
Fund Balances, Ending		\$ (25,846.11)	\$ 804,009.98	\$ 531,411.34	151%	\$ -	\$ -	\$ -	%

FOUR CORNERS CHARTER SCHOOL with MSID Number (863)
 Osceola County
 Statement of Revenue, Expenditures, and Changes in Fund B
 For Month Ended June 30 and For the Year Ending 2014

FTE Projected 1064

1064

FTE Actual 1064

100%

Percent of Projected

1064

100%

Percent of Projected

Account Number	Capital Outlay				Total Governmental Funds				
	Month/ Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget	Month/ Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget	
Revenues									
FEDERAL SOURCES									
Federal direct	3100	\$ -	\$ -	\$ -	%	\$ -	\$ -	\$ -	%
Federal through state and local	3200					2,023.87	24,245.64	-	
STATE SOURCES									
FEFP	3310					382,444.24	4,615,771.99	4,964,484.00	93%
Capital outlay	3397	39,425.00	461,745.00	375,240.00	123%	39,425.00	461,745.00	375,240.00	123%
Class size reduction	3355					102,438.51	1,219,918.01	1,251,396.00	97%
School recognition	3361					-	106,600.00	-	
Other state revenue	33XX					52,821.65	632,424.73	207,324.00	305%
LOCAL SOURCES									
Interest	3430					-	236.50	-	
Local capital improvement tax	3413					-	-	-	
Other local revenue	34XX					34,182.38	115,825.11	130,176.04	89%
OTHER FINANCING SOURCES									
Transfers from Debt Service Funds	3620								
Total Revenues		\$ 39,425.00	\$ 461,745.00	\$ 375,240.00	123%	\$ 613,335.65	\$ 7,176,766.98	\$ 6,928,620.04	104%
Expenditures									
Current Expenditures									
Instruction	5000					328,748.12	3,390,724.96	3,492,600.00	97%
Instructional support services	6000					8,190.88	156,637.23	81,003.00	
Board	7100					257.42	11,689.04	16,056.00	73%
School administration	7300					35,111.83	324,456.80	336,679.00	96%
Facilities and acquisition	7400					3,312.00	119,062.20	120,500.00	99%
Fiscal services	7500					73,723.66	761,558.17	757,104.00	101%
Food services	7600					-	-	-	
Central services	7700					-	-	-	
Pupil transportation services	7800					13,319.75	199,181.94	183,732.00	108%
Operation of plant	7900	39,425.00	461,745.00	375,240.00	123%	753.36	211,536.93	178,688.00	118%
Maintenance of plant	8100					146,500.66	1,784,281.49	1,823,893.00	98%
Administrative technology services	8200					27,069.35	329,071.25	318,934.00	103%
Community services	9100					2,194.73	47,493.29	50,956.00	93%
Debt service	9200					-	-	-	
Total Expenditures		\$ 39,425.00	\$ 461,745.00	\$ 375,240.00	123%	\$ 639,181.76	\$ 7,335,693.30	\$ 7,360,145.00	100%
Excess (Deficiency) of Revenues Over Expenditures		\$ -	\$ -	\$ -		\$ (25,846.11)	\$ (158,926.32)	\$ (431,524.96)	37%
Other Financing Sources (Uses)									
Transfers in	3600					\$ -	\$ -	\$ -	
Transfers out	9700					-	-	-	
Total Other Financing Sources (Uses)		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Net Change in Fund Balances		\$ -	\$ -	\$ -		\$ (25,846.11)	\$ (158,926.32)	\$ (431,524.96)	37%
Fund balances, beginning						-	962,936.30	-	
Adjustments to beginning fund balance						-	-	-	
Fund Balances, Beginning as Restated		\$ -	\$ -	\$ -		\$ -	\$ 962,936.30	\$ -	
Fund Balances, Ending		\$ -	\$ -	\$ -	%	\$ (25,846.11)	\$ 804,009.98	\$ (431,524.96)	-186%

**FOUR CORNERS
CHARTER SCHOOL
(A division of Four Corners
Charter School, Inc.)**

**Basic Financial Statements and
Supplemental Information**

**For the year ended
June 30, 2014**

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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Four Corners Charter Schools, Inc.
Davenport, Florida

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund information of Four Corners Charter School (the "School"), a division of Four Corners Charter Schools, Inc. (the "Charterholder"), which is a component unit of the School Board of Osceola County, Florida as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the School'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.

Auditor's 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 auditor's 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 each major fund of the School, as of June 30, 2014, and the respective changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

As described in Note A-1, the accompanying financial statements referred to above present only the financial position of Four Corners Charter School at June 30, 2014, and the results of its operation for the year then ended, and is not intended to be a complete presentation of the Charterholder.

Other Matters

Required Supplemental Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information, 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 supplemental 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 Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 18, 2014 on our consideration of the School'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 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 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 School's internal control over financial reporting and compliance.

September 18, 2014
Melbourne, Florida

Berman Hopkins Wright & LaHam
CPAs and Associates, LLP

Management's Discussion and Analysis

As management of Four Corners Charter School (the "School"), a division of Four Corners Charter School, Inc. (the "Charterholder"), which is a component unit of the School Board of Osceola County, Florida, we offer readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2014 to (a) assist the reader in focusing on significant financial issues, (b) provide an overview and analysis of the School's financial activities, (c) identify changes in the School's financial position, (d) identify material deviations from the approved budget, and (e) highlight significant issues in individual funds.

Since the information contained in the Management's Discussion and Analysis (MD&A) is intended to highlight significant transactions, events, and conditions, it should be considered in conjunction with the financial statements starting on page 8.

Financial Highlights

- The assets of the School exceeded its liabilities at the close of the most recent fiscal year by \$928,753 (net position).
- The School's total net position decreased by \$173,630.
- As of the close of the current fiscal year, the School's governmental funds reported combined ending fund balances of \$804,010, a decrease of \$158,927 in comparison with the prior year.
- At the end of the current fiscal year, unassigned fund balance for the general fund was \$785,870.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

Government-wide financial statements The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The statement of net position presents information on all of the School's assets and liabilities. The difference between the two is 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 School is improving or deteriorating.

The statement of activities presents information showing how the School's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected funding and earned but unused vacation leave).

Both of the government-wide financial statements distinguish functions of the School that are principally supported by district, state, and federal funding (governmental activities). Basic instruction, exceptional instruction, and school administration are examples of the School's governmental activities.

The government-wide financial statements include only the School itself. The School is a division of the Charterholder which is a component unit of the School Board of Osceola County, Florida. The School Board of Osceola County, Florida includes the operations of the Charterholder in their operational results.

The government-wide financial statements can be found on pages 8 and 9 of this report.

Fund financial statements. A fund is a collection of related accounts grouped together to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the operations of the School are presented in governmental funds only.

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 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 fund balance sheet and the statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The School maintains two individual governmental funds. Information is presented separately in the governmental fund balance sheet and statement of revenues, expenditures, and changes in fund balances for the general fund and capital outlay fund, both of which are considered to be major funds.

The basic governmental fund financial statements can be found on pages 10 through 14 of this report.

Fiduciary Funds. Fiduciary funds are used to account for resources held for the benefit of parties outside the School. Fiduciary funds are not reflected in the government-wide financial statement because the resources of those funds are not available to support the School's own programs.

The basic fiduciary fund financial statement can be found on page 14 of this report.

The School adopts an annual appropriated budget for its entire operations. Budgetary comparison schedules and the notes to these statements have been provided to demonstrate compliance with the budget and can be found on pages 29 through 31 of this report.

Notes to the financial statements. The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements can be found starting on page 15 of this report.

Government-Wide Financial Analysis

As noted previously, net position may serve over time as a useful indicator of a School's financial position. In the case of the School, for the years ended June 30, 2014 and 2013, assets exceeded liabilities by \$928,753 and \$1,102,383 (net position), respectively.

The largest portion of the School's net position is the unrestricted portion of revenues. This amount consists primarily of the cash and amounts due from the Charterholder. Another portion of the School's net position reflects its net investment in capital assets (e.g., furniture, fixtures and equipment, improvements other than buildings, information technology equipment, computer software, and audio visual equipment). The School uses these capital assets to provide services to students; consequently, these assets are not available for future spending. An additional portion of the School's net position represents resources that are subject to external restrictions on how they may be used.

A condensed statement of net position and the statement of activities are provided below.

**Four Corners Charter School
Statement of Net Position**

	Governmental Activities		
	2014	2013	Variance
ASSETS			
Current and other assets	\$ 1,186,075	\$ 1,282,491	\$ (96,416)
Capital assets, net of accumulated depreciation	139,411	139,446	(35)
Total assets	<u>1,325,486</u>	<u>1,421,937</u>	<u>(96,451)</u>
LIABILITIES			
Current and other liabilities	383,748	305,292	78,456
Due to management company	12,985	14,262	(1,277)
Total liabilities	<u>396,733</u>	<u>319,554</u>	<u>77,179</u>
NET POSITION			
Net investment in capital assets	139,411	139,446	(35)
Unrestricted	789,342	962,937	(173,595)
Total net position	<u>\$ 928,753</u>	<u>\$ 1,102,383</u>	<u>\$ (173,630)</u>

Total assets decreased as a result of a decrease in cash due to the timing of inflows and outflows. Total liabilities increased at year end as a result of the timing of payments for invoices.

**Four Corners Charter School
Statement of Activities**

	Governmental Activities		
	2014	2013	Variance
Revenues:			
Program revenues:			
Charges for services	\$ 75,038	\$ 84,266	\$ (9,228)
Operating grants and contributions	130,846	156,701	(25,855)
Capital grants and contributions	461,745	363,689	98,056
General revenues:			
State passed through local school district	6,243,776	5,875,669	368,107
Contributions	4,500	-	4,500
Other revenues	133,760	138,777	(5,017)
Total revenues	<u>7,049,665</u>	<u>6,619,102</u>	<u>430,563</u>
Expenditures:			
Basic instruction	3,378,973	2,981,398	397,575
Exceptional instruction	143,182	130,387	12,795
Guidance services	49,726	37,986	11,740
Health services	25,325	19,677	5,648
Other pupil services	59,739	48,422	11,317
Media services	447	-	447
Curriculum development	15,008	10,217	4,791
Staff development	6,711	1,581	5,130
Board of directors	11,689	26,467	(14,778)
School administration	324,454	346,045	(21,591)
Fiscal services	761,559	721,523	40,036
Central services	72,078	78,485	(6,407)
Transportation	211,537	233,370	(21,833)
Operation of plant	1,786,307	1,786,265	42
Maintenance of plant	329,066	414,778	(85,712)
Community services	47,494	51,283	(3,789)
Total expenditures	<u>7,223,295</u>	<u>6,887,884</u>	<u>335,411</u>
Change in net position	(173,630)	(268,782)	95,152
Net position - beginning	<u>1,102,383</u>	<u>1,371,165</u>	<u>(268,782)</u>
Net position - ending	<u>\$ 928,753</u>	<u>\$ 1,102,383</u>	<u>\$ (173,630)</u>

Capital grants and contributions increased due to an increase of the capital outlay funds. Expenses related to basic instruction increased due to the increase in salaries and related benefits. Transportation decreased due to a reduction in costs charged by the school district.

Financial Analysis of the Government's Funds

As noted previously, the School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental funds. The focus of the School's governmental funds is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. In particular, unassigned fund balance may serve as a useful measure of a School's net resources available for spending at the end of the fiscal year.

As of the current fiscal year, the School's governmental funds reported combined ending fund balance of \$804,010.

The general fund is the main operating fund of the School. At the end of the current fiscal year, the unassigned balance of the general fund was \$785,870.

The combined ending fund balance of the School's general fund decreased by \$158,927 during the current fiscal year.

General Fund Budgetary Highlights

Actual general fund revenue was favorable compared to the budget for the year ending June 30, 2014 as the budget was based on conservative numbers. The actual general fund revenue exceeded the budgeted revenue by \$34,540. Budgeted general fund expenditures exceeded actual expenditures by \$238,058.

The budgetary information can be found on pages 29 through 31 of this report.

Capital Asset Administration

Capital assets. The School's investment in capital assets for its governmental activities as of June 30, 2014, amounts to \$139,411 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures and equipment, improvements other than buildings, information technology equipment, computer software, and audio visual equipment. Additional information on the School's capital assets can be found in Note C.

Economic Factors. A majority of the School's funding is determined by the number of enrolled students. The School is forecasting enrollment to remain at capacity at approximately 1,050 students for the 2014-15 school year.

Request for Information

This financial report is designed to provide a general overview of Four Corners Charter School's finances for all those with an interest in the School's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to Hillary Daigle, Controller, Charter Schools USA, 800 Corporate Dr., Suite 124 Fort Lauderdale, FL 33334.

Four Corners Charter School
(A division of Four Corners Charter School, Inc.)

STATEMENT OF NET POSITION

June 30, 2014

	<u>Governmental Activities</u>
ASSETS	
CURRENT ASSETS	
Cash	\$ 395,797
Accounts receivable	25,424
Due from charterholder	737,289
Due from other agencies	9,425
Deposits	8,609
Prepaid expenses	9,531
Total current assets	<u>1,186,075</u>
CAPITAL ASSETS	
Capital assets, net of accumulated depreciation	
Furniture, fixtures and equipment	45,542
Improvements other than buildings	4,235
Information technology equipment	89,634
Total capital assets	<u>139,411</u>
Total assets	<u>1,325,486</u>
LIABILITIES	
LIABILITIES	
Accounts payable	4,107
Due to management company	12,985
Accrued payroll and other expenses	363,935
Due to agency fund	1,038
Noncurrent liabilities:	
Accrued compensated absences due within one year	11,000
Due in more than one year	3,668
Total liabilities	<u>396,733</u>
NET POSITION	
Net investment in capital assets	139,411
Unrestricted	789,342
Total net position	<u>\$ 928,753</u>

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

Four Corners Charter School
(A division of Four Corners Charter School, Inc.)

STATEMENT OF ACTIVITIES

For the year ended June 30, 2014

Functions/Programs	Expenses	Program Revenues			Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
Governmental activities:					
Basic instruction	\$3,378,973	\$ -	\$ 130,846	\$ -	\$ (3,248,127)
Exceptional instruction	143,182	-	-	-	(143,182)
Guidance services	49,726	-	-	-	(49,726)
Health services	25,325	-	-	-	(25,325)
Other pupil services	59,739	-	-	-	(59,739)
Media services	447	-	-	-	(447)
Curriculum development	15,008	-	-	-	(15,008)
Staff development	6,711	-	-	-	(6,711)
Board of directors	11,689	-	-	-	(11,689)
School administration	324,454	-	-	-	(324,454)
Fiscal services	761,559	-	-	-	(761,559)
Central services	72,078	-	-	-	(72,078)
Transportation	211,537	-	-	-	(211,537)
Operation of plant	1,786,307	-	-	461,745	(1,324,562)
Maintenance of plant	329,066	-	-	-	(329,066)
Community services	47,494	75,038	-	-	27,544
Total governmental activities	\$7,223,295	\$ 75,038	\$ 130,846	\$ 461,745	(6,555,666)
General revenues:					
State passed through local school district					6,243,776
Contribution					4,500
Other revenues					133,760
Total general revenues					6,382,036
Change in net position					(173,630)
Net position at July 1, 2013					1,102,383
Net position at June 30, 2014					\$ 928,753

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

Four Corners Charter School
(A division of Four Corners Charter School, Inc.)

BALANCE SHEET - GOVERNMENTAL FUNDS

June 30, 2014

	General Fund	Capital Outlay Fund	Total Governmental Funds
ASSETS			
Cash	\$ 395,797	\$ -	\$ 395,797
Accounts receivable	25,424	-	25,424
Due from other agencies	9,425	-	9,425
Due from charterholder	737,289	-	737,289
Deposits	8,609	-	8,609
Prepaid expenses	9,531	-	9,531
Total assets	\$ 1,186,075	\$ -	\$ 1,186,075
LIABILITIES AND FUND BALANCES			
LIABILITIES			
Accounts payable	\$ 4,107	\$ -	\$ 4,107
Due to management company	12,985	-	12,985
Accrued payroll and other expenses	363,935	-	363,935
Due to agency fund	1,038	-	1,038
Total liabilities	382,065	-	382,065
FUND BALANCES			
Reserved for:			
Nonspendable			
Deposits	8,609	-	8,609
Prepaid expenses	9,531	-	9,531
Unassigned	785,870	-	785,870
Total fund balances	804,010	-	804,010
Total liabilities and fund balances	\$ 1,186,075	\$ -	\$ 1,186,075

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

Four Corners Charter School
(A division of Four Corners Charter School, Inc.)

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

June 30, 2014

Fund balances - total governmental funds \$ 804,010

The net position reported for governmental activities in the statement of net position is different because:

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

Furniture, fixtures and equipment, net	\$ 45,542	
Improvements other than buildings, net	4,235	
Information technology equipment, net	<u>89,634</u>	
Total capital assets		139,411

Long-term liabilities are not due and payable in the current period and therefore are not reported in the funds. (14,668)

Total net position of governmental activities \$ 928,753

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

Four Corners Charter School
(A division of Four Corners Charter School, Inc.)

**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES -
GOVERNMENTAL FUNDS**

For the year ended June 30, 2014

	General Fund	Capital Outlay Fund	Total Governmental Funds
Revenues			
Federal passed through local school district	\$ 24,246	\$ -	\$ 24,246
State passed through local school district	6,350,376	461,745	6,812,121
Contribution	4,500	-	4,500
Other revenues	208,798	-	208,798
Total revenues	<u>6,587,920</u>	<u>461,745</u>	<u>7,049,665</u>
Expenditures			
Current:			
Basic instruction	3,248,729	-	3,248,729
Exceptional instruction	142,001	-	142,001
Guidance services	49,409	-	49,409
Health services	25,325	-	25,325
Other pupil services	59,739	-	59,739
Media services	447	-	447
Curriculum development	15,008	-	15,008
Staff development	6,711	-	6,711
Board of directors	11,689	-	11,689
School administration	324,454	-	324,454
Fiscal services	761,559	-	761,559
Central services	72,078	-	72,078
Transportation	211,537	-	211,537
Operation of plant	1,322,539	461,745	1,784,284
Maintenance of plant	329,066	-	329,066
Community services	47,494	-	47,494
Fixed capital outlay	119,062	-	119,062
Total expenditures	<u>6,746,847</u>	<u>461,745</u>	<u>7,208,592</u>
Net change in fund balances	(158,927)	-	(158,927)
Fund balances at July 1, 2013	962,937	-	962,937
Fund balances at June 30, 2014	<u>\$ 804,010</u>	<u>\$ -</u>	<u>\$ 804,010</u>

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

**Four Corners Charter School
(A division of Four Corners Charter School, Inc.)**

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

For the year ended June 30, 2014

Net change in fund balances - total government funds \$ (158,927)

The change in net position reported for governmental activities
in the statement of activities is different because:

Governmental funds report fixed 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.

Total fixed capital outlay	\$ 119,062	
Less: depreciation	<u>(119,097)</u>	(35)

Long-term liabilities are not due and payable in the current period and therefore
are not reported in the funds. Those liabilities consist of:

Accrued compensation		<u>(14,668)</u>
Change in net position of governmental activities		<u><u>\$ (173,630)</u></u>

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

Four Corners Charter School
(A division of Four Corners Charter School, Inc.)

STATEMENT OF FIDUCIARY ASSETS AND LIABILITIES - AGENCY FUND

June 30, 2014

	<u>Internal Fund</u>
ASSETS	
Cash	\$ 78,972
Due from general fund	<u>1,038</u>
Total assets	<u><u>\$ 80,010</u></u>
LIABILITIES	
Internal accounts payable	<u>\$ 80,010</u>
Total liabilities	<u><u>\$ 80,010</u></u>

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

**Four Corners Charter School
(A division of Four Corners Charter School, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

1. Reporting entity

Four Corners Charter School, (the "School"), is a division of Four Corners Charter School, Inc., (the "Charterholder," which is a component unit of the School Board of Osceola County, Florida), a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act, and Section 1002.33, Florida Statutes. The governing body of the School is the not-for-profit corporation's Board of Directors, which is comprised of five members. The financial information presented in these financial statements is only that of the School.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter of the sponsoring school district, the School Board of Osceola County, Florida (the "District"). The current charter is effective until June 30, 2031 and may be extended for an additional two years upon approval of the District. At the end of the term of the charter, the District may choose not to renew the charter under grounds specified in the charter. In that case, the District is required to notify the School in writing at least ninety days prior to the charter's expiration. During the term of the charter, any property purchased by the School with public funds and any unencumbered public funds revert back to the District. The School is considered to be part of the Charterholder, which is a component unit of the District.

The School's entire workforce is provided by the management company; therefore, all employee benefits are provided by the management company.

2. Government-wide and fund financial statements

The government-wide financial statements consist of a statement of net position and a statement of activities. These statements report information on all of the nonfiduciary activities of the School. As part of the consolidation process, all interfund activities are eliminated from these statements. Both statements report only the governmental activities as the School does not engage in any business type activities.

Net position, the difference between assets and liabilities, as presented in the statement of net position, is subdivided into three categories: amounts invested in capital assets, restricted net position, and unrestricted net position. Net assets invested in capital assets, net of related debt consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowing used for the acquisition, construction or improvement of those assets. Net position is reported as restricted when constraints are imposed on the use of the amounts either externally by creditors, grantors, contributors, or laws or regulations of other governments, or enabling legislation.

The statement of activities presents a comparison between the direct and indirect expenses of a given function and its program revenues, and displays the extent to which each function contributes to the change in net position for the fiscal year. Direct expenses are those that are clearly identifiable to a specific function.

**Four Corners Charter School
(A division of Four Corners Charter School, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

2. Government-wide and fund financial statements (continued)

Indirect expenses are costs the School has allocated to various functions. Program revenues consist of charges for services, operating grants and contributions, and capital grants and contributions

Charges for services refer to amounts received from those who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment. Grants and contributions consist of revenues that are restricted to meeting the operational or capital requirements of a particular function. Revenues not classified as program revenues are reported as general revenues.

Separate fund financial statements report detailed information about the School's governmental funds. The focus of the governmental fund financial statements is on major funds. Therefore, major funds are reported in separate columns on the fund financial statements. The School reports the general fund and capital outlay fund as its major funds. A reconciliation is provided that converts the results of governmental fund accounting to the government-wide presentation.

3. Measurement focus, basis of accounting, and financial statement presentation

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recognized in the period earned and expenses are recognized when a liability is incurred.

All governmental fund financial statements are reported using a current financial resources measurement focus on a modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues, except for certain grant revenues, are recognized in the accounting period in which they become both measurable and available to finance expenditures of the current period. Available means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within sixty days of the end of the current fiscal period. When grant terms provide that the expenditure of resources is the prime factor for determining eligibility for federal, state, and other grant resources, revenue is recognized at the time the expenditure is made.

Under the modified accrual basis of accounting, expenditures are generally recorded when the related fund liability is incurred. However, principal and interest on general long-term debt are recorded as expenditures only when payment is due.

The School's financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. Accordingly, the financial statements are organized on the basis of funds. A fund is an accounting entity having a self-balancing set of accounts for recording assets, liabilities, fund equity, revenues, expenditures, and other financing sources and uses.

Four Corners Charter School
(A division of Four Corners Charter School, Inc.)

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

3. Measurement focus, basis of accounting, and financial statement presentation (continued)

Resources are allocated to and accounted for in individual funds based on the purpose for which they are to be spent and the means by which spending activities are controlled. The School reports the following major governmental funds:

General Fund - is the general operating fund of the School and is used to account for all financial resources not required to be accounted for in another fund.

Capital Outlay Fund - in accordance with guidelines established by the School Board of Osceola County, Florida, this fund accounts for all resources for the leasing or acquisition of capital facilities by the School to the extent funded by capital outlay funds.

Additionally, the School reports the following fiduciary fund type:

Agency Fund - the Internal Activity Fund, which accounts for the student activities, fundraisers, and other monies collected and maintained on behalf of the students at the School. Fiduciary funds are not included in the government-wide financial statements.

Agency (fiduciary) funds are purely custodial in nature (assets equal liabilities) and as such do not have a measurement focus. Agency funds use the accrual basis of accounting to recognize receivables and payables.

4. Cash

Cash consists of cash on hand at the School and multiple checking accounts held at a financial institution. The School does not have any cash equivalents.

5. Receivables

The School's receivables consist primarily of other third party amounts and amounts due from the Charterholder. The School's management determined that 100% of receivables are fully collectible. Therefore, no allowance for doubtful accounts has been provided.

6. Prepaid expenses

Payments made to vendors for services that will benefit periods beyond June 30, 2014 are recorded as prepaid expenses in both the government-wide and fund financial statements.

**Four Corners Charter School
(A division of Four Corners Charter School, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

7. Capital assets

Capital assets are reported in the applicable governmental columns on the government-wide financial statements. Capital assets are defined by the School as assets with an individual cost of more than \$750 or a total invoice cost of greater than \$5,000 and an estimated useful life of greater than one year. Such assets are recorded at historical cost. Donated capital assets are recorded at their estimated fair values at the date of donation.

The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend the asset's life are not capitalized.

Capital assets of the School are depreciated using the straight-line method over the following estimated useful lives:

<u>Asset Class</u>	<u>Estimated Useful Lives</u>
Furniture, fixtures and equipment	5 - 7
Improvements other than buildings	7 - 10
Information technology equipment	3
Computer software	3
Audio visual equipment	5 - 7

8. Accrued compensated absences

The School's policy permits employees to accumulate earned but unused paid time off, which is eligible for payment upon separation from services. The liability for such leave is reported as incurred in the government-wide financial statements. A liability for those amounts is recorded in the governmental funds only if the liability has matured as a result of employee resignations or retirements. The liability for compensated absences includes salary-related benefits, where applicable. Payments for compensated absences are generally paid out of the General Fund.

**Four Corners Charter School
(A division of Four Corners Charter School, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

9. Revenue sources

Revenues for current operations are received primarily from the State of Florida passed through the District to the Charterholder and then to the School pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33(17), Florida Statutes, the School reports the number of full-time equivalent (FTE) students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of FTE students and related data to the Florida Department of Education (FDOE) for funding through the Florida Education Finance Program. Funding for the School is adjusted during the year to reflect revised calculations by the FDOE under the Florida Education Finance Program and actual weighted FTE students reported by the School during designated FTE student survey periods.

The School receives federal awards for the enhancement of various educational programs. This assistance is generally based on applications submitted to and approved by various granting agencies. These federal awards may have requirements whereby the issuance of grant funds is withheld until qualifying eligible expenditures are incurred. Revenues for these awards are recognized only to the extent that eligible expenditures have been incurred.

Additionally, other revenues may be derived from various fundraising activities and certain other programs.

10. Income taxes

The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and applicable state law.

The School recognizes the financial statement effects from a tax position only if it is more likely than not that the tax position will be sustained on examination by taxing authorities, based on the technical merits of the position. Examples of tax positions include the tax-exempt status of the School and various positions related to the potential sources of unrelated business taxable income. The assessment of the technical merits of a tax position is a matter of judgment. The School believes that all its tax positions are more likely than not to be sustained upon examination.

The School files Form 990 in the U.S. federal jurisdiction. The School is generally no longer subject to examination by the Internal Revenue Service for years ending before June 30, 2011.

**Four Corners Charter School
(A division of Four Corners Charter School, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

10. Use of estimates

The process of preparing financial statements in conformity with accounting principles generally accepted in the United States of America requires the use of estimates and assumptions regarding certain types of assets, liabilities, revenues and expenses. Such estimates primarily relate to unsettled transactions and events as of the date of the financial statements. Accordingly, upon settlement, actual results may differ from estimated amounts.

11. Excess of expenditures over appropriations

Florida Education Finance Program (FEFP) and other federal and state funds are forwarded to the management company for use in school operations. The Charterholder does not reimburse the management company for expenditures incurred in excess of revenue received, unless a budgeted deficit is approved by the Board. Any amounts in excess of the approved budget are considered to be contributed by the management company. As of June 30, 2014, no contributions were recognized by the School from the management company.

12. Fund balance classification

The School follows Government Accounting Standard ("GASB") No. 54 - *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement provides more clearly defined fund balance classifications and also sets a hierarchy which details how the School may spend funds based on certain constraints. The following are the fund balance classifications used in the governmental fund financial statements:

Nonspendable: This classification includes amounts that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. The School classifies inventories, prepaid items, long-term notes receivable and deposits as nonspendable since they are not expected to be converted to cash or are not expected to be converted to cash within the next year.

Restricted: This classification includes amounts that are restricted for specific purposes by external parties such as grantors and creditors or are imposed by law through constitutional provisions or enabling legislation.

Committed: This classification includes amounts that can be used for specific purposes voted on through formal action of the Board of Directors (the highest level of decision making authority). The committed amount cannot be used for any other purpose unless the Board of Directors removes or changes the commitment through formal action.

**Four Corners Charter School
(A division of Four Corners Charter School, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

12. Fund balance classification (continued)

Assigned: This classification includes amounts that the Board of Directors intends to use for a specific purpose but they are neither restricted nor committed. The School classifies existing fund balance to be used in the subsequent year's budget for elimination of a deficit as assigned.

Unassigned: This classification includes amounts that have not been restricted, committed or assigned for a specific purpose within the general fund.

When the School incurs expenditures for which restricted or unrestricted fund balance is available, the School would consider restricted funds to be spent first. When the School has expenditures for which committed, assigned or unassigned fund balance is available, the School would consider committed funds to be spent first, then assigned funds and lastly unassigned funds.

NOTE B - CASH

Custodial Credit Risk - Custodial credit risk is the risk that in the event of bank failure, the School's deposits may not be returned to it. The School does not have a formal policy regarding custodial credit risk. The deposits are insured by the FDIC up to \$250,000 per entity. At June 30, 2014, all of the Schools accounts were in non-interest bearing transaction accounts and are fully insured.

**Four Corners Charter School
(A division of Four Corners Charter School, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE C - CAPITAL ASSETS

Changes in capital asset activity were as follows:

	Balance at July 1, 2013	Additions	Deletions	Balance at June 30, 2014
Capital assets depreciated:				
Furniture, fixtures and equipment	\$ 1,057,305	\$ 2,825	\$ -	\$ 1,060,130
Improvements other than buildings	34,167	-	-	34,167
Information technology equipment	477,750	116,237	-	593,987
Computer software	77,232	-	-	77,232
Audio visual equipment	1,555	-	-	1,555
Total assets depreciated	<u>1,648,009</u>	<u>\$ 119,062</u>	<u>\$ -</u>	<u>1,767,071</u>
Less accumulated depreciation:				
Furniture, fixtures and equipment	993,001	\$ 21,587	\$ -	1,014,588
Improvements other than buildings	27,909	2,023	-	29,932
Information technology equipment	408,866	95,487	-	504,353
Computer software	77,232	-	-	77,232
Audio visual equipment	1,555	-	-	1,555
Total accumulated depreciation	<u>1,508,563</u>	<u>\$ 119,097</u>	<u>\$ -</u>	<u>1,627,660</u>
Total capital assets, net- governmental activities	<u>\$ 139,446</u>			<u>\$ 139,411</u>

**Four Corners Charter School
(A division of Four Corners Charter School, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE C - CAPITAL ASSETS (continued)

Depreciation expense was charged to functions of the School as follows:

Basic instruction	\$ 117,074
Operation of plant	2,023
	\$ 119,097

NOTE D - LONG-TERM LIABILITIES

1. Changes in long-term liabilities:

	Balance at July 1, 2013	Additions	Reductions	Balance at June 30, 2014	Due within one year
Accrued compensation	\$ 11,619	\$ 13,042	\$ (9,993)	\$ 14,668	\$ 11,000
Total long-term liabilities	\$ 11,619	\$ 13,042	\$ (9,993)	\$ 14,668	\$ 11,000

**Four Corners Charter School
(A division of Four Corners Charter School, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE D - CONCENTRATIONS

Revenue sources

As stated in Note A-9, the School receives revenues for current operations primarily from the State of Florida through the District. The following is a schedule of revenue sources and amounts:

Sources	Amounts
The School District of Osceola County:	
Base funding	\$ 4,181,124
Class size reduction	1,219,918
Discretionary local effort	239,915
Supplemental academic instruction	231,915
Discretionary millage compression allocation	161,315
Instructional materials	86,353
Exceptional student education guaranteed allocation	39,058
Teacher allocation	181,684
Safe schools	19,576
Discretionary lottery	10,227
Additional allocation	3,713
Proration to funds available	(19,580)
Administrative fee withheld (5%)	(127,104)
Subtotal	6,228,114
Capital outlay funds	461,745
Race to the top	24,246
Florida teacher lead program	15,662
School recognition	106,600
Total from the School District of Osceola County	6,836,367
Community service fees	75,038
Contribution	4,500
Other revenues	133,760
	\$ 7,049,665

**Four Corners Charter School
(A division of Four Corners Charter School, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE E - COMMITMENTS AND CONTINGENCIES

1. Management service contract

On September 16, 2010, the School extended its management agreement, which originally commenced on July 1, 2006, with a management company. The extension is for a term of four years commencing with the 2012-2013 school year. The contract terminates the earlier of June 30, 2015 or the termination date of the charter if the District chooses to terminate or not to renew.

The management company will manage and operate the School during the term of the agreement. The management company is guaranteed a fee of \$370,000 plus contingent incentive fees. The incentive fees are calculated as the difference between the guaranteed fee and 12% of FEFP operational revenues, and subject to performance requirements detailed in the management agreement. Current year management fees charged to operations totaled \$760,474.

2. Facilities sub-lease

The real property, buildings, and other assets, which comprise the School's facilities, are owned by the District. Construction of the buildings was financed by the issuance of \$8,315,000 principal amount of Certificates of Participation, Series 2000A and \$6,385,000 principal amount of Certificates of Participation, Series 2000B (the "Certificates"), which are obligations of the District.

On April 19, 2005, the District issued \$12,095,000 principal amount of Certificates of Participation, Series 2005. The proceeds were used to refund a portion of the outstanding Series 2000 Certificates maturing on and after August 1, 2011 (the "Refunded Certificates") and, therefore, refinanced a portion of the cost of the acquisition, construction and equipment of Facilities and reduced the corresponding basic lease payments due under the lease.

The School is entitled to use the facilities under a sub-lease agreement with the District that requires annual payments in amounts equal to the annual debt service payments on the Certificates. Such annual payments range from \$648,896 to \$1,118,156 for the School. At the end of the term of the charter including renewals, if any, possession of the School facilities will revert to the District which will be liable for all future payments.

**Four Corners Charter School
(A division of Four Corners Charter School, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE E - COMMITMENTS AND CONTINGENCIES (continued)

2. Facilities sub-lease (continued)

Current year facilities expense charged to operations totaled \$1,133,956. This amount is included in the "Operation of plant" functional expense category on the accompanying statement of activities and statement of revenues, expenditures and changes in fund balances. A portion of the facility use fee in the amount of \$461,745 was reimbursed through capital outlay funds.

Aggregate remaining rental commitments at June 30, 2014 under this sub-lease agreement are summarized as follows:

2015	\$ 1,112,756
2016	1,113,556
2017	1,118,156
2018	1,110,363
2019	1,110,513
2020 - 2024	<u>5,565,819</u>
	<u>\$ 11,131,163</u>

NOTE F - OPERATING LEASES

In September 2009, the School entered into an operating agreement for six copiers. The term of the lease is for 60 months and extends until September 2014. The current annual lease payments total \$14,957.

NOTE G - RELATED PARTIES

1. Due from / (due to) management company

The School has entered into an agreement with a management company for professional services. Under terms of the agreement, the management company will manage and operate the School (See Note E-1). The management company charges the School for certain expenses paid on behalf of the School and for any operating advances. In addition, the School is required to pay a guaranteed fee and a contingent incentive fee when certain criteria are met. As of June 30, 2014, the School's balance sheet reflects a payable due to the management company in the amount of \$12,985.

**Four Corners Charter School
(A division of Four Corners Charter School, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE G - RELATED PARTIES (continued)

2. Due from / (due to) charterholder

All monies received by revenue, grants and revenue allocations are initially deposited with the Charterholder. The Charterholder retains funds in order to pay for certain operating expenses such as lease payments, long term maintenance of the facility, transportation costs, and management fees. At June 30, 2014, the balance sheet reflects a receivable due from Charterholder in the amount of \$737,289.

NOTE H - RISK MANAGEMENT

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; and natural disasters for which the School carries commercial insurance. Under the plan for property insurance, the School's liability is \$25,000 per occurrence. There have been no significant reductions in insurance coverage during fiscal year 2014. Settled claims resulting from the risks described above have not exceeded the insurance coverage during the previous three years.

NOTE I - SUBSEQUENT EVENT

The School has evaluated subsequent events through September 18, 2014, the date which the financial statements were available for issuance, and has determined that no material events occurred that would require additional disclosure in the financial statements.

REQUIRED SUPPLEMENTAL INFORMATION

Four Corners Charter School
(A division of Four Corners Charter School, Inc.)

**SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES - BUDGET AND ACTUAL - GENERAL FUND**

For the year ended June 30, 2014

	Budgeted Amounts		Variance with Final Budget
	Original and Final	Actual	
Revenues			
Federal sources	\$ -	\$ 24,246	\$ 24,246
State sources	6,346,056	6,350,376	4,320
Local sources	207,324	213,298	5,974
Total revenues	<u>6,553,380</u>	<u>6,587,920</u>	<u>34,540</u>
Expenditures			
Instruction			
Basic instruction	3,328,559	3,248,729	79,830
Exceptional instruction	133,721	142,001	(8,280)
Instructional support services			
Pupil personnel services	111,323	149,481	(38,158)
Instructional media services	-	447	(447)
Instructional staff training services	-	6,711	(6,711)
Administrative services	336,679	324,454	12,225
Transportation	178,688	211,537	(32,849)
Plant operations and maintenance	1,823,893	1,651,605	172,288
Operational of noninstructional services			
Board services	16,056	11,689	4,367
Fiscal services	757,104	761,559	(4,455)
Central services	127,426	72,078	55,348
Community services	50,956	47,494	3,462
Fixed capital outlay	120,500	119,062	1,438
Total expenditures	<u>6,984,905</u>	<u>6,746,847</u>	<u>238,058</u>
Excess (deficiency) of revenues over (under) expenditures	(431,525)	(158,927)	272,598
Fund balance at July 1, 2013	962,937	962,937	-
Fund balance at June 30, 2014	<u>\$ 531,412</u>	<u>\$ 804,010</u>	<u>\$ 272,598</u>

See accompanying note to required supplemental information.

Four Corners Charter School
(A division of Four Corners Charter School, Inc.)

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES - BUDGET AND ACTUAL - CAPITAL OUTLAY FUND

For the year ended June 30, 2014

	<u>Budgeted</u> <u>Amounts</u>		<u>Variance with</u> <u>Final Budget</u>
	<u>Original and</u> <u>Final</u>	<u>Actual</u>	
Revenues			
Charter capital funding	<u>\$ 375,240</u>	<u>\$ 461,745</u>	<u>\$ 86,505</u>
Expenditures			
Operation of plant	<u>375,240</u>	<u>461,745</u>	<u>(86,505)</u>
Net change in fund balance	<u>-</u>	<u>-</u>	<u>-</u>
Fund balance at July 1, 2013	<u>-</u>	<u>-</u>	<u>-</u>
Fund balance at June 30, 2014	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

See accompanying note to required supplemental information.

**Four Corners Charter School
(A division of Four Corners Charter School, Inc.)**

NOTE TO REQUIRED SUPPLEMENTAL INFORMATION

June 30, 2014

NOTE A - BUDGETARY BASIS OF ACCOUNTING

Annual budgets are adopted for the entire operations and may be amended by the Board of Directors (the "Board"). The budgets presented for fiscal year ended June 30, 2014, have been amended according to Board procedures. Budgets are adopted on the modified accrual basis of accounting. The legal level of budgetary control is the fund level.

Although budgets are adopted for the entire operation, budgetary comparisons have been presented for the general fund and each major fund for which a legally adopted budget exists.

INDEPENDENT AUDITOR'S 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

To the Board of Directors
Four Corners Charter School, Inc.
Davenport, 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 each major fund information of Four Corners Charter School (the "School"), a division of Four Corners Charter School, Inc. (the "Charterholder"), which is a component unit of the School Board of Osceola County, Florida, as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 18, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the 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 School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School'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. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. 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*.

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 School'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 School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

September 18, 2014
Melbourne, Florida

Berman Hopkins Wright & LaHam
CPAs and Associates, LLP

MANAGEMENT LETTER

To the Board of Directors
Four Corners Charter School, Inc.
Davenport, Florida

Report on the Financial Statements

We have audited the financial statements of Four Corners Charter School (the "School"), a division of Four Corners Charter School, Inc. (the "Charterholder"), which is a component unit of the School Board of Osceola County, Florida, as of and for the fiscal year ended June 30, 2014, and have issued our report thereon dated September 18, 2014.

Auditor's 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.

Other Reporting Required by *Government Auditing Standards*

We have issued our Independent Auditor's Report on Internal Control over Financial Reporting and on 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 September 18, 2014, should be considered in conjunction with this management letter.

Additionally, our audit was conducted in accordance with Chapter 10.850, Rules of the Auditor General, which governs the conduct of charter school and similar entity audits performed in the State of Florida.

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. There were no finding or recommendations made in the preceding annual financial report.

Financial Condition

Sections 10.854(1)(e)2. And 10.855(11), Rules of the Auditor General, require that we apply appropriate procedures to determine whether or not the School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of 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.

Sections 10.854(1)(e)6.a. and 10.855(12), Rules of the Auditor General, require that we apply 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.

Transparency

Sections 10.854(1)(e)7. and 10.855(13), Rules of the Auditor General, require that we apply appropriate procedures to determine whether the School 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.

Other Matters

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we did not have any such recommendations.

Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address 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 which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

Section 10.854(1)(e)5, Rules of the Auditor General, requires the name or official title of the entity. The official title of the school is *Four Corners Charter School*, a division of Four Corners Charter School, Inc., which is a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act, and Section 1002.33, Florida Statutes.

Purpose of this Letter

Our management letter is intended solely for the information and use of the School's management, Board of Directors, others within the School, the School Board of Osceola County, Florida, the State of Florida Office of the Auditor General, Legislative Auditing Committee, members of the Florida Senate and the Florida House of Representatives, and other regulatory agencies and is not intended to be and should not be used by anyone other than these specified parties.

September 18, 2014
Melbourne, Florida

Berman Hopkins Wright & LaHam
CPAs and Associates, LLP

FINDINGS, RECOMMENDATIONS OR OTHER MATTERS

For the year ended June, 30 2013, there were no findings, recommendations or other matters.

For the year ended June, 30 2014, there were no findings, recommendations or other matters.



10/1/14

Board Members,

In lieu of the 120 IPADS that I requested at the last board meeting, I would like to have two or three Lenova laptop carts. I have included a quote for both from CDW. The reason for the change is that a dual purpose will be served with the carts. The Lenova laptops meet the required test specifications and will also accommodate all of our educational software to increase student growth on FSA. The cart has a lock and is compact for easy storage and security. Additional carts will also decrease the amount of instructional time lost for testing. Increasing our technology utilizing this option will definitely be a plus for our teachers and students. Thank you for your consideration.

Denise Thompson
Principal - FCCS



SALES QUOTATION

QUOTE NO.	ACCOUNT NO.	DATE
FPPH459	9007438	9/23/2014

BILL TO:
 FELIX LUGO
 800 CORPORATE DR STE 124
 C/O CHARTER SCHOOLS USA

SHIP TO:
 FOUR CORNERS CHARTER SCHOOL
 Attention To: FELIX LUGO/IT D
 9100 TEACHER LN
 C/O CHARTER SCHOOLS USA

Accounts Payable
 FORT LAUDERDALE , FL 33334-3618

DAVENPORT , FL 33897-6212
 Contact: LOUIS DELGADO 786.272.9600

Customer Phone #

Customer P.O. # FCCS 60 NOTEBOOKS 2 CARTS

ACCOUNT MANAGER	SHIPPING METHOD	TERMS	EXEMPTION CERTIFICATE
JESS SUTTON 866.339.7394	FedEx 2Day Freight	NET 30 Days-Govt/Ed	GOVT-EXEMPT

QTY	ITEM NO.	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
60	3306150	LVO STF EDU TP E440 500GB 4GB W8PD Mfg#: 20C5S01M00 Contract: MARKET	629.00	37,740.00
60	3338226	LVO TOPSELLER 4YR ONSITE Mfg#: 5WS0F63193 Contract: MARKET	198.00	11,880.00
2	3277325	Electronic distribution - NO MEDIA AVER SMART CHARGE CART -40U Mfg#: TABCRGCT2 Contract: MARKET	1,595.00	3,190.00
SUBTOTAL				52,810.00
FREIGHT				2,373.83
TAX				0.00

US Currency

TOTAL 55,183.83

CDW Government
 230 North Milwaukee Ave.
 Vernon Hills, IL 60061

Fax: 312.705.9175

Please remit payment to:
 CDW Government
 75 Remittance Drive
 Suite 1515
 Chicago, IL 60675-1515



SALES QUOTATION

QUOTE NO.	ACCOUNT NO.	DATE
FPPH577	9007438	9/23/2014

BILL TO:
 FELIX LUGO
 800 CORPORATE DR STE 124
 C/O CHARTER SCHOOLS USA

SHIP TO:
 FOUR CORNERS CHARTER SCHOOL
 Attention To: FELIX LUGO/IT D
 9100 TEACHER LN
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 FORT LAUDERDALE , FL 33334-3618

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 Contact: LOUIS DELGADO 786.272.9600

Customer Phone #

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3	3277325	Electronic distribution - NO MEDIA AVER SMART CHARGE CART -40U Mfg#: TABCRGCT2 Contract: MARKET	1,595.00	4,785.00
SUBTOTAL				79,215.00
FREIGHT				3,608.41
TAX				0.00

US Currency

TOTAL 82,823.41

CDW Government
 230 North Milwaukee Ave.
 Vernon Hills, IL 60061

Fax: 312.705.9175

Please remit payment to:
 CDW Government
 75 Remittance Drive
 Suite 1515
 Chicago, IL 60675-1515



Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Four Corners Charter School

9100 TEACHER LN
Davenport, FL 33897
407-787-4300
www.osceola.k12.fl.us

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Four Corners Charter School will provide students with the necessary tools and skills needed to develop superior levels of achievement. We will strive for academic, social and physical excellence by providing a quality and challenging curriculum. We will promote positive moral and social values, foster an atmosphere of self-discipline in a safe learning environment, and maximize individual productivity to meet the needs of a changing global society. Four Corners Charter School students will be able to maximize their potential for successfully actualizing their goals with confidence and intrinsic motivation, thereby enabling each student to become a lifelong learner and strong functional contributor to their local community as well as their global community.

Provide the school's vision statement

To have an innovative hands-on environment where all children can learn, want to learn, and experience success.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

FCCS has morning meetings in the elementary school and school advisory in the middle school. During these meeting sessions, discussions and activities are conducted around character, discipline, academics, and social skills. The goals of these meetings are to build relationships and foster a respectful culture within our school family.

Describe how the school creates an environment where students feel safe and respected before, during and after school

FCCS participates in the Osceola County Stop Bullying program. Information is provided to our school for teachers, students, parents, and stakeholders that explains the importance of a safe school environment. We also bring in a representative from the Osceola County Sheriff's Department to conduct assemblies on Cyberbullying and Bullying in general. This program is monitored throughout the year to ensure implementation with fidelity.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

FCCS will be implementing two disciplinary programs this year. Responsive Classroom will be instituted in our elementary school and Developmental Design will be implemented in our middle school. Both programs streamline the discipline process and allow students to actively participate in the behavioral process. This encourages ownership for undesired behaviors and alternatives to navigate through different emotions. Positive reinforcement and reflection techniques are emphasized with logical consequences. Teachers are taught how to use appropriate language with students to diffuse potentially volatile situations. Training was provided on both programs to our faculty during our returning teacher orientation. The Osceola County behavioral matrix is followed for all referrals if needed.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Responsive Classroom and Developmental Design both have a social-emotional component embedded within the program. Groups are conducted around various social-emotional issues as the need arises. Our student services coordinator has partnered with different organizations to assist families in transition or those in need of basic necessities. We also have peer mediation to provide students with various social-emotional perspectives.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

FCCS uses Powerschool to track attendance. We receive a monthly update through the Osceola County system in regards to our attendance percentage. Administration monitors appropriate attendance trends. Unsatisfactory trends prompt a call and a letter home to the parents to enlighten them on the expectations of attendance and its association with academic achievement. Individual behavior plans are set up with students that receive a suspension. Goals and incentives are put in place to improve behavior. Course recovery is available in our middle school through Plato for ELA and Math. School Data is reviewed and all level 1 students receive appropriate academic remediation to close the learning gaps via computer-based learning or intensive instruction.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade	Students
Attendance below 90 percent	K	4
Attendance below 90 percent	1	3
Attendance below 90 percent	2	8
Attendance below 90 percent	3	2
Attendance below 90 percent	4	4
Attendance below 90 percent	5	2
Attendance below 90 percent	6	5
Attendance below 90 percent	7	9
Attendance below 90 percent	8	13
	Total	50
One or more suspensions	K	1
One or more suspensions	1	1
One or more suspensions	4	1
One or more suspensions	6	1
One or more suspensions	7	3
One or more suspensions	8	2
	Total	9
Course failure in ELA or Math	K	3
Course failure in ELA or Math	1	7
Course failure in ELA or Math	2	1
Course failure in ELA or Math	3	2
Course failure in ELA or Math	4	2
Course failure in ELA or Math	5	2
Course failure in ELA or Math	6	8
Course failure in ELA or Math	7	1
	Total	26
Level 1 on statewide assessment	3	39
Level 1 on statewide assessment	4	20
Level 1 on statewide assessment	5	18
Level 1 on statewide assessment	6	13
Level 1 on statewide assessment	7	34
Level 1 on statewide assessment	8	23
	Total	147

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade	Students
Students exhibiting two or more indicators	1	1
Students exhibiting two or more indicators	2	1
Students exhibiting two or more indicators	3	2
Students exhibiting two or more indicators	4	4
Students exhibiting two or more indicators	5	2
Students exhibiting two or more indicators	6	6
Students exhibiting two or more indicators	7	6
Students exhibiting two or more indicators	8	6
	Total	28

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The intervention Strategies we use are:

- Computer- Based Remediation using Think Through Math, Reading Plus, Voyager, and Plato.
- Intensive Classes in reading and math. Supplemental program use in the elementary.
- Schoolwide needs based tutoring

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

0

PIP Link

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

Our goal is to increase our parental involvement by 30 % this year.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school leadership team, along with the school volunteer coordinator and business partner liaison work together to build partnerships with stakeholders outside of the school. The business partner liaison has added new business partners who have graciously donated time, instructional supplies and student incentives to motivate and reward student achievement. The school also hosts community events, such as a multicultural night and a Mardi Gras celebration. Community members and business partners are invited to these events to see the amazing things taking place at Four Corners Charter School. It also provides local businesses the opportunity to share their information with parents and other community members.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title	Email
Thompson, Denise	Principal	dthompson@fourcornerscharter.org

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Baseline Data: Benchmark testing, FAIR, and FCAT are used for Reading, Mathematics, Science and Writing. A Functional Behavior Assessment is conducted through observation. Data, which includes frequency;duration; and on-task behavior is collected if there is a behavior concern. Progress Monitoring: Academic- PMRN, Individual Tracking Sheets, Edmentum Programs, and specific content area testing.

Behavior- Behavior Intervention Plan is used to monitor and track undesired behaviors.

Midyear: Academic- FAIR, Benchmarks Behavior- Contingent upon severity of behavior. Might include continous tracking of behavior or referral for testing.

End of the Year: Academic - FAIR, NWEA Evaluation of data and determination of continuation of FUBA-BIP

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The team will focus and be centered around reviewing data and problem solving to accurately make decisions for at risk students. Team will meet weekly to collaborate on instructional resources, share what worked for them, and decide on the next approach in each individual student plan for success. This will ensure consensus and create a cohesive MTSS/RTI Leadership Team. We follow the Osceola County School District guidelines for "Free and Reduced Lunch." As of 2013, we provide free breakfast for all students, as mandated by the school district. Cafeteria is managed by Osceola County School District. Our manager facilitates grade level nutritionally outlined activities which stress the importance of a healthy and balanced diet.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Denise Thompson	Principal
Naomi Garner	Business/Community
Christopher Baltazar	Teacher
Joe Childers	Education Support Employee
Monica Magana	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The 2013-2014 SIP for Four Corners Charter School identified areas of focus for the school year. The teachers and staff worked tirelessly to follow the action plan set forth in the SIP. Progression of the plan was monitored continuously by the school leadership team to ensure that the goals would be met. In the end, Four Corners met and exceeded the school goals, and once again earned an "A" Grade, as well as being named a "5 Star School."

Development of this school improvement plan

SAC assists the principal with the school's annual budget, improves the expenditure of school improvement funds, advertises the final draft of the SIP, supports school improvement implementation, collects and analyzes information about the community/school, receives public input regarding needs of the school, provides school with ongoing reviews of the progress, adheres to the Sunshine Law, decides jointly with the staff how the "A" money is distributed, and reviews relevant data to identify problem areas.

Preparation of the school's annual budget and plan

The school's annual budget is created by the Charter Schools USA finance team. The budget is then reviewed with the principal. Adjustments are made according to the needs of the school for the upcoming year. The budget is presented to the Four Corners Charter School Board of Directors for approval.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

No funds generated.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Meets the requirements of Rule 6A-6.053(3), F.A.C.

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title	Email
------	-------	-------

Duties

Describe how the LLT promotes literacy within the school

The LLT is continuing the implementation of the Wonders Curriculum for grades 3 through 5. In middle school, the team will be working close the reading and language arts teachers to ensure a smooth and effective transition into the FL Common Core. Another initiative this year is implementing the web-based program Reading Plus. This is a web-based program that is aligned to the standards. It provides pretests and post-tests to effectively gauge student success. Students will be given reading materials based on their initial grade level report from the pretest. The content selections will be based on the interest of the students. Also, the reading coach will be focused on effectively monitoring reading fluency to help increase reading comprehension. Finally, the LLT will be monitoring the schoolwide reading challenge, and ensure that we meet 100% participation.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Culture is a key component at Four Corners Charter School. The school leadership teams works hand in hand with the teachers and other staff members to express the importance of collaborative planning and instruction. The foundation of this cultural drive is that the staff members at Four Corners Charter School know that student success is the ultimate goal, and the only way to achieve this goal is to work collaboratively. Elementary teachers implement team lesson planning, where the teachers bounce ideas off one another in order to create the most effective plan of action. Each teacher has their own area of expertise, and the school leadership team empowers teachers to take leadership roles in said areas. These teacher leaders help drive the collaborative environment throughout the school.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We collaborate with our HR department and hold various hiring fairs to determine highly qualified status. We also have partnerships with universities in proximity to the school. Students interns are paired with teachers who have completed a Clinical Educator's training course. Effective teachers receive additional compensation for their performance. Our Recruitment team and Talent and Acquisition department are responsible for recruitment. The principal is the person responsible for retaining teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our mentoring program was developed to provide assistance and clarification with:

- classroom management ideas
- lesson planning questions
- powerschool or gradebook help
- data analysis questions
- examples of how to use Benchmark/FAIR/ or any Assessment scores effectively in the classroom
- megabinder questions
- school procedures and protocol questions
- basically helping out in anyway possible

Mentors and Mentees were paired based on grade level and subject area expertise.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Thorough background research is conducted before any instructional program is implemented in the school. The leadership team studies the new materials to ensure that they are not only correctly aligned to the Florida Standards, but also aligned to grade level and subject-area test specifications, promote differentiation and collaborative learning, and meet the requirements of the school's technology directive. Team members are selected to sample new materials or programs before full school implementation. Data is then compiled, and results are compared to see if the program is effectively improving student achievement.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Every academic decision made in the school is based on data. Previous year end of year assessment data is used to create class schedules for the upcoming year. This data dictates whether or not students need intensive classes for remediation, or qualify for advanced classes such as high school Algebra 1, Biology, and Physical Science. This data is also used to create Personal Learning Plans and academic goals for the students. Throughout the year, benchmark data is collected to ensure that students are progressing towards their own goals. If not, students are pulled for additional interventions to ensure that they are both on grade level, and progressing towards their individual goals. Finally, data is compiled in each classroom for each unit of instruction. Teachers pre-assess their students to see their needs, and fit their instruction to meet these needs. As instruction continues, teachers use formative assessments to gauge whether or not the class is grasping the content. If so, they will move on to the next area of instruction. If not, the teacher will reteach the material in a adjusted manner to meet the needs of the students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy type: Extended School Day

Minutes added to school year: 2,160

Strategy Purpose(s)

- Enrichment

Strategy Description

After school detention will be turned into an academic improvement time. Students who receive a detention will receive specific instruction and additional work based on their areas of weakness, which are determined by the teacher grade book or benchmark testing. Students who are academically successful will receive enrichment in core areas that will focus on higher order thinking skills and utilize online programs such as Study Island and Plato.

Strategy Rationale

The rationale behind this strategy is to use every academic minute possible. Used in this manner, detention becomes a solution to a disciplinary situation, as well as extended learning time.

Person(s) responsible for monitoring implementation of the strategy

Thompson, Denise, dthompson@fourcornerscharter.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student grade books will be monitored to gauge mastery levels, and benchmark data will be pulled to ensure that the additional content is improving their academic success.

Strategy type: Summer Program

Minutes added to school year: 7,200

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

3rd Grade students who do not show proficiency in the 3rd grade end of year assessment will be offered summer school in order to be promoted to 4th grade. The six week intensive program covers the 3rd grade reading standards in a differentiated manner to meet the needs of the students.

Strategy Rationale

This strategy is implemented in order to determine which students are capable of being promoted to 4th grade, and which students would benefit academically by repeating the 3rd grade.

Person(s) responsible for monitoring implementation of the strategy

Thompson, Denise, dthompson@fourcornerscharter.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

At the end of the session, students will take the Stanford 10 Reading Assessment to determine whether or not they will be promoted to the 4th grade.

Strategy type: Extended School Day

Minutes added to school year: 180,000

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

Students are offered after-school tutoring that will be catered to meet the individual needs of each of the attendees.

Strategy Rationale

This strategy allows teachers to work in small environments with students that need additional support in a specific area of instruction, without jeopardizing the amount of instructional minutes in a regular school day.

Person(s) responsible for monitoring implementation of the strategy

Thompson, Denise, dthompson@fourcornerscharter.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teacher made assessment data, as well as benchmark assessments and end of year will determine the effectiveness of the tutoring program.

Strategy type: Weekend Program

Minutes added to school year: 720

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

Writing camps will be held each Saturday, beginning in January, and ending after the Florida writing assessment. Lessons are differentiated to meet the specific needs of the attendees.

Strategy Rationale

With increased rigor and grade level participation in this year's assessments, it is critical that additional instructional time is created to ensure that the students are effectively prepared to be successful.

Person(s) responsible for monitoring implementation of the strategy

Thompson, Denise, dthompson@fourcornerscharter.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers use formative writing assessments to gauge overall progress of mastery of the writing curriculum.

Strategy type: Weekend Program

Minutes added to school year: 1,920

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

5th Grade teachers hold a Science Camp every Saturday beginning in January. The camp held for two hours each Saturday. Students participate in lab activities, and other science areas in order to increase mastery of the content for the FCAT.

Strategy Rationale

Science is a critical component in preparation for students to be successful in adulthood. Therefore, additional instructional time is critical in ensuring that students are not only prepared to be successful on FCAT, but to ensure that they are effectively prepared to participate in a technology-based society.

Person(s) responsible for monitoring implementation of the strategy

Thompson, Denise, dthompson@fourcornerscharter.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students are given regular formative assessments by the 5th grade teachers to gauge progress throughout the entirety of the science camp. In the end, the FCAT Science scores determine if students achieved their goals.

Student Transition and Readiness**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students are acclimated to behavior modification, classroom structure, and socialization with peers. This is accomplished through center based activities, peer interaction, and classroom behavior model.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students take an aptitude test to gauge possible career choices and their plan is individually based.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

All students in grades 6th through 8th are required to take a Career planning course for 1 semester during their Middle School career.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students are given aptitude tests and prepare their course strategy for high school.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

Goals Summary

- G1.** All Level 1 and 2 students will receive additional instruction in content areas of weakness.
- G2.** Students will improve their writing ability through the use of a scripted research-based program
- G3.** All students will read 50 books to increase vocabulary, comprehension, and reading strategy usage. (200 pages+ one book)
- G4.**
- G5.**

Goals Detail

- G1.** All Level 1 and 2 students will receive additional instruction in content areas of weakness.

Targets Supported

Quick Keys: Goal: G036555

Indicator	Annual Target
Florida Standards Assessment (FSA) English Language Arts proficiency rate	66.0
Reading % in lowest 25% making learning gains	71.0
Florida Standards Assessment (FSA) Mathematics proficiency rate	64.0
Students in lowest 25% making math learning gains	79.0

Resources Available to Support the Goal

- Students will have the opportunity for remediation through online resources such as Plato, Think Through Math, Reading Plus, Reading Eggs, Mathletics and Reflex Math
- Students identified as the lowest 25% are automatically enrolled in Intensive Math, which uses the Triumphs curriculum.
- Student progress can be monitored formative assessments and NWEA data.

Targeted Barriers to Achieving the Goal

- Parent permission to increase academic minutes in lieu of a special.
- Absences
- Transportation for afterschool tutoring

<i>Plan to Monitor Progress Toward the Goal</i>	
Compare test data with absentee records to show that attendance and results are related.	
Person Responsible	Denise Thompson
Schedule	Monthly, from 08/18/2014 to 06/05/2015
Evidence of Completion	Data Chats, Benchmark Data, EOC Computerized data tracking, student grade books

G2. Students will improve their writing ability through the use of a scripted research-based program

Quick Keys: Goal: G036556

Targets Supported

Indicator	Annual Target
Florida Standards Assessment (FSA) English Language Arts proficiency rate	66.0
Florida Standards Assessment (FSA) Mathematics proficiency rate	64.0
Algebra I End-of-Course assessment passing rate	100.0

Resources Available to Support the Goal

- Top Score Writing Curriculum

Targeted Barriers to Achieving the Goal

- Familiarization with the new program and quick implementation.
- Added writing requirements in both ELA and Math

<i>Plan to Monitor Progress Toward the Goal</i>	
Monitor results from formative assessments.	
Person Responsible	
Schedule	Monthly, from 09/01/2014 to 03/31/2015
Evidence of Completion	Monthly scored writing prompts tracked and compared to other students in the CSUSA network

G3. All students will read 50 books to increase vocabulary, comprehension, and reading strategy usage. (200 pages+ one book)

Quick Keys: Goal: G036557

Targets Supported

Indicator	Annual Target
Florida Standards Assessment (FSA) English Language Arts proficiency rate	66.0
Reading % making learning gains	71.0
Reading % in lowest 25% making learning gains	63.0

Resources Available to Support the Goal

- Various non-fiction and fiction reading material

Targeted Barriers to Achieving the Goal

- Lack of Student Interest in Subject Area

<i>Plan to Monitor Progress Toward the Goal</i>	
Analyze data and monitor growth from formative assessment and benchmark testing.	
Person Responsible	
Schedule	Weekly, from 08/18/2014 to 06/05/2015
Evidence of Completion	Benchmark Results, Formative Assessment Results

G4.

Targets Supported

Quick Keys: Goal: G036558

Indicator

Annual Target

Resources Available to Support the Goal
•

Targeted Barriers to Achieving the Goal
•

<i>Plan to Monitor Progress Toward the Goal</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

G5.

Targets Supported

Quick Keys: Goal: G036559

Indicator

Annual Target

Resources Available to Support the Goal
•

Targeted Barriers to Achieving the Goal
•

<i>Plan to Monitor Progress Toward the Goal</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All Level 1 and 2 students will receive additional instruction in content areas of weakness.

G1.B1 Parent permission to increase academic minutes in lieu of a special.

G1.B1.S1 Provide additional minutes in academic content area of weakness.

Quick Keys: Goal: G036555, Barrier: B087540, Strategy: S098259

Strategy Rationale

Additional research-based and targeted instruction will yield gains.

Action Step 1	
Provide additional instructional time for students in the lowest 25%.	
Person Responsible	Denise Thompson
Schedule	Daily, from 08/18/2014 to 06/04/2015
Evidence of Completion	NWEA, CMA, Standards and Test Specification Trackers

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Ensure student scores are increasing with intensive classes by completing walkthrough observations.	
Person Responsible	Denise Thompson
Schedule	Daily, from 08/18/2014 to 06/04/2015
Evidence of Completion	Observation form with feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
Ensure scores are increasing due to increased time.	
Person Responsible	Denise Thompson
Schedule	Monthly, from 08/18/2014 to 06/04/2015
Evidence of Completion	NWEA, FSA, Formative Assessments

G1.B2 Absences**G1.B2.S1** Provide resources that students can continue to work on when absent.

Quick Keys: Goal: G036555, Barrier: B087541, Strategy: S098260

Strategy Rationale

Allowing students not to fall behind when they are unable to attend school.

Action Step 1	
Provide online resources, such as Plato, Think Through Math, Reading Plus, Reading Eggs, Mathletics and Reflex Math	
Person Responsible	Denise Thompson
Schedule	Daily, from 08/18/2014 to 06/05/2015
Evidence of Completion	Data and results from specific web-based program.

Plan to Monitor Fidelity of Implementation of G1.B2.S1	
Ensure programs are being used in an effective manner.	
Person Responsible	Denise Thompson
Schedule	Weekly, from 08/18/2014 to 06/05/2015
Evidence of Completion	Teachers provide documentation through lesson plans on proper implementation, and discuss results with students when data is available.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1	
Ensure that student results correspond with formative and benchmark data.	
Person Responsible	Denise Thompson
Schedule	Monthly, from 08/18/2014 to 06/05/2015
Evidence of Completion	Compare data from programs with NWEA data to ensure grades correspond with benchmark data.

G1.B3 Transportation for afterschool tutoring**G1.B3.S1** Provide free tutoring based on student needs.

Quick Keys: Goal: G036555, Barrier: B087542, Strategy: S098261

Strategy Rationale

Tutoring will be targeted to needs, so it will yield higher results.

Action Step 1	
Monitor Attendance patterns, and meet with families to discuss importance of attendance and attendance policy.	
Person Responsible	Denise Thompson
Schedule	Daily, from 08/18/2014 to 06/05/2015
Evidence of Completion	Attendance Sheets and PowerSchool

Plan to Monitor Fidelity of Implementation of G1.B3.S1	
Administration will meet with families of students with chronic absenteeism, and find ways to ensure that student attendance improves.	
Person Responsible	Denise Thompson
Schedule	On 08/18/2014
Evidence of Completion	Signed documentation by parents/guardians that state they will adhere to attendance policy.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1	
Students with attendance plans will be closely monitored to ensure improvement of attendance record.	
Person Responsible	Denise Thompson
Schedule	Daily, from 08/18/2014 to 06/05/2015
Evidence of Completion	Daily Attendance

G2. Students will improve their writing ability through the use of a scripted research-based program

G2.B1 Familiarization with the new program and quick implementation.

G2.B1.S1 Monitor curriculum implementation throughout the school year.

Quick Keys: Goal: G036556, Barrier: B087543, Strategy: S098262

Strategy Rationale

To ensure that the program is being implemented with fidelity, this process must be monitored.

Action Step 1	
Conduct walkthrough's to ensure curriculum is being implemented with fidelity.	
Person Responsible	Denise Thompson
Schedule	Weekly, from 08/18/2014 to 06/05/2015
Evidence of Completion	Provide specific feedback based on curriculum implementation.

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Conduct walkthrough observations to ensure proper implementation.	
Person Responsible	Denise Thompson
Schedule	Weekly, from 08/18/2014 to 06/05/2015
Evidence of Completion	Specific Feedback through observation tool.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Create uniform formative assessments to monitor student progress.	
Person Responsible	Denise Thompson
Schedule	Monthly, from 09/01/2014 to 03/31/2015
Evidence of Completion	Results from Formative Assessment

G2.B2 Added writing requirements in both ELA and Math

G2.B2.S1 Ensure that writing strategies are incorporated into math and reading curricula.

Quick Keys: Goal: G036556, Barrier: B105325, Strategy: S116628

Strategy Rationale

Writing must be incorporated due to the fact that effective writing will be assessed in FSA Reading and Math

Action Step 1	
Incorporate writing element into math and reading instruction.	
Person Responsible	Denise Thompson
Schedule	Daily, from 08/18/2014 to 06/05/2015
Evidence of Completion	

Plan to Monitor Fidelity of Implementation of G2.B2.S1	
Walkthrough's and data chats	
Person Responsible	Denise Thompson
Schedule	Daily, from 08/18/2014 to 06/05/2015
Evidence of Completion	Walkthrough Feedback, standards mastery data, data chats

Plan to Monitor Effectiveness of Implementation of G2.B2.S1	
CRT's will provide effective feedback to make improvements with implementation of writing, if needed.	
Person Responsible	Denise Thompson
Schedule	Weekly, from 08/18/2014 to 06/05/2015
Evidence of Completion	Data Chats, formative assessments, FSA Results

G3. All students will read 50 books to increase vocabulary, comprehension, and reading strategy usage. (200 pages+ one book)

G3.B1 Lack of Student Interest in Subject Area

G3.B1.S1 Motivating students to read 50 books through a schoolwide incentive program, and web based programs with incentives

Quick Keys: Goal: G036557, Barrier: B087544, Strategy: S098263

Strategy Rationale

Increased reading volume will increase knowledge, use of strategies, and desire for reading.

Action Step 1	
Participate in a School -Wide Reading Challenge	
Person Responsible	Denise Thompson
Schedule	Annually, from 08/18/2014 to 06/05/2015
Evidence of Completion	Excel spreadsheet filled out by each grade level with amount of books read by the students.

Action Step 2	
Effectively implement Reading Plus program	
Person Responsible	Denise Thompson
Schedule	Weekly, from 08/18/2014 to 06/05/2015
Evidence of Completion	Data provided from Reading Plus

<i>Plan to Monitor Fidelity of Implementation of G3.B1.S1</i>	
Teachers track their own progress, as well as student progress.	
<i>Person Responsible</i>	Denise Thompson
<i>Schedule</i>	Weekly, from 08/18/2014 to 06/05/2015
<i>Evidence of Completion</i>	Provide specific feedback through observations and lesson plan template.

<i>Plan to Monitor Effectiveness of Implementation of G3.B1.S1</i>	
Teachers will meet with students who are not participating in reading challenge on methods to increase participation.	
<i>Person Responsible</i>	Denise Thompson
<i>Schedule</i>	Weekly, from 08/18/2014 to 06/05/2015
<i>Evidence of Completion</i>	Data Tracking and monitoring with fidelity

Professional Development

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All Level 1 and 2 students will receive additional instruction in content areas of weakness.

G1.B1 Parent permission to increase academic minutes in lieu of a special.

G1.B1.S1 Provide additional minutes in academic content area of weakness.

PD Opportunity 1

Provide additional instructional time for students in the lowest 25%.

Facilitator

CRT

Participants

All Instructional Staff

Schedule

Daily, from 08/18/2014 to 06/04/2015

Evidence of Completion

NWEA, CMA, Standards and Test Specification Trackers

G1.B2 Absences

G1.B2.S1 Provide resources that students can continue to work on when absent.

PD Opportunity 1

Provide online resources, such as Plato, Think Through Math, Reading Plus, Reading Eggs, Mathletics and Reflex Math

Facilitator

CRT's

Participants

All instructional Staff

Schedule

Daily, from 08/18/2014 to 06/05/2015

Evidence of Completion

Data and results from specific web-based program.

G2. Students will improve their writing ability through the use of a scripted research-based program

G2.B1 Familiarization with the new program and quick implementation.

G2.B1.S1 Monitor curriculum implementation throughout the school year.

PD Opportunity 1

Conduct walkthrough's to ensure curriculum is being implemented with fidelity.

Facilitator

CRT

Participants

All Staff

Schedule

Weekly, from 08/18/2014 to 06/05/2015

Evidence of Completion

Provide specific feedback based on curriculum implementation.

G2.B2 Added writing requirements in both ELA and Math

G2.B2.S1 Ensure that writing strategies are incorporated into math and reading curricula.

PD Opportunity 1

Incorporate writing element into math and reading instruction.

Facilitator

CRT

Participants

Instructional Staff

Schedule

Daily, from 08/18/2014 to 06/05/2015

Evidence of Completion

G3. All students will read 50 books to increase vocabulary, comprehension, and reading strategy usage.(200 pages+ one book)

G3.B1 Lack of Student Interest in Subject Area

G3.B1.S1 Motivating students to read 50 books through a schoolwide incentive program, and web based programs with incentives

PD Opportunity 1

Effectively implement Reading Plus program

Facilitator

Reading Plus Representatives

Participants

Reading Instructional Staff

Schedule

Weekly, from 08/18/2014 to 06/05/2015

Evidence of Completion

Data provided from Reading Plus

Budget Rollup

Summary

Description	Total
Goal 1: All Level 1 and 2 students will receive additional instruction in content areas of weakness.	48,490
Goal 2: Students will improve their writing ability through the use of a scripted research-based program	2,034
Grand Total	50,524

Goal 1: All Level 1 and 2 students will receive additional instruction in content areas of weakness.

Description	Source	Total
B2.S1.A1	General Fund	48,490
Total Goal 1		48,490

Goal 2: Students will improve their writing ability through the use of a scripted research-based program

Description	Source	Total
B1.S1.A1	General Fund	2,034
Total Goal 2		2,034