

Clay C1145 K-8 () 5 Year (06 05 14)(v1)
Clay Charter Academy

Revenue	Note #	
Government		
Per Pupil Allocation	1	- Total funding less funding for ESE -Yr 1 Base Student Allocation of \$6341.6 Years two through five assume an inflation/deflation of 0%, 0%, 0%, respectively, in total per student revenue based on CPI forecasts
Special Needs	2	- State funding for ESE students based on 251 classification - 20% ESE population is assumed and maintained for future years
Other Government	3	- Any other state or government funds available to the school
Capital Outlay:	4	- Capital Outlay funding is based on an estimate of \$276.03 per student (K-5), \$316.62 (6-8), \$419.21 (HS)
Board Refund over 250 Students:	5	- Refund of the 5% district fee for having more than 0 students; funds to be used for capital outlay purposes
Grants & Fundraising:	6	- Not included in budget
Other Revenue	7	- Food service revenue; based on our experience with similarly sized location
Interest Income	8	- Interest income based on cash in banks
Expenses		
Salary Related Expenses		
Administration Staff	9	Salary and hourly wages for school administration
Instructional Staff	10	Salary and hourly wages, Stipends, and Tutoring for instructional staff
Bonus Pool for Schoolwide Incentives	11	Bonus set aside for incentive goals, equal to 1.026 % of state, local and federal funding in applicable years
Benefits (Health, Dental, etc)	12	Benefits for FT employees
Workers Compensation	13	Workers Compensation Insurance
Payroll Taxes	14	Allowance for FICA, Medicare and state and federal unemployment taxes
Professional Services		
Legal Fees	15	- Potential legal fee, outside counsel, needed filing and documentation etc.
Accounting Services - Independent Audit	16	- Independent Audit
G&A, Curriculum Development, R&D	17	- Fees paid to Management company for providing various services
Outside Staff Development Consulting Fees	18	- Registration for and travel to Teacher training and professional development courses and seminars.
Temporary Agency Fees	19	- Fees paid to agencies providing temporary services
Fee to County School Board	20	- The 5% fee paid to the sponsoring school district for administrative services
Professional Fees - Other	21	- Funds set aside for School Board's discretionary use
Marketing & Enrollment	22	- Advertising and marketing for students
Staff Recruitment	23	- Advertising and recruiting for School's staff
Vendor Services		
Contracted Pupil Transportation	24	- Contracted bus service
Extra-Curricular Activity Events	25	- Expense of transportation to and cost of extra curricular events such as sports, performances, etc
Contracted Food Service	26	- Third party food provider, partially offset by revenue received from Free and Reduced Lunch program and paid lunches
Background / Finger Printing	27	- Expense for employee background checks and fingerprinting
Drug Testing Fees	28	- Expense for employee drug testing
Licenses & Permits	29	- Expense for any required license or permits
Bank Service Fees	30	- Normal banking fees
Contracted Special ED non-instruction	31	- Non-instructional Special Ed. Expenses such as aides, or facilities.
Contracted Custodial Services	32	- Contracted Custodial service based on contracts at similarly sized locations and current quotes
Contracted Security	33	- Contracted Security patrols and alarm monitoring services based on contracts at similarly sized locations and current quotes
Other Operating Expenses		
Travel/Auto	34	- Staff travel for special trips (auto expenses)
Airfare	35	- Airfare for staff travel for special trips
Meals	36	- Staff meals while traveling to and from special trips
Lodging	37	- Staff lodging while traveling to and from for special trips
Business Expense - Other	38	- Other expenses incurred for business
Dues & Subscriptions	39	- Memberships in educational associations and subscriptions to trade journals (including accreditation, if applicable)
Printing	40	- Any offsite printing of instructional, informational or promotional materials based on usage of similarly sized schools
Office Supplies	41	- All office materials and supplies based on usage of similarly sized schools
Medical Supplies	42	- In school medical supplies for nurse
In-house Food Service - Cost of Food	43	- Food for parent, staff and/or enrollment meetings based on usage of similarly sized schools
Food Service - Paper and Small wares	44	- Paper plates, cups, disposable utensils used for parent, staff and/or enrollment meetings based on usage of similarly sized schools
Bad Debt Expense	45	- Expenses related to funds not collected, owed to the school
Instruction Expense		
Textbooks & Reference Books	46	- Cost of Textbooks & Reference Books at \$75 per incremental child; in yr 4 and 5, assume replacement of books for 30 % of students. Amount adjusted for inflation in years two through five
Consumable Instructional (Student)	47	- Consumables supplies, paper, pencils, workbooks etc. based on \$100 per student adjusted for inflation in subsequent years
Consumable Instructional (Teacher)	48	- Teachers' consumable instructional resources and supplies etc based on \$250 per teacher adjusted for inflation in subsequent years
Library Books	49	- Costs to outfit a library - \$5000 in year 1
Testing Materials	50	- Student testing and evaluative resources and supplies \$15 per student adjusted for inflation in subsequent years
Contracted SPED Instruction	51	- Contracted special education instructional services \$400 per child adjusted for inflation in subsequent years
Administrative Expenses		
Telephone & Internet	52	- Land line, Internet, and cellular phone usage based on similarly sized locations
Postage	53	- Postage usage based on similarly sized locations
Express Mail	54	- Overnight mail usage based on similarly sized locations
Electricity	55	- Power usage based on similarly sized locations
Water & Sewer	56	- Water and Sewer usage based on similarly sized locations
Waste Disposal	57	- Waste Disposal based on similarly sized locations
Pest Control	58	- Pest Control based on similarly sized locations
Maintenance & Cleaning Supplies	59	- Maintenance and cleaning supplies not cover by contracted custodial based on similarly sized locations
Building Repairs & Maintenance	60	- Building maintenance not cover by contracted custodial based on similarly sized locations
Equipment Repairs & Maintenance	61	- Equipment repairs and maintenance based on similarly sized locations
Software Licensing Fees	62	- Computer licensing based on similarly sized locations
Miscellaneous Expenses	63	- Miscellaneous based on similarly sized locations
Fixed Expense		
Rent	64	- Facility rent - Based on cost estimates for the planned facility
Office Equipment - Leasing Expense	65	- Cost for leasing office equipment not financed
Professional Liability & Property Insurance	66	- Cost of insurance
CAPITAL EXPENSES		
Capital Outlay (Capitalized)		
Computers Hardware	67	- Any computer hardware - the school will begin planned tech refresh in yr 4
FF&E	68	- Furniture, Fixtures and Equipment - See FF&E tab for details
Computers Software	69	- Computer Software
Other	70	- Any other capital purchases
Proceeds from Long Term Debt	71	- Any Financing obtained to purchase the computers and FF&E - calculated at 100% of equipment costs
Repayment of Long-Term Debt	72	- Principal & interest payments of debt used for the purchase of capital equipment

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Additional Notes

			Breakfast	Lunch
Food Service Revenue	Participation	All	14%	51%
	Breakout	Full	62%	62%
		Reduced	7%	7%
		Free	31%	31%
	Revenue	Full	\$ 1.50	\$ 2.85
		Reduced	\$ 0.30	\$ 0.40
		Free	\$ -	\$ -
	Government Revenue	Full	\$ 0.29	\$ 0.37
		Reduced	\$ 1.62	\$ 2.66
		Free	\$ 1.93	\$ 3.07
Expense	All	\$ 1.28	\$ 2.48	

		Item	Value
B&A Care	Participation		10%
	Daily Rate		\$8/ per day /student

		Item	Value				
Benefits	Workman's comp		1.07% of compensation				
	Payroll Taxes		10% of compensation				
	Benefits (per employee)		FY15	FY16	FY17	FY18	FY19
			\$ 2,800	\$ 2,800	\$ 2,800	\$ 2,800	\$ 2,800

Population Breakout		Amount	%
	Total	661.00	
	Base	515.58	78.00%
	ESE	132.20	20.00%
	ESOL	13.22	2.00%

Clay - C1145 K-8

Start-Up Budget

Pre-opening for 2015-16 School Year

	Description	Amount	Assumption
	REVENUES		
1	Other (see assumption)	\$25,000.00	The planning costs for the School will be incorporated into and paid for as a component of the overall school development plan by the ESP. All initial startup cost for planning and development of the School will be paid by the ESP, not as a loan, but will be recovered by the ESP through the management fee it collects in future years.
2	Start-up Grants	\$0.00	
3	TOTAL REVENUE	\$25,000.00	
	EXPENDITURES		
	Administrative Expenses		
4	Advertising/ Marketing	\$12,500.00	
5	Professional Services	\$3,000.00	
6	Total Administrative	\$15,500.00	
	Supplies & Equipment		
7	Printing and Postage	\$6,500.00	
8	Materials & Supplies	\$1,000.00	
9	Total Supplies & Equipment	\$7,500.00	
	Facility		
10	Telecommunications	\$2,000.00	
11	Total Facility	\$2,000.00	
12	TOTAL EXPENDITURES	\$25,000.00	
13	Net Surplus	\$0.00	

Clay - C1145 K-8
Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-16	2016-17	2017-18	2018-19	2019-20
Kindergarten	120	120	120	120	120
1st Grade	92	115	115	115	115
2nd Grade	92	92	115	115	115
3rd Grade	69	92	92	115	115
4th Grade	69	92	92	92	115
5th Grade	69	92	92	92	115
6th Grade	150	150	150	150	150
7th Grade	0	150	150	150	150
8th Grade	0	0	150	150	150
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
	661	903	1076	1099	1145

Clay - C1145 K-8								
Total Number of Students				661	903	1,076	1,099	1,145
Administration Staff				YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Principal		100,000		1.00	1.00	1.00	1.00	1.00
Assistant Principal		80,000		1.00	1.00	1.00	1.00	1.00
Dean of Students		55,000			1.00	1.00	1.00	1.00
BOM		35,000		1.00	1.00	1.00	1.00	1.00
Administrative Assistant	per hour	10.00		2.00	3.00	3.00	3.00	3.00
Receptionist	per hour	10.00		1.00	1.00	1.00	1.00	1.00
Enrollment Manager		30,000		1.00	1.00	1.00	1.00	1.00
Student Services Coordinator		40,000		1.00	1.00	1.00	2.00	2.00
Nurse		30,000						
IT Support		18,000						
Media Specialist		35,000						
Media Assistant (Clerk)	per hour	14.00						
Food Service-Director	per hour	12.00		1.00	1.00	1.00	1.00	1.00
Food Service	per hour	10.00		2.00	2.00	2.00	3.00	3.00
Before/Aftercare Director	per hour	12.00		1.00	1.00	1.00	1.00	1.00
Before/Aftercare	per hour	9.00		3.00	4.00	4.00	4.00	4.00
				15.00	18.00	18.00	20.00	20.00
Instruction Staff								
Teachers (K-5)		41,250		23.00	27.00	28.00	29.00	31.00
Teachers (6-8) (Math, Sci, SS, LA, Reading)		41,250		6.00	12.00	19.00	19.00	19.00
General Music / Chorus Teacher		41,250		1.00	2.00	2.00	2.00	2.00
Art Teacher		41,250		1.00	2.00	2.00	2.00	2.00
PE Teacher		41,250		1.00	2.00	2.00	2.00	2.00
Foreign Language Teacher		41,250		1.00	2.00	2.00	2.00	2.00
Technology Teacher		41,250		1.00	2.00	2.00	2.00	2.00
Instructional Aide	per hour	11.00		1.00	1.00	1.00	1.00	1.00
ESOL		41,250		1.00	1.00	1.00	1.00	1.00
ESOL - Aid		14.00						
ELL/Co-Teacher	per hour	14.00		-	-	-	-	-
ESE/Special Education		41,250		2.00	2.00	3.00	3.00	3.00
ESE/Special Education Aid		14.00						
Reading Specialist		41,250						
Math Specialist		41,250		-	-	-	-	-
Co-Teacher		41,250		1.00	2.00	3.00	3.00	3.00
Curriculum Resource Teacher		41,250		1.00	1.00	2.00	2.00	2.00
				40.00	56.00	67.00	68.00	70.00
TOTAL Staffing				55.00	74.00	85.00	88.00	90.00

Clay - C1145 K-8
FORECASTED STATEMENTS OF ACTIVITIES
For the Years Ended June 30, 2016, 2017, 2018, 2019 and 2020

	2015-16	2016-17	2017-18	2018-19	2019-20
UNRESTRICTED NET ASSETS:					
Support and revenues:					
Governmental	\$ 4,744,847	\$ 6,515,287	\$ 7,781,753	\$ 7,949,813	\$ 8,284,900
Other	219,457	299,803	357,241	364,877	380,149
Total support and revenues	4,964,305	6,815,091	8,138,993	8,314,690	8,665,050
Expenses:					
Program:					
Compensation and benefits	2,557,944	3,479,786	4,055,050	4,164,290	4,270,402
Professional services	330,934	359,100	408,122	399,173	416,754
Vendor services	393,438	456,087	500,874	506,828	518,736
Other operating expenses	33,480	34,351	34,974	35,056	35,222
Instruction expense	193,470	261,795	279,065	333,378	258,425
Fixed expenses	94,660	103,130	109,185	109,990	111,600
Interest expense	42,478	74,200	58,888	42,325	24,411
Provision for depreciation	290,517	347,757	408,997	280,181	315,934
Provision for amortization	-	-	-	-	-
Total program expenses	3,936,920	5,116,206	5,855,154	5,871,221	5,951,485
Supporting:					
Administrative	436,761	447,651	455,436	456,471	458,541
Management fee	-	136,302	284,865	311,801	389,927
Rent - incremental	-	-	-	-	-
Rent - existing facility	744,646	1,022,264	1,220,849	1,247,204	1,299,757
Total supporting expenses	1,181,407	1,606,216	1,961,150	2,015,475	2,148,226
Total expenses	5,118,326	6,722,422	7,816,303	7,886,696	8,099,711
Change in net assets	(154,021)	92,668	322,690	427,994	565,339
NET ASSETS, July 1	-	(154,021)	(61,353)	261,337	689,331
NET ASSETS, June 30	\$ (154,021)	\$ (61,353)	\$ 261,337	\$ 689,331	\$ 1,254,670

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FORECASTED STATEMENTS OF FINANCIAL POSITION
For the Years Ended June 30, 2016, 2017, 2018, 2019 and 2020

	2015-16	2016-17	2017-18	2018-19	2019-20
CURRENT ASSETS:					
Cash and cash equivalents	\$ 181,996	\$ 246,337	\$ 590,299	\$ 871,968	\$ 1,321,551
Cash - capitalized interest	-	-	-	-	-
Cash - project fund	-	-	-	-	-
Accounts receivable	18,288	24,984	29,770	30,406	31,679
Prepaid expenses	16,123	21,816	23,255	27,781	21,535
Total current assets	216,406	293,137	643,324	930,156	1,374,766
PROPERTY AND EQUIPMENT:					
Land	-	-	-	-	-
Buildings	-	-	-	-	-
Furniture, fixtures and equipment	476,000	615,700	691,200	716,700	741,700
Computer hardware and software	585,950	673,850	812,270	996,473	1,176,633
Less accumulated depreciation	(290,517)	(638,273)	(1,047,270)	(1,327,451)	(1,643,385)
Total property and equipment	771,433	651,277	456,200	385,722	274,948
OTHER ASSETS:					
Cash - debt service reserve fund	-	-	-	-	-
Cash - capitalized interest	-	-	-	-	-
Costs of issuance, net	-	-	-	-	-
Underwriters discount, net	-	-	-	-	-
Total other assets	-	-	-	-	-
Total assets	\$ 987,840	\$ 944,414	\$ 1,099,524	\$ 1,315,878	\$ 1,649,713
CURRENT LIABILITIES:					
Accounts payable	\$ 61,781	\$ 74,934	\$ 86,355	\$ 89,696	\$ 91,217
Accrued salaries and benefits	106,581	144,991	168,960	173,512	177,933
Accrued interest expense	-	-	-	-	-
Bonds / Loans payable - current, net of discount	187,657	202,970	219,532	237,446	-
Total current liabilities	356,019	422,895	474,848	500,654	269,150
DEBT, less current portion, net of discount	785,842	582,872	363,339	125,893	125,893
Total liabilities	1,141,861	1,005,767	838,187	626,547	395,043
COMMITMENTS AND CONTINGENCIES					
	-	-	-	-	-
NET ASSETS:					
Unrestricted net assets	(154,021)	(61,353)	261,337	689,331	1,254,670
Total net net assets	(154,021)	(61,353)	261,337	689,331	1,254,670
Total liabilities and net assets	\$ 987,840	\$ 944,414	\$ 1,099,524	\$ 1,315,878	\$ 1,649,713

Clay - C1145 K-8
FORECASTED STATEMENTS OF CASH FLOWS
For the Years Ended June 30, 2016, 2017, 2018, 2019 and 2020

	2015-16	2016-17	2017-18	2018-19	2019-20
CASH FLOWS FROM OPERATING ACTIVITIES:					
Change in net assets	\$ (154,021)	\$ 92,668	\$ 322,690	\$ 427,994	\$ 565,339
Adjustment to reconcile change in net assets to net cash provided by (used in) operating activities:					
Provision for depreciation	290,517	347,757	408,997	280,181	315,934
Provision for amortization	-	-	-	-	-
Changes in assets and liabilities:					
(Increase) decrease in:					
Accounts receivable	(18,288)	(6,695)	(4,786)	(636)	(1,273)
Prepaid expenses	(16,123)	(5,694)	(1,439)	(4,526)	6,246
Increase (decrease) in:					
Accounts payable	61,781	13,153	11,421	3,341	1,521
Accrued salaries and benefits	106,581	38,410	23,969	4,552	4,421
Net cash provided by (used in) operating activities	270,446	479,599	760,851	710,905	892,189
CASH FLOWS FROM INVESTING ACTIVITIES:					
Payments for purchase of property and equipment	(1,061,950)	(227,600)	(213,920)	(209,703)	(205,160)
Net cash used in investing activities	(1,061,950)	(227,600)	(213,920)	(209,703)	(205,160)
CASH FLOWS FROM FINANCING ACTIVITIES:					
Proceeds From Financing	1,061,950	-	-	-	-
Debt service reserve proceeds	-	-	-	-	-
Project fund proceeds	-	-	-	-	-
Capitalized interest funds proceeds	-	-	-	-	-
Draws from cash - cap. interest	-	-	-	-	-
Draws from cash - project fund	-	-	-	-	-
Principal payments on debt	(88,451)	(187,657)	(202,970)	(219,532)	(237,446)
Bond discount	-	-	-	-	-
Cost of issuance proceeds	-	-	-	-	-
Discount of bond proceeds	-	-	-	-	-
Net cash provided by (used in) financing activities	973,499	(187,657)	(202,970)	(219,532)	(237,446)
Net Change in Cash	181,996	64,342	343,961	281,669	449,583
CASH AND CASH EQUIVALENTS, July 1	-	181,996	246,337	590,299	871,968
CASH AND CASH EQUIVALENTS, June 30	\$ 181,996	\$ 246,337	\$ 590,299	\$ 871,968	\$ 1,321,551

Clay Charter Academy

Clay - C1145 K-8	2015-16	2016-17	2017-18	2018-19	2019-20
Total Number of Students Enrolled	661	903	1,076	1,099	1,145
Forecasted Average FTE per Student	\$ 6,548	\$ 6,548	\$ 6,548	\$ 6,548	\$ 6,548
REVENUE:					
Government					
Per Pupil Allocation	4,191,799	5,726,467	6,823,564	6,969,421	7,261,134
Special Needs	136,675	187,127	222,278	227,447	236,752
Other Government	-	-	-	-	-
Total Government:	4,328,474	5,913,594	7,045,842	7,196,868	7,497,886
Capital Outlay:	188,544	261,432	315,274	321,622	334,320
Board Refund over 250 Students:	130,320	207,053	261,908	269,201	283,787
Grants	-	-	-	-	-
Fundraising	-	-	-	-	-
Before & Aftercare Revenue	95,184	130,032	154,944	158,256	164,880
Food Services	124,273	169,771	202,297	206,621	215,269
Free and Reduced Lunch (DOE reimbursement)	97,509	133,208	158,729	162,122	168,908
Interest Income	-	-	-	-	-
TOTAL REVENUE	4,964,305	6,815,091	8,138,993	8,314,690	8,665,050
EXPENSES:					
Administration Staff					
Principal	100,000	100,000	100,000	100,000	100,000
Assistant Principal	80,000	80,000	80,000	80,000	80,000
Dean of Students	-	55,000	55,000	55,000	55,000
Business Operations Manager	35,000	35,000	35,000	35,000	35,000
Administrative Assistant	32,960	49,440	49,440	49,440	49,440
Receptionist	20,800	20,800	20,800	20,800	20,800
Enrollment Management	30,000	30,000	30,000	30,000	30,000
Student Services Coordinator	40,000	40,000	40,000	80,000	80,000
Nurse	-	-	-	-	-
IT Support	-	-	-	-	-
Media Specialist	-	-	-	-	-
Media Assistant (Clerk)	-	-	-	-	-
Food Service - Director	18,240	18,240	18,240	18,240	18,240
Food Service	14,400	14,400	14,400	21,600	21,600
Before/Aftercare - Director	18,240	18,240	18,240	18,240	18,240
Before/Aftercare	20,520	27,360	27,360	27,360	27,360
	410,160	488,480	488,480	535,680	535,680
Instruction Staff					
Teachers (K-5)	948,750	1,113,750	1,155,000	1,196,250	1,278,750
Teachers (6-8) (Math, Sci, SS, LA, Reading)	247,500	495,000	783,750	783,750	783,750
General Music / Chorus Teacher	41,250	82,500	82,500	82,500	82,500
Art Teacher	41,250	82,500	82,500	82,500	82,500
PE Teacher	41,250	82,500	82,500	82,500	82,500
Foreign Language Teacher	41,250	82,500	82,500	82,500	82,500
Technology Teacher	41,250	82,500	82,500	82,500	82,500
Instructional Aide	16,720	16,720	16,720	16,720	16,720
ESOL	41,250	41,250	41,250	41,250	41,250
ESOL - Aid	-	-	-	-	-
ELL/Co-Teacher	-	-	-	-	-
ESE	82,500	82,500	123,750	123,750	123,750
ESE/Special Education Aid	-	-	-	-	-
Reading Specialist	-	-	-	-	-
Math Specialist	-	-	-	-	-
Co-Teacher	41,250	82,500	123,750	123,750	123,750
Curriculum Resource Teacher	41,250	41,250	82,500	82,500	82,500
Daily Subs	54,600	77,000	91,000	92,400	95,200
	1,680,070	2,362,470	2,830,220	2,872,870	2,958,170
Tutoring	28,440	34,920	43,920	43,920	
Stipends	15,000	15,000	15,000	15,000	
Performance Assessment	43,285	60,673	74,122	77,582	82,777

Clay Charter Academy

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	2015-16	2016-17	2017-18	2018-19	2019-20
Total Number of Students Enrolled	661	903	1,076	1,099	1,145
Forecasted Average FTE per Student	\$ 6,548	\$ 6,548	\$ 6,548	\$ 6,548	\$ 6,548
Benefits (Health, Dental, etc)					
Instructional Staff	112,000	156,800	187,600	190,400	196,000
Pupil Personnel Services Staff	2,800	2,800	2,800	5,600	5,600
Instructional Media Services Staff	-	-	-	-	-
School Administration Staff	19,600	25,200	25,200	25,200	25,200
Food Services Staff	2,800	2,800	2,800	2,800	2,800
Before & Aftercare Staff	2,800	2,800	2,800	2,800	2,800
	140,000	190,400	221,200	226,800	232,400
Workers Compensation					
Instructional Staff	18,905	26,462	31,707	32,200	33,169
Pupil Personnel Services Staff	428	428	428	856	856
Instructional Media Services Staff	-	-	-	-	-
School Administration Staff	3,197	3,962	3,962	3,962	3,962
Food Services Staff	349	349	349	426	426
Before & Aftercare Staff	415	488	488	488	488
	23,293	31,689	36,934	37,932	38,900
Payroll Taxes (FICA, Med, State/Fed Unempl)					
Instructional Staff	176,679	247,306	296,326	300,937	309,987
Pupil Personnel Services Staff	4,000	4,000	4,000	8,000	8,000
Instructional Media Services Staff	-	-	-	-	-
School Administration Staff	29,876	37,024	37,024	37,024	37,024
Food Services Staff	3,264	3,264	3,264	3,984	3,984
Before & Aftercare Staff	3,876	4,560	4,560	4,560	4,560
	217,695	296,154	345,174	354,505	363,555
Cost of Compensation	2,557,944	3,479,786	4,055,050	4,164,290	4,270,402
	% Revenue				
Professional Services	52%	51%	50%	50%	49%
Legal Fees	3,869.81	3,853.58	3,768.63	3,789.16	3,729.61
Accounting Services - Independent Audit	25,000	5,000	5,000	5,000	5,000
Management Fee	-	15,000	15,000	15,000	15,000
Outside Staff Development Consulting Fees	-	136,302	284,865	311,801	389,927
Temporary Agency Fees	7,800	7,800	7,800	7,800	7,800
Fee to County School Board	5,000	5,000	5,000	5,000	5,000
Professional Fees - Other	216,424	295,680	352,292	359,843	374,894
Marketing & Enrollment	1,000	1,000	1,000	1,000	1,000
Staff Recruitment	72,710	26,620	19,030	2,530	5,060
	3,000	3,000	3,000	3,000	3,000
	330,934	495,401	692,987	710,974	806,682
Vendor Services					
Contracted Pupil Transportation	52,356	52,356	52,356	52,356	52,356
Extra-Curricular Activity Events & Transportation	5,000	5,000	5,000	5,000	5,000
Contracted Food Service	171,120	233,769	278,556	284,510	296,419
Background / Finger Printing	500	500	500	500	500
Drug Testing Fees	500	500	500	500	500
Licenses & Permits	1,000	1,000	1,000	1,000	1,000
Bank Service Fees	3,500	3,500	3,500	3,500	3,500
Contracted Special ED non-instruction	3,000	3,000	3,000	3,000	3,000
Contracted Custodial Services	155,262	155,262	155,262	155,262	155,262
Contracted Security	1,200	1,200	1,200	1,200	1,200
	393,438	456,087	500,874	506,828	518,736
Administrative Expenses					
Travel/Auto	5,000	5,000	5,000	5,000	5,000
Airfare	500	500	500	500	500
Meals	3,000	3,000	3,000	3,000	3,000
Lodging	2,000	2,000	2,000	2,000	2,000
Business Expense - Other	5,000	5,000	5,000	5,000	5,000
Dues & Subscriptions	2,000	2,000	2,000	2,000	2,000
Printing	5,000	5,000	5,000	5,000	5,000
Office Supplies	5,793	6,084	6,291	6,319	6,374
Medical Supplies	1,200	1,200	1,200	1,200	1,200
House Food Service - Cost of Food	2,786	3,367	3,782	3,838	3,948
Food Service - Paper and Small wares	1,200	1,200	1,200	1,200	1,200
Bad Debt Expense	-	-	-	-	-

Clay Charter Academy

Clay - C1145 K-8

	2015-16	2016-17	2017-18	2018-19	2019-20
Total Number of Students Enrolled	661	903	1,076	1,099	1,145
Forecasted Average FTE per Student	\$ 6,548	\$ 6,548	\$ 6,548	\$ 6,548	\$ 6,548
	33,480	34,351	34,974	35,056	35,222
Instruction Expense					
Textbooks & Reference Books	49,575	66,550	47,575	96,993	12,650
Consumable Instructional (Student)	66,100	90,300	107,600	109,900	114,500
Consumable Instructional (Teacher)	10,000	14,000	16,750	17,000	17,500
Library Books	5,000	5,000	5,000	5,000	5,000
Testing Materials	9,915	13,545	16,140	16,485	17,175
Contracted SPED Instruction	52,880	72,400	86,000	88,000	91,600
	193,470	261,795	279,065	333,378	258,425
Other Operating Expenses					
Telephone & Internet	50,000	50,000	50,000	50,000	50,000
Postage	3,000	3,000	3,000	3,000	3,000
Express Mail	2,000	2,000	2,000	2,000	2,000
Electricity	116,790	116,790	116,790	116,790	116,790
Water & Sewer	27,480	27,480	27,480	27,480	27,480
Waste Disposal	24,732	24,732	24,732	24,732	24,732
Pest Control	3,500	3,500	3,500	3,500	3,500
Maintenance & Cleaning Supplies	20,610	20,610	20,610	20,610	20,610
Building Repairs & Maintenance	131,904	131,904	131,904	131,904	131,904
Equipment Repairs & Maintenance	5,000	5,000	5,000	5,000	5,000
Software Licensing Fees	47,745	58,635	66,420	67,455	69,525
Miscellaneous Expenses	4,000	4,000	4,000	4,000	4,000
	436,761	447,651	455,436	456,471	458,541
Fixed Expense					
Rent	744,646	1,022,264	1,220,849	1,247,204	1,290,000
Office Equipment - Leasing Expense	20,000	20,000	20,000	20,000	20,000
Professional Liability & Property Insurance	74,660	83,130	89,185	89,990	91,600
	839,306	1,125,394	1,330,034	1,357,194	1,411,357
EXPENSES less Payroll	2,227,388	2,820,679	3,293,369	3,399,901	3,488,963
TOTAL OPERATING EXPENSES	4,785,332	6,300,465	7,348,419	7,564,190	7,759,365
Net Income/(Loss) before Financing and Depreciation	178,973	514,625	790,574	750,500	905,685
CAPITAL EXPENSES					
Capital Outlay (Capitalized)					
Computers Hardware	538,250	74,500	119,420	160,203	180,160
FF&E	476,000	139,700	75,500	25,500	25,000
Computers Software	47,700	13,400	19,000	24,000	-
Land /Building	-	-	-	-	-
TOTAL CAPITAL EXPENDITURES	1,061,950	227,600	213,920	209,703	205,160
Proceeds from Long Term Debt	1,061,950	-	-	-	-
Debt Repayments					
Repayment of Long-Term Debt (Princ)	88,451	187,657	202,970	219,532	237,446
Repayment of Long-Term Debt (Interest)	42,478	74,200	58,888	42,325	24,411
Depreciation and Amortization	290,517	347,757	408,997	280,181	315,934
Net Income/(Loss) after Financing and Depreciation	(242,472)	(322,589)	(94,200)	(1,241)	122,733
NET CHANGE IN FUND BALANCE (Deprec add back)	48,044	25,168	314,797	278,940	438,667
RESTRICTED FUND BALANCE	-	-	-	-	-
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	48,044	25,168	314,797	278,940	438,667
CUMULATIVE FUND BALANCE	48,044	73,212	388,009	666,948	1,105,615
CUMULATIVE FUND BALANCE - total	48,044	73,212	388,009	666,948	1,105,615

SUMMARY INCOME STATEMENT
Clay Charter Academy

Clay - C1145 K-8

		2015-16		2016-17		2017-18		2018-19		2019-20
	Note #	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5
Full Capacity		1,145		1,145		1,145		1,145		1,145
Budgeted Number of Students		661		903		1,076		1,099		1,145
Forecasted Average FTE per Student		\$ 6,548		\$ 6,548		\$ 6,548		\$ 6,548		\$ 6,548
Revenue										
Government										
Per Pupil Allocation	1	4,191,799		5,726,467		6,823,564		6,969,421		7,261,134
Special Needs	2	136,675		187,127		222,278		227,447		236,752
Other Government	3	-		-		-		-		-
Total Government:		4,328,474		5,913,594		7,045,842		7,196,868		7,497,886
Capital Outlay:	4	188,544		261,432		315,274		321,622		334,320
Grants & Fundraising:	6	-		-		-		-		-
Other Revenue	7	316,967		433,012		515,970		526,999		549,057
Interest Income	8	-		-		-		-		-
Total Revenue:		4,964,305	100%	6,815,091		8,138,993		8,314,690		8,665,050
Expenses										
	Redbook Function									
Instruction Expense	5000	2,270,849	46%	3,168,427		3,760,960		3,869,287		3,900,447
Pupil Personnel Services	6100	47,228	1%	47,228		47,228		94,456		94,456
Instructional Media Services	6200	5,000	0%	5,000		5,000		5,000		5,000
Instructional Staff Training Svcs	6400	7,800	0%	7,800		7,800		7,800		7,800
Board	7100	26,000	1%	21,000		21,000		21,000		21,000
School Administration	7300	380,726	8%	466,009		466,217		466,244		466,300
Fiscal Services	7500	3,500	0%	139,802		288,365		315,301		393,427
Food Services	7600	212,960	4%	276,190		321,391		335,398		347,417
Central Services	7700	328,534	7%	361,700		410,722		401,773		419,354
Pupil Transportation Services	7800	52,356	1%	52,356		52,356		52,356		52,356
Operation of Plant	7900	1,199,270	24%	1,485,358		1,689,998		1,717,158		1,771,321
Maintenance of Plant	8100	205,259	4%	216,149		223,934		224,969		227,039
Community Services	9100	45,851	1%	53,448		53,448		53,448		53,448
Total Expenses:		4,785,332	96%	6,300,465		7,348,419		7,564,190		7,759,365
Operating Surplus/(Deficit)		178,973	4%	514,625		790,574		750,500		905,685
Capital Expenditures	*	1,061,950		227,600		213,920		209,703		205,160
Proceeds from Long Term Debt		1,061,950		-		-		-		-
Repayment of LTD	*	130,929		261,858		261,858		261,858		261,858
Surplus/(Deficit) - Unrestricted Fund Balance		48,044		25,168		314,797		278,940		438,667
Restricted Fund Balance		-		-		-		-		-
Cumulative Fund Balance		48,044		73,212		388,009		666,948		1,105,615

Clay C1145 K-8 () 5 Year (06 05 14)(v1)
Clay Charter Academy

Clay - C1145 K-8

Detailed Income Statement 2015-16

Redbook Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
REVENUE:								
Government								
Per Pupil Allocation	1	661	\$ 6,342		4,191,799			4,191,799
Special Needs	2	132	\$ 1,034		136,675			136,675
Other Government	3							
Total Government:					4,328,474			4,328,474
Capital Outlay:	4	661	\$ 285		188,544			188,544
Board Refund over 250 Students:	5	411			130,320			130,320
Grants	6							
Fundraising	6							
Before and After Care - \$8.00/day - 180 days (10% partic)	7	66	\$ 8			95,184		95,184
Food Services	7						124,273	124,273
Free and Reduced Lunch (DOE reimbursement)	7						97,509	97,509
Interest Income	8							
TOTAL REVENUE					4,647,338	95,184	221,783	4,964,305
EXPENSES:								
Administration Staff								
Principal	sub	9	1.00	\$ 100,000	100,000			100,000
Assistant Principal	7300	9	1.00	\$ 80,000	80,000			80,000
Dean of Students	7300	9	-	\$ 55,000	-			-
Business Administrator	7300	9	1.00	\$ 35,000	35,000			35,000
Administrative Assistant	7300	9	2.00	\$ 10	32,960			32,960
Receptionist	7300	9	1.00	\$ 10	20,800			20,800
Registrar/DPC	7300	9	1.00	\$ 30,000	30,000			30,000
Student Services Coordinator	6100	9	1.00	\$ 40,000	40,000			40,000
Nurse	6100	9	-	\$ 30,000	-			-
IT Support	6200	9	-	\$ 18,000	-			-
Media Specialist	6200	9	-	\$ 35,000	-			-
Media Assistant (Clerk)	6200	9	-	\$ 14	-			-
Food Service - Director	7600	9	1.00	\$ 12	-		18,240	18,240
Food Service	7600	9	2.00	\$ 10	-		14,400	14,400
Before/Aftercare - Director	9100	9	1.00	\$ 12	-	18,240		18,240
Before/Aftercare	9100	9	3.00	\$ 9	-	20,520		20,520
					338,760	38,760	32,640	
Instruction Staff								
Teachers (K-5)	5000	10	23.00	\$ 41,250	948,750			948,750
Teachers (6-8) (Math, Sci, SS, LA, Reading)	5000	10	6.00	\$ 41,250	247,500			247,500
General Music / Chorus Teacher	5000	10	1.00	\$ 41,250	41,250			41,250
Art Teacher	5000	10	1.00	\$ 41,250	41,250			41,250
PE Teacher	5000	10	1.00	\$ 41,250	41,250			41,250
Foreign Language Teacher	5000	10	1.00	\$ 41,250	41,250			41,250
Technology Teacher	5000	10	1.00	\$ 41,250	41,250			41,250
Instructional Aide	5000	10	1.00	\$ 11	16,720			16,720
ESOL	5000	10	1.00	\$ 41,250	41,250			41,250
ESOL - Aid	5000	10	-	\$ 14	-			-
ELL/Co-Teacher	5000	10	-	\$ 14	-			-
ESE/Special Education	5000	10	2.00	\$ 41,250	82,500			82,500
ESE/Special Education Aid	5000	10	-	\$ 14	-			-
Reading Specialist	5000	10	-	\$ 41,250	-			-
Math Specialist	5000	10	-	\$ 41,250	-			-
Co-Teacher	5000	10	1.00	\$ 41,250	41,250			41,250
Curriculum Resource Teacher	5000	10	1.00	\$ 41,250	41,250			41,250
Daily Subs	5000	10	39.00	\$ 140	54,600			54,600
					1,680,070			1,680,070
Tutoring								
Stipends	5000	10			28,440			28,440
Performance Assessment	5000	11		1%	15,000			15,000
					43,285			43,285
Benefits (Health, Dental, etc)								
Instructional Staff	5000	12			112,000			112,000
Pupil Personnel Services Staff	6100	12			2,800			2,800
Instructional Media Services Staff	6200	12			-			-
School Administration Staff	7300	12			19,600			19,600
Food Services Staff	7600	12			-		2,800	2,800
Before & Aftercare Staff	9100	12			-		-	-
					134,400	2,800	2,800	140,000
Workers Compensation								
Instructional Staff	5000	13		1.07%	18,905			18,905
Pupil Personnel Services Staff	6100	13			428			428
Instructional Media Services Staff	6200	13			-			-
School Administration Staff	7300	13			3,197			3,197
Food Services Staff	7600	13			-		349	349
Before & Aftercare Staff	9100	13			-		-	-
					22,529	415	349	23,293

Clay C1145 K-8 () 5 Year (06 05 14)(v1)
Clay County Academy

C1145 K-8

ed Income Statement 2015-16

	Redbook Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
Payroll Taxes (FICA, Med, State/Fed Unempl)									
				10%					
Instructional Staff	5000	14				176,679			176,679
Pupil Personnel Services Staff	6100	14				4,000			4,000
Instructional Media Services Staff	6200	14				-			-
School Administration Staff	7300	14				29,876			29,876
Food Services Staff	7600	14					3,264		3,264
Before & Aftercare Staff	9100	14					3,876		3,876
						210,555	3,876	3,264	217,695
Professional Services									
Legal Fees	7100	15				25,000			25,000
Accounting Services - Independent Audit	7100	16				-			-
Management Fee	7500	17		0%		-			-
Outside Staff Development Consulting Fees	6400	18				7,800			7,800
Temporary Agency Fees	7700	19				5,000			5,000
Fee to County School Board	7700	20		5%		216,424			216,424
Professional Fees - Other	7100	21				1,000			1,000
Marketing & Enrollment	7700	22		\$ 110		72,710			72,710
Staff Recruitment	7700	23				3,000			3,000
						330,934			330,934
Vendor Services									
Contracted Pupil Transportation	7800	24				52,356			52,356
Extra-Curricular Activity Events & Transportation	5000	25				5,000			5,000
Contracted Food Service	7600	26					171,120		171,120
Background / Finger Printing	7300	26				500			500
Drug Testing Fees	7300	28				500			500
Licenses & Permits	7900	29				1,000			1,000
Bank Service Fees	7500	30				3,500			3,500
Contracted Special ED non-instruction	5000	31				3,000			3,000
Contracted Custodial Services	7900	32	68,700	\$ 2.26		155,262			155,262
Contracted Security	7900	33				1,200			1,200
						222,318		171,120	393,438
Administrative Expenses									
Travel/Auto	7300	34				5,000			5,000
Airfare	7300	35				500			500
Meals	7300	36				3,000			3,000
Lodging	7300	37				2,000			2,000
Business Expense - Other	7300	38				5,000			5,000
Dues & Subscriptions	7300	39				2,000			2,000
Printing	7300	40				5,000			5,000
Office Supplies	7300	41				5,000	793		5,793
Medical Supplies	7700	42				1,200			1,200
In-house Food Service - Cost of Food	7600	43				1,200	1,586		2,786
Food Service - Paper and Small wares	7700	44				1,200			1,200
Bad Debt Expense	7300	45				-			-
						31,100	2,380		33,480
Instruction Expense									
Textbooks & Reference Books	5000	46	661	\$ 75		49,575			49,575
Consumable Instructional (Student)	5000	47	661	\$ 100		66,100			66,100
Consumable Instructional (Teacher)	5000	48	40	\$ 250		10,000			10,000
Library Books	6200	49				5,000			5,000
Testing Materials	5000	50	661	\$ 15		9,915			9,915
Contracted SPED Instruction	5000	51	132	\$ 400		52,880			52,880
						193,470			193,470
Other Operating Expenses									
Telephone & Internet	7900	52				50,000			50,000
Postage	7700	53				3,000			3,000
Express Mail	7700	54				2,000			2,000
Electricity	7900	55	68,700	\$ 1.70		116,790			116,790
Water & Sewer	7900	56	68,700	\$ 0.40		27,480			27,480
Waste Disposal	7900	57	68,700	\$ 0.36		24,732			24,732
Pest Control	7900	58				3,500			3,500
Maintenance & Cleaning Supplies	8100	59	68,700	\$ 0.30		20,610			20,610
Building Repairs & Maintenance	8100	60	68,700	\$ 1.92		131,904			131,904
Equipment Repairs & Maintenance	8100	61				5,000			5,000
Software Licensing Fees	8100	62				47,745			47,745
Miscellaneous Expenses	7700	63				4,000			4,000
						436,761			436,761
Leasing Expense									
Leasing Expense	7900	64				744,646			744,646
Office Equipment - Leasing Expense	7700	65				20,000			20,000
Professional Liability & Property Insurance	7900	66				74,660			74,660
						839,306			839,306

Clay C1145 K-8 () 5 Year (06 05 14)(v1)
 Clay Center Academy

Clay - C1145 K-8

Detailed Income Statement 2015-16

Redbook Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
EXPENSES less Payroll				-	2,053,888	2,380	171,120	2,227,388
TOTAL OPERATING EXPENSES				-	4,526,928	48,230	210,174	4,785,332
CAPITAL EXPENSES								
Capital Outlay (Capitalized)								
Computers Hardware	9400	67			538,250			538,250
FF&E	9400	68			476,000			476,000
Computers Software	9400	69			47,700			47,700
Building	9400	70			-			-
TOTAL CAPITAL EXPENDITURES					1,061,950			1,061,950
Proceeds from Long Term Debt				71	1,061,950			1,061,950
Debt Repayments								
Repayment of Long-Term Debt (Principle)		72			88,451			88,451
Repayment of Long-Term Debt (Interest)		72			42,478			42,478
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE					(10,518)	46,954	11,609	48,044
RESTRICTED FUND BALANCE					-			

Inc St
Clay Charter Academy

Clay - C1145 K-8
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUE:													
Government	4,191,799	349,317	349,317	349,317	349,317	349,317	349,317	349,317	349,317	349,317	349,317	349,317	349,317
Per Pupil Allocation	136,675	11,390	11,390	11,390	11,390	11,390	11,390	11,390	11,390	11,390	11,390	11,390	11,390
Special Needs	4,328,474	360,706	360,706	360,706	360,706	360,706	360,706	360,706	360,706	360,706	360,706	360,706	360,706
Other Government	188,544	15,712	15,712	15,712	15,712	15,712	15,712	15,712	15,712	15,712	15,712	15,712	15,712
Total Government	4,944,305	387,278	418,975	418,975	418,975	418,975	418,975	418,975	418,975	418,975	418,975	418,975	418,975
Capital Outlay:													
Board Refund over 250 Students:													
Grants													
Fundraising	95,184	9,518	9,518	9,518	9,518	9,518	9,518	9,518	9,518	9,518	9,518	9,518	9,518
Before & Aftercare	124,273	12,427	12,427	12,427	12,427	12,427	12,427	12,427	12,427	12,427	12,427	12,427	12,427
Food Services	97,509	9,751	9,751	9,751	9,751	9,751	9,751	9,751	9,751	9,751	9,751	9,751	9,751
Free and Reduced Lunch (DOE reimbursement)													
Interest Income													
TOTAL REVENUE	4,944,305	387,278	418,975	418,975	418,975	418,975	418,975	418,975	418,975	418,975	418,975	418,975	387,278
EXPENSES:													
Administration Staff													
Principal	100,000	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
Assistant Principal	80,000	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667
Dean of Students	35,000	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917
Business Administrator	32,960	3,296	3,296	3,296	3,296	3,296	3,296	3,296	3,296	3,296	3,296	3,296	3,296
Administrative Assistant	20,800	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733
Receptionist	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Registrar/OPC	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Student Services Coordinator													
Student Services Coordinator													
Media Specialist													
Media Assistant (Clerk)	18,240	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824
Food Service - Director	14,400	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440
Food Service	18,240	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824
Before/Aftercare - Director	20,520	2,052	2,052	2,052	2,052	2,052	2,052	2,052	2,052	2,052	2,052	2,052	2,052
Before/Aftercare	410,160	35,919	35,919	35,919	35,919	35,919	35,919	35,919	35,919	35,919	35,919	35,919	35,919
Instruction Staff													
Teachers (K-5)	948,750	79,063	79,063	79,063	79,063	79,063	79,063	79,063	79,063	79,063	79,063	79,063	79,063
Teachers (6-8) (Math, Sci, SS, LA, Reading)	247,500	20,625	20,625	20,625	20,625	20,625	20,625	20,625	20,625	20,625	20,625	20,625	20,625
General Music / Chorus Teacher	41,250	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438
Art Teacher	41,250	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438
PE Teacher	41,250	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438
Foreign Language Teacher	41,250	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438
Technology Teacher	41,250	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438
Instructional Aide	16,720	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393
ESOL	41,250	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438
ESOL - Aid													
ELL/Co-Teacher	82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
ESE/Special Education													
ESE/Special Education Aid													
Reading Specialist													
Math Specialist													
Co-Teacher	41,250	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438
Curriculum Resource Teacher	41,250	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438
Daily Subs	54,600	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550
	1,680,070	140,006	140,006	140,006	140,006	140,006	140,006	140,006	140,006	140,006	140,006	140,006	140,006
Tutoring	28,440	2,370	2,370	2,370	2,370	2,370	2,370	2,370	2,370	2,370	2,370	2,370	2,370
Stipends	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Performance Assessment	43,285	3,607	3,607	3,607	3,607	3,607	3,607	3,607	3,607	3,607	3,607	3,607	3,607

Inc Stmt Yr 1 (Monthly)
Clay Charter Academy

Clay - C1145 K-8
Monthly Cash Flow Projection

TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
112,000	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333
2,800	233	233	233	233	233	233	233	233	233	233	233	233
19,600	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633
2,800	233	233	233	233	233	233	233	233	233	233	233	233
2,800	233	233	233	233	233	233	233	233	233	233	233	233
140,000	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667
18,905	1,575	1,575	1,575	1,575	1,575	1,575	1,575	1,575	1,575	1,575	1,575	1,575
428	36	36	36	36	36	36	36	36	36	36	36	36
3,197	266	266	266	266	266	266	266	266	266	266	266	266
349	29	29	29	29	29	29	29	29	29	29	29	29
415	35	35	35	35	35	35	35	35	35	35	35	35
23,293	1,941	1,941	1,941	1,941	1,941	1,941	1,941	1,941	1,941	1,941	1,941	1,941
176,679	14,723	14,723	14,723	14,723	14,723	14,723	14,723	14,723	14,723	14,723	14,723	14,723
4,000	333	333	333	333	333	333	333	333	333	333	333	333
28,876	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490
3,264	272	272	272	272	272	272	272	272	272	272	272	272
3,876	323	323	323	323	323	323	323	323	323	323	323	323
217,695	18,141	18,141	18,141	18,141	18,141	18,141	18,141	18,141	18,141	18,141	18,141	18,141
25,000	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083
7,800	650	650	650	650	650	650	650	650	650	650	650	650
5,000	417	417	417	417	417	417	417	417	417	417	417	417
216,424	18,035	18,035	18,035	18,035	18,035	18,035	18,035	18,035	18,035	18,035	18,035	18,035
1,000	83	83	83	83	83	83	83	83	83	83	83	83
72,710	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059
3,000	250	250	250	250	250	250	250	250	250	250	250	250
330,934	27,578	27,578	27,578	27,578	27,578	27,578	27,578	27,578	27,578	27,578	27,578	27,578
52,366	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236
5,000	500	500	500	500	500	500	500	500	500	500	500	500
171,120	17,112	17,112	17,112	17,112	17,112	17,112	17,112	17,112	17,112	17,112	17,112	17,112
800	50	50	50	50	50	50	50	50	50	50	50	50
800	50	50	50	50	50	50	50	50	50	50	50	50
1,000	100	100	100	100	100	100	100	100	100	100	100	100
3,500	292	292	292	292	292	292	292	292	292	292	292	292
3,000	250	250	250	250	250	250	250	250	250	250	250	250
155,262	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939
1,200	100	100	100	100	100	100	100	100	100	100	100	100
393,438	36,628	36,628	36,628	36,628	36,628	36,628	36,628	36,628	36,628	36,628	36,628	36,628
5,000	417	417	417	417	417	417	417	417	417	417	417	417
500	42	42	42	42	42	42	42	42	42	42	42	42
3,000	250	250	250	250	250	250	250	250	250	250	250	250
2,000	167	167	167	167	167	167	167	167	167	167	167	167
5,000	417	417	417	417	417	417	417	417	417	417	417	417
2,000	167	167	167	167	167	167	167	167	167	167	167	167
5,000	417	417	417	417	417	417	417	417	417	417	417	417
5,793	483	483	483	483	483	483	483	483	483	483	483	483
1,200	100	100	100	100	100	100	100	100	100	100	100	100
2,786	232	232	232	232	232	232	232	232	232	232	232	232
1,200	100	100	100	100	100	100	100	100	100	100	100	100
33,480	2,790	2,790	2,790	2,790	2,790	2,790	2,790	2,790	2,790	2,790	2,790	2,790

Benefits (Health, Dental, etc)

- Instructional Staff
- Pupil Personnel Services Staff
- Instructional Media Services Staff
- School Administration Staff
- Food Services Staff
- Before & Aftercare Staff

Workers Compensation

- Instructional Staff
- Pupil Personnel Services Staff
- Instructional Media Services Staff
- School Administration Staff
- Food Services Staff
- Before & Aftercare Staff

Payroll Taxes (FICA, Med., State/Fed Unempl)

- Instructional Staff
- Pupil Personnel Services Staff
- Instructional Media Services Staff
- School Administration Staff
- Food Services Staff
- Before & Aftercare Staff

Professional Services

- Legal Fees
- Accounting Services - Independent Audit
- Management Fee
- Outside Staff Development Consulting Fees
- Temporary Agency Fees
- Fee to County School Board
- Professional Fees - Other
- Marketing & Enrollment
- Staff Recruitment

Vendor Services

- Contracted Pupil Transportation
- Extra-Curricular Activity Events & Transportation
- Contracted Food Service
- Background / Finger Printing
- Drug Testing Fees
- Licenses & Permits
- Bank Service Fees
- Contracted Special ED non-Instruction
- Contracted Custodial Services
- Contracted Security

Administrative Expenses

- Travel/Auto
- Airfare
- Meals
- Lodging
- Business Expense - Other
- Dues & Subscriptions
- Printing
- Office Supplies
- Medical Supplies
- In-house Food Service - Cost of Food
- Food Service - Paper and Small wares
- Bad Debt Expense

Inc. (Monthly)
Clay Charter Academy

Clay - C1145 K-8
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Instruction Expense													
Textbooks & Reference Books	49,575	4,507	4,507	4,507	4,507	4,507	4,507	4,507	4,507	4,507	4,507	4,507	4,507
Consumable Instructional (Student)	66,100	6,009	6,009	6,009	6,009	6,009	6,009	6,009	6,009	6,009	6,009	6,009	6,009
Consumable Instructional (Teacher)	10,000	909	909	909	909	909	909	909	909	909	909	909	909
Library Books	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Testing Materials	9,915	992	992	992	992	992	992	992	992	992	992	992	992
Contracted SPED Instruction	52,880	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288
	193,470	18,121	18,121	18,121	18,121	18,121	18,121	18,121	18,121	18,121	18,121	18,121	18,121
Other Operating Expenses													
Telephone & Internet	50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167
Postage	3,000	250	250	250	250	250	250	250	250	250	250	250	250
Express Mail	2,000	167	167	167	167	167	167	167	167	167	167	167	167
Electricity	116,780	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733
Water & Sewer	27,480	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290
Waste Disposal	24,732	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061
Pest Control	3,500	292	292	292	292	292	292	292	292	292	292	292	292
Maintenance & Cleaning Supplies	20,610	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718
Building Repairs & Maintenance	131,904	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992
Equipment Repairs & Maintenance	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Software Licensing Fees	47,745	3,979	3,979	3,979	3,979	3,979	3,979	3,979	3,979	3,979	3,979	3,979	3,979
Miscellaneous Expenses	4,000	333	333	333	333	333	333	333	333	333	333	333	333
	436,761	36,397	36,397	36,397	36,397	36,397	36,397	36,397	36,397	36,397	36,397	36,397	36,397
Fixed Expense													
Rent	744,646	62,054	62,054	62,054	62,054	62,054	62,054	62,054	62,054	62,054	62,054	62,054	62,054
Office Equipment - Leasing Expense	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Professional Liability & Property Insurance	74,660	6,222	6,222	6,222	6,222	6,222	6,222	6,222	6,222	6,222	6,222	6,222	6,222
	839,306	69,942	69,942	69,942	69,942	69,942	69,942	69,942	69,942	69,942	69,942	69,942	69,942
EXPENSES less Payroll	2,227,388	162,129	191,456	191,456	191,456	191,456	191,456	191,456	191,456	191,456	191,456	191,456	150,704
TOTAL OPERATING EXPENSES	4,785,332	363,260	406,357	406,357	406,357	406,357	406,357	406,357	406,357	406,357	406,357	406,357	359,502
CAPITAL EXPENSES													
Capital Outlay (Capitalized)													
Computers Hardware	538,250												
FF&E	476,000												
Computers Software	47,700												
Building													
TOTAL CAPITAL EXPENDITURES	1,061,950												
Proceeds from Long Term Debt	1,061,950												
Debt Repayments													
Repayment of Long-Term Debt (Principal)	88,461	13,371	5,771	5,771	5,771	5,771	5,771	5,771	5,771	5,771	5,771	5,771	17,371
Repayment of Long-Term Debt (Interest)	42,478	3,540	3,540	3,540	3,540	3,540	3,540	3,540	3,540	3,540	3,540	3,540	3,540
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	48,044	7,107	3,307	3,307	3,307	3,307	3,307	3,307	3,307	3,307	3,307	3,307	7,865
Cash Flow - Cumulative Surplus/(Deficit)	7,107	10,414	13,721	17,029	20,336	23,643	26,950	30,257	33,565	36,872	40,179	43,486	46,793

Clay C1145 K-8 () 5 Year (06 05 14)(v1)
Clay County Academy

Clay - C1145 K-8

Detailed Income Statement 2016-17

Redbook Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
REVENUE:								
Government								
Per Pupil Allocation	1	903	\$ 6,342		5,726,467			5,726,467
Special Needs	2	181	\$ 1,034		187,127			187,127
Other Government	3							-
Total Government:					5,913,594			5,913,594
Capital Outlay:	4	903	\$ 290		261,432			261,432
Board Refund over 250 Students:	5	653			207,053			207,053
Grants	6							-
Fundraising	6							-
Before and After Care - \$8.24/day - 180 days (10% partic)	7	90	\$ 8			130,032		130,032
Food Services	7						169,771	169,771
Free and Reduced Lunch (DOE reimbursement)	7						133,208	133,208
Interest Income	8							-
TOTAL REVENUE					6,382,079	130,032	302,980	6,815,091
EXPENSES:								
Administration Staff								
Principal	7300	9	1.00 \$	100,000	100,000			100,000
Assistant Principal	7300	9	1.00 \$	80,000	80,000			80,000
Dean of Students	7300	9	1.00 \$	55,000	55,000			55,000
Business Administrator	7300	9	1.00 \$	35,000	35,000			35,000
Administrative Assistant	7300	9	3.00 \$	10	49,440			49,440
Receptionist	7300	9	1.00 \$	10	20,800			20,800
Registrar/DPC	7300	9	1.00 \$	30,000	30,000			30,000
Student Services Coordinator	6100	9	1.00 \$	40,000	40,000			40,000
Nurse	6100	9	- \$	30,000	-			-
IT Support	6200	9	- \$	18,000	-			-
Media Specialist	6200	9	- \$	35,000	-			-
Media Assistant (Clerk)	6200	9	- \$	14	-			-
Food Service - Director	7600	9	1.00 \$	12			18,240	18,240
Food Service	7600	9	2.00 \$	10			14,400	14,400
Before/Aftercare - Director	9100	9	1.00 \$	12		18,240		18,240
Before/Aftercare	9100	9	4.00 \$	9		27,360		27,360
					410,240	45,600	32,640	
Instruction Staff								
Teachers (K-5)	5000	10	27.00 \$	41,250	1,113,750			1,113,750
Teachers (6-8) (Math, Sci, SS, LA, Reading)	5000	10	12.00 \$	41,250	495,000			495,000
General Music / Chorus Teacher	5000	10	2.00 \$	41,250	82,500			82,500
Art Teacher	5000	10	2.00 \$	41,250	82,500			82,500
PE Teacher	5000	10	2.00 \$	41,250	82,500			82,500
Foreign Language Teacher	5000	10	2.00 \$	41,250	82,500			82,500
Technology Teacher	5000	10	2.00 \$	41,250	82,500			82,500
Instructional Aide	5000	10	1.00 \$	11	16,720			16,720
ESOL	5000	10	1.00 \$	41,250	41,250			41,250
ESOL - Aid	5000	10	- \$	14	-			-
ELL/Co-Teacher	5000	10	- \$	14	-			-
ESE/Special Education	5000	10	2.00 \$	41,250	82,500			82,500
ESE/Special Education Aid	5000	10	- \$	14	-			-
Reading Specialist	5000	10	- \$	41,250	-			-
Math Specialist	5000	10	- \$	41,250	-			-
Co-Teacher	5000	10	2.00 \$	41,250	82,500			82,500
Curriculum Resource Teacher	5000	10	1.00 \$	41,250	41,250			41,250
Daily Subs	5000	10	55.00 \$	140	77,000			77,000
					2,362,470			2,362,470
Tutoring								
Stipends	5000	10			34,920			34,920
Performance Assessment	5000	11		1%	15,000			15,000
					60,673			60,673
Benefits (Health, Dental, etc)								
Instructional Staff	5000	12			156,800			156,800
Pupil Personnel Services Staff	6100	12			2,800			2,800
Instructional Media Services Staff	6200	12			-			-
School Administration Staff	7300	12			25,200			25,200
Food Services Staff	7600	12					2,800	2,800
Before & Aftercare Staff	9100	12				2,800		2,800
					184,800	2,800	2,800	190,400
Workers Compensation								
Instructional Staff	5000	13		1.07%	26,462			26,462
Pupil Personnel Services Staff	6100	13			428			428
Instructional Media Services Staff	6200	13			-			-
School Administration Staff	7300	13			3,962			3,962
Food Services Staff	7600	13					349	349
Before & Aftercare Staff	9100	13				488		488
					30,851	488	349	31,689

Clay C1145 K-8 () 5 Year (06 05 14)(v1)
Clay County Academy

C1145 K-8

Income Statement 2016-17

Redbook Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
Payroll Taxes (FICA, Med, State/Fed Unempl)								
			10%					
Instructional Staff	5000	14			247,306			247,306
Pupil Personnel Services Staff	6100	14			4,000			4,000
Instructional Media Services Staff	6200	14			-			-
School Administration Staff	7300	14			37,024			37,024
Food Services Staff	7600	14					3,264	3,264
Before & Aftercare Staff	9100	14				4,560		4,560
					288,330	4,560	3,264	296,154
Professional Services								
Legal Fees	7100	15			5,000			5,000
Accounting Services - Independent Audit	7100	16			15,000			15,000
Management Fee	7500	17	2.0%		136,302			136,302
Outside Staff Development Consulting Fees	6400	18			7,800			7,800
Temporary Agency Fees	7700	19			5,000			5,000
Fee to County School Board	7700	20	5%		295,680			295,680
Professional Fees - Other	7100	21			1,000			1,000
Marketing & Enrollment	7700	22	\$ 110		26,620			26,620
Staff Recruitment	7700	23			3,000			3,000
					495,401			495,401
Vendor Services								
Contracted Pupil Transportation	7800	24			52,356			52,356
Extra-Curricular Activity Events & Transportation	5000	25			5,000			5,000
Contracted Food Service	7600	26	\$ -				233,769	233,769
Background / Finger Printing	7300	26			500			500
Drug Testing Fees	7300	28			500			500
Licenses & Permits	7900	29			1,000			1,000
Bank Service Fees	7500	30			3,500			3,500
Contracted Special ED non-instruction	5000	31			3,000			3,000
Contracted Custodial Services	7900	32	68,700 \$	2	155,262			155,262
Contracted Security	7900	33			1,200			1,200
					222,318		233,769	456,087
Administrative Expenses								
M/ Auto	7300	34			5,000			5,000
Insurance	7300	35			500			500
Meals	7300	36			3,000			3,000
Lodging	7300	37			2,000			2,000
Business Expense - Other	7300	38			5,000			5,000
Dues & Subscriptions	7300	39			2,000			2,000
Printing	7300	40			5,000			5,000
Office Supplies	7300	41			5,000	1,084		6,084
Medical Supplies	7700	42			1,200			1,200
In-house Food Service - Cost of Food	7600	43			1,200	2,167		3,367
Food Service - Paper and Small wares	7700	44			1,200			1,200
Bad Debt Expense	7300	45						
					31,100	3,251		34,351
Instruction Expense								
Textbooks & Reference Books	5000	46	242 \$	275	66,550			66,550
Consumable Instructional (Student)	5000	47	903 \$	180	90,300			90,300
Consumable Instructional (Teacher)	5000	48	56 \$	250	14,000			14,000
Library Books	6200	49			5,000			5,000
Testing Materials	5000	50	903 \$	15	13,545			13,545
Contracted SPED Instruction	5000	51	181 \$	400	72,400			72,400
					261,795			261,795
Other Operating Expenses								
Telephone & Internet	7900	52			50,000			50,000
Postage	7700	53			3,000			3,000
Express Mail	7700	54			2,000			2,000
Electricity	7900	55	68,700 \$	1.70	116,790			116,790
Water & Sewer	7900	56	68,700 \$	0.40	27,480			27,480
Waste Disposal	7900	57	68,700 \$	0.36	24,732			24,732
Pest Control	7900	58			3,500			3,500
Maintenance & Cleaning Supplies	8100	59	68,700 \$	0.30	20,610			20,610
Building Repairs & Maintenance	8100	60	68,700 \$	1.92	131,904			131,904
Equipment Repairs & Maintenance incl. Kitchen	8100	61			5,000			5,000
Software Licensing Fees	8100	62			58,635			58,635
Miscellaneous Expenses	7700	63			4,000			4,000
					447,651			447,651
Other Expense								
Office Equipment - Leasing Expense	7900	64			1,022,264			1,022,264
Professional Liability & Property Insurance	7700	65			20,000			20,000
	7900	66			83,130			83,130
					1,125,394			1,125,394

Clay C1145 K-8 () 5 Year (06 05 14)(v1)
 Clay State Academy

Clay - C1145 K-8

Detailed Income Statement 2016-17

	Redbook Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
EXPENSES less Payroll					-	2,583,659	3,251	233,769	2,820,679
TOTAL OPERATING EXPENSES					-	5,970,944	56,699	272,823	6,300,465
CAPITAL EXPENSES									
Capital Outlay (Capitalized)									
Computers Hardware	9400		67			74,500			74,500
FF&E	9400		68			139,700			139,700
Computers Software	9400		69			13,400			13,400
Building	9400		70						
TOTAL CAPITAL EXPENDITURES						227,600			227,600
Proceeds from Long Term Debt			71						
Debt Repayments									
Repayment of Long-Term Debt (Principle)			72			187,657			187,657
Repayment of Long-Term Debt (Interest)			72			74,200			74,200
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE					-	(78,323)	73,333	30,157	25,168
RESTRICTED FUND BALANCE									

Inc. (Monthly)
Clay Charter Academy

Clay - C1145 K-8
Monthly Cash Flow Projection

TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
5,726,467	477,206	477,206	477,206	477,206	477,206	477,206	477,206	477,206	477,206	477,206	477,206	477,206
187,127	15,594	15,594	15,594	15,594	15,594	15,594	15,594	15,594	15,594	15,594	15,594	15,594
5,913,594	492,799	492,799	492,799	492,799	492,799	492,799	492,799	492,799	492,799	492,799	492,799	492,799
261,432	21,786	21,786	21,786	21,786	21,786	21,786	21,786	21,786	21,786	21,786	21,786	21,786
207,053	17,254	17,254	17,254	17,254	17,254	17,254	17,254	17,254	17,254	17,254	17,254	17,254
130,032	13,003	13,003	13,003	13,003	13,003	13,003	13,003	13,003	13,003	13,003	13,003	13,003
169,771	16,977	16,977	16,977	16,977	16,977	16,977	16,977	16,977	16,977	16,977	16,977	16,977
133,206	13,321	13,321	13,321	13,321	13,321	13,321	13,321	13,321	13,321	13,321	13,321	13,321
5,615,091	575,141	575,141	575,141	575,141	575,141	575,141	575,141	575,141	575,141	575,141	575,141	575,141
100,000	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
80,000	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667
55,000	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583
36,000	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917
49,440	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944
20,800	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733
30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
18,240	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824
14,400	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440
18,240	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824
27,360	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736
468,480	42,835	42,835	42,835	42,835	42,835	42,835	42,835	42,835	42,835	42,835	42,835	42,835
1,113,750	92,813	92,813	92,813	92,813	92,813	92,813	92,813	92,813	92,813	92,813	92,813	92,813
495,000	41,250	41,250	41,250	41,250	41,250	41,250	41,250	41,250	41,250	41,250	41,250	41,250
82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
16,720	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393
41,250	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438
82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
41,250	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438
77,000	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417
2,362,470	196,873	196,873	196,873	196,873	196,873	196,873	196,873	196,873	196,873	196,873	196,873	196,873
34,920	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910
15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
60,673	5,056	5,056	5,056	5,056	5,056	5,056	5,056	5,056	5,056	5,056	5,056	5,056

REVENUE:

- Government
- Per Pupil Allocation
- Special Needs
- Other Government
- Total Government:
- Capital Outlay:
- Board Refund over 250 Students:
- Grants
- Fundraising
- Before & Aftercare
- Food Services
- Free and Reduced Lunch (DOE reimbursement)
- Interest Income

TOTAL REVENUE

EXPENSES:

- Administration Staff
 - Principal
 - Assistant Principal
 - Dean of Students
 - Business Administrator
 - Administrative Assistant
 - Receptionist
 - Registrar/DPC
 - Student Services Coordinator
 - Student Services Coordinator
 - Student Services Coordinator
 - Media Specialist
 - Food Service - Director
 - Food Service
 - Before/Aftercare - Director
 - Before/Aftercare
- Instruction Staff
 - Teachers (K-5)
 - Teachers (6-8) (Math, Sci, SS, LA, Reading)
 - General Music / Chorus Teacher
 - Art Teacher
 - PE Teacher
 - Foreign Language Teacher
 - Technology Teacher
 - Instructional Aide
 - ESOL
 - ESOL - Aid
 - ELL/Co-Teacher
 - ESE/Special Education
 - ESE/Special Education Aid
 - Reading Specialist
 - Math Specialist
 - Co-Teacher
 - Curriculum Resource Teacher
 - Daily Subs
- Tutoring
- Stipends
- Performance Assessment

Inc Stmt Yr 2 (Monthly)
Clay Charter Academy

Clay - C1145 K-8
Monthly Cash Flow Projection

TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Benefits (Health, Dental, etc)												
Instructional Staff	13,067	13,067	13,067	13,067	13,067	13,067	13,067	13,067	13,067	13,067	13,067	13,067
Pupil Personnel Services Staff	233	233	233	233	233	233	233	233	233	233	233	233
Instructional Media Services Staff	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100
School Administration Staff	233	233	233	233	233	233	233	233	233	233	233	233
Food Services Staff	233	233	233	233	233	233	233	233	233	233	233	233
Before & Aftercare Staff	15,867	15,867	15,867	15,867	15,867	15,867	15,867	15,867	15,867	15,867	15,867	15,867
Workers Compensation												
Instructional Staff	2,205	2,205	2,205	2,205	2,205	2,205	2,205	2,205	2,205	2,205	2,205	2,205
Pupil Personnel Services Staff	36	36	36	36	36	36	36	36	36	36	36	36
Instructional Media Services Staff	330	330	330	330	330	330	330	330	330	330	330	330
School Administration Staff	29	29	29	29	29	29	29	29	29	29	29	29
Food Services Staff	41	41	41	41	41	41	41	41	41	41	41	41
Before & Aftercare Staff	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641
Payroll Taxes (FICA, Med, State/Fed Unempl)												
Instructional Staff	20,609	20,609	20,609	20,609	20,609	20,609	20,609	20,609	20,609	20,609	20,609	20,609
Pupil Personnel Services Staff	333	333	333	333	333	333	333	333	333	333	333	333
Instructional Media Services Staff	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085
School Administration Staff	272	272	272	272	272	272	272	272	272	272	272	272
Food Services Staff	380	380	380	380	380	380	380	380	380	380	380	380
Before & Aftercare Staff	24,680	24,680	24,680	24,680	24,680	24,680	24,680	24,680	24,680	24,680	24,680	24,680
Professional Services												
Legal Fees	417	417	417	417	417	417	417	417	417	417	417	417
Accounting Services - Independent Audit	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Management Fee	17,038	17,038	17,038	17,038	17,038	17,038	17,038	17,038	17,038	17,038	17,038	17,038
Outside Staff Development Consulting Fees	650	650	650	650	650	650	650	650	650	650	650	650
Temporary Agency Fees	417	417	417	417	417	417	417	417	417	417	417	417
Fee to County School Board	24,640	24,640	24,640	24,640	24,640	24,640	24,640	24,640	24,640	24,640	24,640	24,640
Professional Fees - Other	83	83	83	83	83	83	83	83	83	83	83	83
Marketing & Enrollment	26,620	26,620	26,620	26,620	26,620	26,620	26,620	26,620	26,620	26,620	26,620	26,620
Staff Recruitment	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
	495,401	495,401	495,401	495,401	495,401	495,401	495,401	495,401	495,401	495,401	495,401	495,401
Vendor Services												
Contracted Pupil Transportation	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236
Extra-Curricular Activity Events & Transportation	500	500	500	500	500	500	500	500	500	500	500	500
Contracted Food Service	23,377	23,377	23,377	23,377	23,377	23,377	23,377	23,377	23,377	23,377	23,377	23,377
Background / Finger Printing	50	50	50	50	50	50	50	50	50	50	50	50
Drug Testing Fees	50	50	50	50	50	50	50	50	50	50	50	50
Licenses & Permits	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Bank Service Fees	292	292	292	292	292	292	292	292	292	292	292	292
Contracted Special ED non-instruction	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Contracted Custodial Services	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939
Contracted Security	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200
	456,087	456,087	456,087	456,087	456,087	456,087	456,087	456,087	456,087	456,087	456,087	456,087
Administrative Expenses												
Travel/Auto	417	417	417	417	417	417	417	417	417	417	417	417
Airfare	42	42	42	42	42	42	42	42	42	42	42	42
Meals	250	250	250	250	250	250	250	250	250	250	250	250
Lodging	167	167	167	167	167	167	167	167	167	167	167	167
Business Expense - Other	417	417	417	417	417	417	417	417	417	417	417	417
Dues & Subscriptions	167	167	167	167	167	167	167	167	167	167	167	167
Printing	417	417	417	417	417	417	417	417	417	417	417	417
Office Supplies	507	507	507	507	507	507	507	507	507	507	507	507
Medical Supplies	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200
In-house Food Service - Cost of Food	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367
Food Service - Paper and Small wares	100	100	100	100	100	100	100	100	100	100	100	100
Bad Debt												
	2,863	2,863	2,863	2,863	2,863	2,863	2,863	2,863	2,863	2,863	2,863	2,863
	404 of 563	404 of 563	404 of 563	404 of 563	404 of 563	404 of 563	404 of 563	404 of 563	404 of 563	404 of 563	404 of 563	404 of 563
	2,863	2,863	2,863	2,863	2,863	2,863	2,863	2,863	2,863	2,863	2,863	2,863

Submitted on June 9, 2014

Inc St
Clay Charter Academy

Clay - C1145 K-3
Monthly Cash Flow Projection

TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Instruction Expense	6,050	6,050	6,050	6,050	6,050	6,050	6,050	6,050	6,050	6,050	6,050	6,050
Textbooks & Reference Books	8,209	8,209	8,209	8,209	8,209	8,209	8,209	8,209	8,209	8,209	8,209	8,209
Consumable Instructional (Student)	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273
Consumable Instructional (Teacher)	417	417	417	417	417	417	417	417	417	417	417	417
Library Books	1,355	1,355	1,355	1,355	1,355	1,355	1,355	1,355	1,355	1,355	1,355	1,355
Testing Materials	7,240	7,240	7,240	7,240	7,240	7,240	7,240	7,240	7,240	7,240	7,240	7,240
Contracted SPED Instruction	15,948	24,543	24,543	24,543	24,543	24,543	24,543	24,543	24,543	24,543	24,543	24,543
	261,795											417
Other Operating Expenses	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167
Telephone & Internet	250	250	250	250	250	250	250	250	250	250	250	250
Postage	167	167	167	167	167	167	167	167	167	167	167	167
Express Mail	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733
Electricity	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290
Water & Sewer	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061
Waste Disposal	292	292	292	292	292	292	292	292	292	292	292	292
Pest Control	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718
Maintenance & Cleaning Supplies	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992
Building Repairs & Maintenance	417	417	417	417	417	417	417	417	417	417	417	417
Equipment Repairs & Maintenance	4,886	4,886	4,886	4,886	4,886	4,886	4,886	4,886	4,886	4,886	4,886	4,886
Software Licensing Fees	333	333	333	333	333	333	333	333	333	333	333	333
Miscellaneous Expenses	37,304	37,304	37,304	37,304	37,304	37,304	37,304	37,304	37,304	37,304	37,304	37,304
	447,651											37,304
Fixed Expense	85,189	85,189	85,189	85,189	85,189	85,189	85,189	85,189	85,189	85,189	85,189	85,189
Rent	1,022,264	1,022,264	1,022,264	1,022,264	1,022,264	1,022,264	1,022,264	1,022,264	1,022,264	1,022,264	1,022,264	1,022,264
Office Equipment - Leasing Expense	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
Professional Liability & Property Insurance	63,130	63,130	63,130	63,130	63,130	63,130	63,130	63,130	63,130	63,130	63,130	63,130
	1,125,399											93,783
EXPENSES less Payroll	2,120,679	2,120,679	2,120,679	2,120,679	2,120,679	2,120,679	2,120,679	2,120,679	2,120,679	2,120,679	2,120,679	2,120,679
TOTAL OPERATING EXPENSES	6,300,468	6,300,468	6,300,468	6,300,468	6,300,468	6,300,468	6,300,468	6,300,468	6,300,468	6,300,468	6,300,468	6,300,468
CAPITAL EXPENSES												
Capital Outlay (Capitalized)												
Computers Hardware	6,208	6,208	6,208	6,208	6,208	6,208	6,208	6,208	6,208	6,208	6,208	6,208
FF&E	11,642	11,642	11,642	11,642	11,642	11,642	11,642	11,642	11,642	11,642	11,642	11,642
Computers Software	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117
Building	18,967	18,967	18,967	18,967	18,967	18,967	18,967	18,967	18,967	18,967	18,967	18,967
TOTAL CAPITAL EXPENDITURES	38,934	38,934	38,934	38,934	38,934	38,934	38,934	38,934	38,934	38,934	38,934	38,934
Proceeds from Long Term Debt												
Debt Repayments												
Repayment of Long-Term Debt (Principle)	187,657	187,657	187,657	187,657	187,657	187,657	187,657	187,657	187,657	187,657	187,657	187,657
Repayment of Long-Term Debt (Interest)	74,200	74,200	74,200	74,200	74,200	74,200	74,200	74,200	74,200	74,200	74,200	74,200
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	25,168	25,168	25,168	25,168	25,168	25,168	25,168	25,168	25,168	25,168	25,168	25,168
Advance/Repay from Management Company												
Cash Flow - Cumulative Surplus/(Deficit)	50,354	58,073	65,791	67,010	67,191	67,372	67,553	67,734	67,915	68,096	68,277	73,212

Clay C1145 K-8 () 5 Year (06 05 14)(v1)
 Clay Center Academy

Clay - C1145 K-8

Detailed Income Statement 2017-18

Redbook Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
REVENUE:								
Government								
Per Pupil Allocation	1	1,076	\$ 6,342		6,823,564			6,823,564
Special Needs	2	215	\$ 1,034		222,278			222,278
Other Government	3							
Total Government:					7,045,842			7,045,842
Capital Outlay:	4	1,076	\$ 293		315,274			315,274
Board Refund over 250 Students:	5	826			261,908			261,908
Grants	6							
Fundraising	6							
Before and After Care - \$8.49/day - 180 days (10% partic)	7	108	\$ 8			154,944		154,944
Food Services	7						202,297	202,297
Free and Reduced Lunch (DOE reimbursement)	7						158,729	158,729
Interest Income	8							
TOTAL REVENUE					7,623,024	154,944	361,026	8,138,993
EXPENSES:								
Administration Staff								
Principal	7300	9	1.00 \$ 100,000		100,000			100,000
Assistant Principal	7300	9	1.00 \$ 80,000		80,000			80,000
Dean of Students	7300	9	1.00 \$ 55,000		55,000			55,000
Business Administrator	7300	9	1.00 \$ 35,000		35,000			35,000
Administrative Assistant	7300	9	3.00 \$ 10		49,440			49,440
Receptionist	7300	9	1.00 \$ 10		20,800			20,800
Registrar/DPC	7300	9	1.00 \$ 30,000		30,000			30,000
Student Services Coordinator	6100	9	1.00 \$ 40,000		40,000			40,000
Nurse	6100	9	- \$ 30,000		-			-
IT Support	6200	9	- \$ 18,000		-			-
Media Specialist	6200	9	- \$ 35,000		-			-
Media Assistant (Clerk)	6200	9	- \$ 14		-			-
Food Service - Director	7600	9	1.00 \$ 12				18,240	18,240
Food Service	7600	9	2.00 \$ 10				14,400	14,400
Before/Aftercare - Director	9100	10	1.00 \$ 12			18,240		18,240
Before/Aftercare	9100	9	4.00 \$ 9			27,360		27,360
					410,240	45,600	32,640	
Instruction Staff								
Teachers (K-5)	5000	10	28.00 \$ 41,250		1,155,000			1,155,000
Teachers (6-8) (Math, Sci, SS, LA, Reading)	5000	10	19.00 \$ 41,250		783,750			783,750
General Music / Chorus Teacher	5000	10	2.00 \$ 41,250		82,500			82,500
Art Teacher	5000	10	2.00 \$ 41,250		82,500			82,500
PE Teacher	5000	10	2.00 \$ 41,250		82,500			82,500
Foreign Language Teacher	5000	10	2.00 \$ 41,250		82,500			82,500
Technology Teacher	5000	10	2.00 \$ 41,250		82,500			82,500
Instructional Aide	5000	10	1.00 \$ 11		16,720			16,720
ESOL	5000	10	1.00 \$ 41,250		41,250			41,250
ESOL - Aid	5000	10	- \$ 14		-			-
ELL/Co-Teacher	5000	10	- \$ 14		-			-
ESE/Special Education	5000	10	3.00 \$ 41,250		123,750			123,750
ESE/Special Education Aid	5000	10	- \$ 14		-			-
Reading Specialist	5000	10	- \$ 41,250		-			-
Math Specialist	5000	10	- \$ 41,250		-			-
Co-Teacher	5000	10	3.00 \$ 41,250		123,750			123,750
Curriculum Resource Teacher	5000	10	2.00 \$ 41,250		82,500			82,500
Daily Subs	5000	10	65.00 \$ 140		91,000			91,000
					2,830,220			2,830,220
Tutoring								
Tutoring	5000	10			43,920			43,920
Stipends	5000	10			15,000			15,000
Performance Assessment	5000	11	1%		74,122			74,122
Benefits (Health, Dental, etc)								
Instructional Staff	5000	12			187,600			187,600
Pupil Personnel Services Staff	6100	12			2,800			2,800
Instructional Media Services Staff	6200	12			-			-
School Administration Staff	7300	12			25,200			25,200
Food Services Staff	7600	12					2,800	2,800
Before & Aftercare Staff	9100	12				2,800		2,800
					215,600	2,800	2,800	221,200
Workers Compensation								
Instructional Staff	5000	13	1.07%		31,707			31,707
Pupil Personnel Services Staff	6100	13			428			428
Instructional Media Services Staff	6200	13			-			-
School Administration Staff	7300	13			3,962			3,962
Food Services Staff	7600	13					349	349
Before & Aftercare Staff	9100	13				488		488
					36,096	488	349	36,934

Clay C1145 K-8 () 5 Year (06 05 14)(v1)
Clay County Academy

C1145 K-8

and Income Statement 2017-18

Redbook Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
Payroll Taxes (FICA, Med, State/Fed Unempl)								
			10%					
Instructional Staff	5000	14			296,326			296,326
Pupil Personnel Services Staff	6100	14			4,000			4,000
Instructional Media Services Staff	6200	14			-			-
School Administration Staff	7300	14			37,024			37,024
Food Services Staff	7600	14					3,264	3,264
Before & Aftercare Staff	9100	14				4,560		4,560
					337,350	4,560	3,264	345,174
Professional Services								
Legal Fees	7100	15			5,000			5,000
Accounting Services - Independent Audit	7100	16			15,000			15,000
Management Fee	7500	17	3.5%		284,865			284,865
Outside Staff Development Consulting Fees	6400	18			7,800			7,800
Temporary Agency Fees	7700	19			5,000			5,000
Fee to County School Board	7700	20	5%		352,292			352,292
Professional Fees - Other	7100	21			1,000			1,000
Marketing & Enrollment	7700	22	\$ 110		19,030			19,030
Staff Recruitment	7700	23			3,000			3,000
					692,987			692,987
Vendor Services								
Contracted Pupil Transportation	7800	24			52,356			52,356
Extra-Curricular Activity Events & Transportation	5000	25			5,000			5,000
Contracted Food Service	7600	26	\$ -				278,556	278,556
Background / Finger Printing	7300	26			500			500
Drug Testing Fees	7300	28			500			500
Licenses & Permits	7900	29			1,000			1,000
Bank Service Fees	7500	30			3,500			3,500
Contracted Special ED non-instruction	5000	31			3,000			3,000
Contracted Custodial Services	7900	32	68,700 \$	2	155,262			155,262
Contracted Security	7900	33			1,200			1,200
					222,318		278,556	500,874
Administrative Expenses								
Cell/Car/Travel/Auto	7300	34			5,000			5,000
Carfare	7300	35			500			500
Meals	7300	36			3,000			3,000
Lodging	7300	37			2,000			2,000
Business Expense - Other	7300	38			5,000			5,000
Dues & Subscriptions	7300	39			2,000			2,000
Printing	7300	40			5,000			5,000
Office Supplies	7300	41			5,000	1,291		6,291
Medical Supplies	7700	42			1,200			1,200
In-house Food Service - Cost of Food	7600	43			1,200	2,582		3,782
Food Service - Paper and Small wares	7700	44			1,200			1,200
Bad Debt Expense	7300	45						
					31,100	3,874		34,974
Instruction Expense								
Textbooks & Reference Books	5000	46	173 \$	275	47,575			47,575
Consumable Instructional (Student)	5000	47	1,076 \$	100	107,600			107,600
Consumable Instructional (Teacher)	5000	48	67 \$	250	16,750			16,750
Library Books	6200	49			5,000			5,000
Testing Materials	5000	50	1,076 \$	15	16,140			16,140
Contracted SPED Instruction	5000	51	215 \$	400	86,000			86,000
					279,065			279,065
Other Operating Expenses								
Telephone & Internet	7900	52			50,000			50,000
Postage	7700	53			3,000			3,000
Express Mail	7700	54			2,000			2,000
Electricity	7900	55	68,700 \$	1.70	116,790			116,790
Water & Sewer	7900	56	68,700 \$	0.40	27,480			27,480
Waste Disposal	7900	57	68,700 \$	0.36	24,732			24,732
Pest Control	7900	58			3,500			3,500
Maintenance & Cleaning Supplies	8100	59	68,700 \$	0.30	20,610			20,610
Building Repairs & Maintenance	8100	60	68,700 \$	1.92	131,904			131,904
Equipment Repairs & Maintenance incl. Kitchen	8100	61			5,000			5,000
Software Licensing Fees	8100	62			66,420			66,420
Miscellaneous Expenses	7700	63			4,000			4,000
					455,436			455,436
Capital Expense								
Capital Expense	7900	64			1,220,849			1,220,849
Office Equipment - Leasing Expense	7700	65			20,000			20,000
Professional Liability & Property Insurance	7900	66			89,185			89,185
					1,330,034			1,330,034

Clay C1145 K-8 () 5 Year (06 05 14)(v1)
Clay State Academy

Clay - C1145 K-8

Detailed Income Statement 2017-18

	Redbook Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
EXPENSES less Payroll						3,010,940	3,874	278,556	3,293,369
TOTAL OPERATING EXPENSES						6,973,489	57,322	317,609	7,348,419
CAPITAL EXPENSES									
Capital Outlay (Capitalized)									
Computers Hardware	9400		67			119,420			119,420
FF&E	9400		68			75,500			75,500
Computers Software	9400		69			19,000			19,000
Building	9400		70						
TOTAL CAPITAL EXPENDITURES						213,920			213,920
Proceeds from Long Term Debt			71						
Debt Repayments									
Repayment of Long-Term Debt (Principle)			72			202,970			202,970
Repayment of Long-Term Debt (Interest)			72			58,888			58,888
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE						173,757	97,622	43,417	314,797
RESTRICTED FUND BALANCE									

Inc & (Monthly)
Clay Charter Academy

Clay - C1145 K-8
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUE:													
Government	6,823,564	568,630	568,630	568,630	568,630	568,630	568,630	568,630	568,630	568,630	568,630	568,630	568,630
Per Pupil Allocation	222,276	18,523	18,523	18,523	18,523	18,523	18,523	18,523	18,523	18,523	18,523	18,523	18,523
Special Needs													
Other Government	7,044,942	587,153	587,153	587,153	587,153	587,153	587,153	587,153	587,153	587,153	587,153	587,153	587,153
Total Government:	315,274	26,273	26,273	26,273	26,273	26,273	26,273	26,273	26,273	26,273	26,273	26,273	26,273
Capital Outlay:	261,806	21,826	21,826	21,826	21,826	21,826	21,826	21,826	21,826	21,826	21,826	21,826	21,826
Board Refund over 250 Students:													
Grants	154,944	15,494	15,494	15,494	15,494	15,494	15,494	15,494	15,494	15,494	15,494	15,494	15,494
Fundraising	202,297	20,230	20,230	20,230	20,230	20,230	20,230	20,230	20,230	20,230	20,230	20,230	20,230
Before & Aftercare	158,728	15,873	15,873	15,873	15,873	15,873	15,873	15,873	15,873	15,873	15,873	15,873	15,873
Food Services													
Free and Reduced Lunch (DOE reimbursement)													
Interest Income	8,139,993	686,849	686,849	686,849	686,849	686,849	686,849	686,849	686,849	686,849	686,849	686,849	686,849
TOTAL REVENUE		6,952,522	6,952,522	6,952,522	6,952,522	6,952,522	6,952,522	6,952,522	6,952,522	6,952,522	6,952,522	6,952,522	6,952,522
EXPENSES:													
Administration Staff													
Principal	100,000	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
Assistant Principal	80,000	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667
Dean of Students	55,000	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583
Business Administrator	35,000	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917
Administrative Assistant	49,440	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944
Receptionist	20,800	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733
Registrar/DPC	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Student Services Coordinator	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Student Services Coordinator													
Media Specialist													
Media Assistant (Clerk)	18,240	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824
Food Service - Director	14,400	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440
Food Service	18,240	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824
Before/Aftercare - Director	27,360	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736
Before/Aftercare	488,480	42,835	42,835	42,835	42,835	42,835	42,835	42,835	42,835	42,835	42,835	42,835	42,835
Instruction Staff													
Teachers (K-5)	1,155,000	96,250	96,250	96,250	96,250	96,250	96,250	96,250	96,250	96,250	96,250	96,250	96,250
Teachers (6-8) (Math, Sci, SS, LA, Reading)	763,750	65,313	65,313	65,313	65,313	65,313	65,313	65,313	65,313	65,313	65,313	65,313	65,313
General Music / Chorus Teacher	82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
Art Teacher	82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
PE Teacher	82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
Foreign Language Teacher	82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
Technology Teacher	82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
Instructional Aide	16,720	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393
ESOL	41,250	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438
ESOL - Aid													
ELL/Co-Teacher	123,750	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313
ESE/Special Education													
ESE/Special Education Aid													
Reading Specialist													
Math Specialist													
Co-Teacher	123,750	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313
Curriculum Resource Teacher	82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
Daily Subs	91,000	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583
	2,830,220	235,852	235,852	235,852	235,852	235,852	235,852	235,852	235,852	235,852	235,852	235,852	235,852
Tutoring	43,920	3,660	3,660	3,660	3,660	3,660	3,660	3,660	3,660	3,660	3,660	3,660	3,660
Stipends	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Performance Assessment	74,122	6,177	6,177	6,177	6,177	6,177	6,177	6,177	6,177	6,177	6,177	6,177	6,177

Inc Stmt Yr:3 (Monthly)
Clay Charter Academy

Clay - C1145 K-8
Monthly Cash Flow Projection

TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Benefits (Health, Dental, etc)												
Instructional Staff	15,633	15,633	15,633	15,633	15,633	15,633	15,633	15,633	15,633	15,633	15,633	15,633
Pupil Personnel Services Staff	233	233	233	233	233	233	233	233	233	233	233	233
Instructional Media Services Staff	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100
School Administration Staff	233	233	233	233	233	233	233	233	233	233	233	233
Food Services Staff	233	233	233	233	233	233	233	233	233	233	233	233
Before & Aftercare Staff	18,433	18,433	18,433	18,433	18,433	18,433	18,433	18,433	18,433	18,433	18,433	18,433
Workers Compensation												
Instructional Staff	2,642	2,642	2,642	2,642	2,642	2,642	2,642	2,642	2,642	2,642	2,642	2,642
Pupil Personnel Services Staff	36	36	36	36	36	36	36	36	36	36	36	36
Instructional Media Services Staff	330	330	330	330	330	330	330	330	330	330	330	330
School Administration Staff	349	29	29	29	29	29	29	29	29	29	29	29
Food Services Staff	41	41	41	41	41	41	41	41	41	41	41	41
Before & Aftercare Staff	3,078	3,078	3,078	3,078	3,078	3,078	3,078	3,078	3,078	3,078	3,078	3,078
Payroll Taxes (FICA, Med, State/Fed Unempl)												
Instructional Staff	24,694	24,694	24,694	24,694	24,694	24,694	24,694	24,694	24,694	24,694	24,694	24,694
Pupil Personnel Services Staff	333	333	333	333	333	333	333	333	333	333	333	333
Instructional Media Services Staff	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085
School Administration Staff	272	272	272	272	272	272	272	272	272	272	272	272
Food Services Staff	380	380	380	380	380	380	380	380	380	380	380	380
Before & Aftercare Staff	28,765	28,765	28,765	28,765	28,765	28,765	28,765	28,765	28,765	28,765	28,765	28,765
Professional Services												
Legal Fees	417	417	417	417	417	417	417	417	417	417	417	417
Accounting Services - Independent Audit	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Management Fee	23,739	23,739	23,739	23,739	23,739	23,739	23,739	23,739	23,739	23,739	23,739	23,739
Outside Staff Development Consulting Fees	650	650	650	650	650	650	650	650	650	650	650	650
Temporary Agency Fees	417	417	417	417	417	417	417	417	417	417	417	417
Fee to County School Board	29,358	29,358	29,358	29,358	29,358	29,358	29,358	29,358	29,358	29,358	29,358	29,358
Professional Fees - Other	83	83	83	83	83	83	83	83	83	83	83	83
Marketing & Enrollment	3,172	3,172	3,172	3,172	3,172	3,172	3,172	3,172	3,172	3,172	3,172	3,172
Staff Recruitment	250	250	250	250	250	250	250	250	250	250	250	250
Vendor Services												
Contracted Pupil Transportation	52,356	52,356	52,356	52,356	52,356	52,356	52,356	52,356	52,356	52,356	52,356	52,356
Extra-Curricular Activity Events & Transportation	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Contracted Food Service	278,556	278,556	278,556	278,556	278,556	278,556	278,556	278,556	278,556	278,556	278,556	278,556
Background / Finger Printing	500	500	500	500	500	500	500	500	500	500	500	500
Drug Testing Fees	500	500	500	500	500	500	500	500	500	500	500	500
Licenses & Permits	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Bank Service Fees	3,500	282	282	282	282	282	282	282	282	282	282	282
Contracted Special ED non-Instruction	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Contracted Custodial Services	155,262	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939
Contracted Security	1,200	100	100	100	100	100	100	100	100	100	100	100
Administrative Expenses												
Travel/Auto	5,000	417	417	417	417	417	417	417	417	417	417	417
Airfare	500	42	42	42	42	42	42	42	42	42	42	42
Meals	3,000	250	250	250	250	250	250	250	250	250	250	250
Lodging	2,000	167	167	167	167	167	167	167	167	167	167	167
Business Expense - Other	5,000	417	417	417	417	417	417	417	417	417	417	417
Dues & Subscriptions	2,000	167	167	167	167	167	167	167	167	167	167	167
Printing	5,000	417	417	417	417	417	417	417	417	417	417	417
Office Supplies	6,291	524	524	524	524	524	524	524	524	524	524	524
Medical Supplies	1,200	100	100	100	100	100	100	100	100	100	100	100
In-house Food Service - Cost of Food	3,782	315	315	315	315	315	315	315	315	315	315	315
Food Service - Paper and Small wares	1,200	100	100	100	100	100	100	100	100	100	100	100
Bad Debt Expense												
TOTAL	34,974	2,914	2,914	2,914	2,914	2,914	2,914	2,914	2,914	2,914	2,914	2,914

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Clay Charter Academy

Clay - C1145 K-8
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Instruction Expense													
Textbooks & Reference Books	47,575	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325
Consumable Instructional (Student)	107,600	9,782	9,782	9,782	9,782	9,782	9,782	9,782	9,782	9,782	9,782	9,782	9,782
Consumable Instructional (Teacher)	16,750	1,523	1,523	1,523	1,523	1,523	1,523	1,523	1,523	1,523	1,523	1,523	1,523
Library Books	6,000	417	417	417	417	417	417	417	417	417	417	417	417
Testing Materials	16,140	1,614	1,614	1,614	1,614	1,614	1,614	1,614	1,614	1,614	1,614	1,614	1,614
Contracted SPED Instruction	86,000	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600
	279,065	16,046	26,260	26,260	26,260	26,260	26,260	26,260	26,260	26,260	26,260	26,260	26,260
Other Operating Expenses													
Telephone & Internet	60,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167
Postage	3,000	250	250	250	250	250	250	250	250	250	250	250	250
Express Mail	2,000	167	167	167	167	167	167	167	167	167	167	167	167
Electricity	116,790	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733
Water & Sewer	27,460	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290
Waste Disposal	24,732	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061
Pest Control	3,500	292	292	292	292	292	292	292	292	292	292	292	292
Maintenance & Cleaning Supplies	20,610	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718
Building Repairs & Maintenance	131,904	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992
Equipment Repairs & Maintenance Incl. Kitchen	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Software Licensing Fees	66,420	5,535	5,535	5,535	5,535	5,535	5,535	5,535	5,535	5,535	5,535	5,535	5,535
Miscellaneous Expenses	4,000	333	333	333	333	333	333	333	333	333	333	333	333
	455,436	37,953	284,720	281,548	281,548	281,548	281,548	281,548	281,548	284,720	284,720	284,720	284,720
Fixed Expense													
Rent	1,220,946	101,737	101,737	101,737	101,737	101,737	101,737	101,737	101,737	101,737	101,737	101,737	101,737
Office Equipment - Leasing Expense	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Professional Liability & Property Insurance	89,185	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432
	1,330,034	110,836	110,836	110,836	110,836	110,836	110,836	110,836	110,836	110,836	110,836	110,836	110,836
EXPENSES less Payroll	3,293,369	240,415	284,720	281,548	281,548	281,548	281,548	281,548	281,548	284,720	284,720	284,720	284,720
TOTAL OPERATING EXPENSES	7,348,419	564,362	624,769	621,597	621,597	621,597	621,597	621,597	621,597	624,769	624,769	624,769	624,769
CAPITAL EXPENSES													
Capital Outlay (Capitalized)													
Computers Hardware	119,420	9,952	9,952	9,952	9,952	9,952	9,952	9,952	9,952	9,952	9,952	9,952	9,952
FF&E	75,500	6,292	6,292	6,292	6,292	6,292	6,292	6,292	6,292	6,292	6,292	6,292	6,292
Computers Software	19,000	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583
Building													
TOTAL CAPITAL EXPENDITURES	213,920	17,827	17,827	17,827	17,827	17,827	17,827	17,827	17,827	17,827	17,827	17,827	17,827
Proceeds from Long Term Debt													
Debt Repayments													
Repayment of Long-Term Debt (Principal)	202,970	16,914	16,914	16,914	16,914	16,914	16,914	16,914	16,914	16,914	16,914	16,914	16,914
Repayment of Long-Term Debt (Interest)	58,886	4,907	4,907	4,907	4,907	4,907	4,907	4,907	4,907	4,907	4,907	4,907	4,907
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	314,797	31,242	22,432	25,604	25,604	25,604	25,604	25,604	25,604	22,432	22,432	22,432	40,204
Cash Flow - Cumulative Surplus/(Deficit)	104,454	152,490	126,866	129,301	178,093	203,697	229,301	254,904	280,508	302,940	325,372	347,804	388,009

Clay C1145 K-8 () 5 Year (06 05 14)(v1)
Clay Charter Academy

Clay - C1145 K-8

Detailed Income Statement 2018-19

Redbook Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
REVENUE:								
Government								
Per Pupil Allocation	1	1,099	\$ 6,342		6,969,421			6,969,421
Special Needs	2	220	\$ 1,034		227,447			227,447
Other Government	3							
Total Government:					7,196,868			7,196,868
Capital Outlay:	4	1,099	\$ 293		321,622			321,622
Board Refund over 250 Students:	5	849			269,201			269,201
Grants	6							
Fundraising	6							
Before and After Care - \$8.74/day - 180 days (10% partic)	7	110	\$ 8			158,256		158,256
Food Services	7						206,621	206,621
Free and Reduced Lunch (DOE reimbursement)	7						162,122	162,122
Interest Income	8							
TOTAL REVENUE					7,787,691	158,256	368,743	8,314,690
EXPENSES:								
Administration Staff								
Principal	7300	9	1.00 \$ 100,000		100,000			100,000
Assistant Principal	7300	9	1.00 \$ 80,000		80,000			80,000
Dean of Students	7300	9	1.00 \$ 55,000		55,000			55,000
Business Administrator	7300	9	1.00 \$ 35,000		35,000			35,000
Administrative Assistant	7300	9	3.00 \$ 10		49,440			49,440
Receptionist	7300	9	1.00 \$ 10		20,800			20,800
Registrar/DPC	7300	9	1.00 \$ 30,000		30,000			30,000
Student Services Coordinator	6100	9	2.00 \$ 40,000		80,000			80,000
Nurse	6100	9	- \$ 30,000		-			-
IT Support	6200	9	- \$ 18,000		-			-
Media Specialist	6200	9	- \$ 35,000		-			-
Media Assistant (Clerk)	6200	9	- \$ 14		-			-
Food Service - Director	7600	9	1.00 \$ 12				18,240	18,240
Food Service	7600	9	3.00 \$ 10				21,600	21,600
Before/Aftercare - Director	9100	10	1.00 \$ 12			18,240		18,240
Before/Aftercare	9100	9	4.00 \$ 9			27,360		27,360
					450,240	45,600	39,840	
Instruction Staff								
Teachers (K-5)	5000	10	29.00 \$ 41,250		1,196,250			1,196,250
Teachers (6-8) (Math, Sci, SS, LA, Reading)	5000	10	19.00 \$ 41,250		783,750			783,750
General Music / Chorus Teacher	5000	10	2.00 \$ 41,250		82,500			82,500
Art Teacher	5000	10	2.00 \$ 41,250		82,500			82,500
PE Teacher	5000	10	2.00 \$ 41,250		82,500			82,500
Foreign Language Teacher	5000	10	2.00 \$ 41,250		82,500			82,500
Technology Teacher	5000	10	2.00 \$ 41,250		82,500			82,500
Instructional Aide	5000	10	1.00 \$ 11		16,720			16,720
ESOL	5000	10	1.00 \$ 41,250		41,250			41,250
ESOL - Aid	5000	10	- \$ 14		-			-
ELL/Co-Teacher	5000	10	- \$ 14		-			-
ESE/Special Education	5000	10	3.00 \$ 41,250		123,750			123,750
ESE/Special Education Aid	5000	10	- \$ 14		-			-
Reading Specialist	5000	10	- \$ 41,250		-			-
Math Specialist	5000	10	- \$ 41,250		-			-
Co-Teacher	5000	10	3.00 \$ 41,250		123,750			123,750
Curriculum Resource Teacher	5000	10	2.00 \$ 41,250		82,500			82,500
Daily Subs	5000	10	66.00 \$ 140		92,400			92,400
					2,872,870			2,872,870
Tutoring								
Tutoring	5000	10			43,920			43,920
Stipends	5000	10			15,000			15,000
Performance Assessment	5000	11	1%		77,582			77,582
Benefits (Health, Dental, etc)								
Instructional Staff	5000	12			190,400			190,400
Pupil Personnel Services Staff	6100	12			5,600			5,600
Instructional Media Services Staff	6200	12			-			-
School Administration Staff	7300	12			25,200			25,200
Food Services Staff	7600	12					2,800	2,800
Before & Aftercare Staff	9100	12				2,800		2,800
					221,200	2,800	2,800	226,800
Workers Compensation								
Instructional Staff	5000	13	1.07%		32,200			32,200
Pupil Personnel Services Staff	6100	13			856			856
Instructional Media Services Staff	6200	13			-			-
School Administration Staff	7300	13			3,962			3,962
Food Services Staff	7600	13					426	426
Before & Aftercare Staff	9100	13				488		488
					37,018	488	426	37,932

Clay C1145 K-8 () 5 Year (06 05 14)(v1)
Clay County Academy

C1145 K-8

Income Statement 2018-19

Redbook Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
Payroll Taxes (FICA, Med, State/Fed Unempl)								
			10%					
Instructional Staff	5000	14			300,937			300,937
Pupil Personnel Services Staff	6100	14			8,000			8,000
Instructional Media Services Staff	6200	14			-			-
School Administration Staff	7300	14			37,024			37,024
Food Services Staff	7600	14					3,984	3,984
Before & Aftercare Staff	9100	14				4,560		4,560
					345,961	4,560	3,984	354,505
Professional Services								
Legal Fees	7100	15			5,000			5,000
Accounting Services - Independent Audit	7100	16			15,000			15,000
Management Fee	7500	17	3.8%		311,801			311,801
Outside Staff Development Consulting Fees	6400	18			7,800			7,800
Temporary Agency Fees	7700	19			5,000			5,000
Fee to County School Board	7700	20	5%		359,843			359,843
Professional Fees - Other	7100	21			1,000			1,000
Marketing & Enrollment	7700	22	\$ 110		2,530			2,530
Staff Recruitment	7700	23			3,000			3,000
					710,974			710,974
Vendor Services								
Contracted Pupil Transportation	7800	24			52,356			52,356
Extra-Curricular Activity Events & Transportation	5000	25			5,000			5,000
Contracted Food Service	7600	26	\$ -				284,510	284,510
Background / Finger Printing	7300	26			500			500
Drug Testing Fees	7300	28			500			500
Licenses & Permits	7900	29			1,000			1,000
Bank Service Fees	7500	30			3,500			3,500
Contracted Special ED non-instruction	5000	31			3,000			3,000
Contracted Custodial Services	7900	32	68,700 \$	2	155,262			155,262
Contracted Security	7900	33			1,200			1,200
					222,318		284,510	506,828
Administrative Expenses								
Auto	7300	34			5,000			5,000
Entertainment	7300	35			500			500
Meals	7300	36			3,000			3,000
Lodging	7300	37			2,000			2,000
Business Expense - Other	7300	38			5,000			5,000
Dues & Subscriptions	7300	39			2,000			2,000
Printing	7300	40			5,000			5,000
Office Supplies	7300	41			5,000	1,319		6,319
Medical Supplies	7700	42			1,200			1,200
In-house Food Service - Cost of Food	7600	43			1,200	2,638		3,838
Food Service - Paper and Small wares	7700	44			1,200			1,200
Bad Debt Expense	7300	45						
					31,100	3,956		35,056
Instruction Expense								
Textbooks & Reference Books	5000	46	353 \$	275	96,993			96,993
Consumable Instructional (Student)	5000	47	1,099 \$	100	109,900			109,900
Consumable Instructional (Teacher)	5000	48	68 \$	250	17,000			17,000
Library Books	6200	49			5,000			5,000
Testing Materials	5000	50	1,099 \$	15	16,485			16,485
Contracted SPED Instruction	5000	51	220 \$	400	88,000			88,000
					333,378			333,378
Other Operating Expenses								
Telephone & Internet	7900	52			50,000			50,000
Postage	7700	53			3,000			3,000
Express Mail	7700	54			2,000			2,000
Electricity	7900	55	68,700 \$	1.70	116,790			116,790
Water & Sewer	7900	56	68,700 \$	0.40	27,480			27,480
Waste Disposal	7900	57	68,700 \$	0.36	24,732			24,732
Pest Control	7900	58			3,500			3,500
Maintenance & Cleaning Supplies	8100	59	68,700 \$	0.30	20,610			20,610
Building Repairs & Maintenance	8100	60	68,700 \$	1.92	131,904			131,904
Equipment Repairs & Maintenance incl. Kitchen	8100	61			5,000			5,000
Software Licensing Fees	8100	62			67,455			67,455
Miscellaneous Expenses	7700	63			4,000			4,000
					456,471			456,471
Other Expense								
Office Equipment - Leasing Expense	7900	64			1,247,204			1,247,204
Professional Liability & Property Insurance	7700	65			20,000			20,000
	7900	66	\$ 93,415.00		89,990			89,990
					1,357,194			1,357,194

Clay C1145 K-8 () 5 Year (06 05 14)(v1)
 Clay Center Academy

Clay - C1145 K-8

Detailed Income Statement 2018-19

	Redbook Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
EXPENSES less Payroll					-	3,111,434	3,956	284,510	3,399,901
TOTAL OPERATING EXPENSES					-	7,175,225	57,404	331,560	7,564,190
CAPITAL EXPENSES									
Capital Outlay (Capitalized)									
Computers Hardware	9400		67			160,203			160,203
FF&E	9400		68			25,500			25,500
Computers Software	9400		69			24,000			24,000
Building	9400		70						
TOTAL CAPITAL EXPENDITURES						209,703			209,703
Proceeds from Long Term Debt			71						
Debt Repayments									
Repayment of Long-Term Debt (Principle)			72			219,532			219,532
Repayment of Long-Term Debt (Interest)			72			42,325			42,325
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE					-	140,905	100,852	37,183	278,940
RESTRICTED FUND BALANCE									

Inc S
Clay Charter Academy

Clay - C1145 K-8
Monthly Cash Flow Projection

TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
6,969,421	580,785	580,785	580,785	580,785	580,785	580,785	580,785	580,785	580,785	580,785	580,785	580,785
227,417	18,954	18,954	18,954	18,954	18,954	18,954	18,954	18,954	18,954	18,954	18,954	18,954
7,196,868	599,739	599,739	599,739	599,739	599,739	599,739	599,739	599,739	599,739	599,739	599,739	599,739
321,622	26,802	26,802	26,802	26,802	26,802	26,802	26,802	26,802	26,802	26,802	26,802	26,802
269,201	22,433	22,433	22,433	22,433	22,433	22,433	22,433	22,433	22,433	22,433	22,433	22,433
156,256	15,826	15,826	15,826	15,826	15,826	15,826	15,826	15,826	15,826	15,826	15,826	15,826
206,621	20,662	20,662	20,662	20,662	20,662	20,662	20,662	20,662	20,662	20,662	20,662	20,662
162,122	16,212	16,212	16,212	16,212	16,212	16,212	16,212	16,212	16,212	16,212	16,212	16,212
9,314,690	648,974	701,674	701,674	701,674	701,674	701,674	701,674	701,674	701,674	701,674	701,674	648,974
100,000	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
80,000	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667
55,000	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583
36,000	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917
49,440	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944
20,800	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733
30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
80,000	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667
16,240	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824
21,600	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160
16,240	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824
27,360	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736
535,680	46,888	46,888	46,888	46,888	46,888	46,888	46,888	46,888	46,888	46,888	46,888	40,067
1,196,250	99,688	99,688	99,688	99,688	99,688	99,688	99,688	99,688	99,688	99,688	99,688	99,688
783,750	65,313	65,313	65,313	65,313	65,313	65,313	65,313	65,313	65,313	65,313	65,313	65,313
82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
16,720	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393
41,250	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438
123,750	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313
82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
92,400	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700
2,872,870	239,406	239,406	239,406	239,406	239,406	239,406	239,406	239,406	239,406	239,406	239,406	239,406
43,920	3,660	3,660	3,660	3,660	3,660	3,660	3,660	3,660	3,660	3,660	3,660	3,660
16,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
77,582	6,465	6,465	6,465	6,465	6,465	6,465	6,465	6,465	6,465	6,465	6,465	6,465

Inc Sltmt Yr 4 (Monthly)
Clay Charter Academy

Clay - C1145 K-8
Monthly Cash Flow Projection

TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Benefits (Health, Dental, etc)												
Instructional Staff	15,867	15,867	15,867	15,867	15,867	15,867	15,867	15,867	15,867	15,867	15,867	15,867
Pupil Personnel Services Staff	467	467	467	467	467	467	467	467	467	467	467	467
Instructional Media Services Staff												
School Administration Staff	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100
Food Services Staff	233	233	233	233	233	233	233	233	233	233	233	233
Before & Aftercare Staff	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800
	18,900	18,900	18,900	18,900	18,900	18,900	18,900	18,900	18,900	18,900	18,900	18,900
Workers Compensation												
Instructional Staff	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683
Pupil Personnel Services Staff	71	71	71	71	71	71	71	71	71	71	71	71
Instructional Media Services Staff												
School Administration Staff	330	330	330	330	330	330	330	330	330	330	330	330
Food Services Staff	36	36	36	36	36	36	36	36	36	36	36	36
Before & Aftercare Staff	41	41	41	41	41	41	41	41	41	41	41	41
	3,161	3,161	3,161	3,161	3,161	3,161	3,161	3,161	3,161	3,161	3,161	3,161
Payroll Taxes (FICA, Med, State/Fed Unemp)												
Instructional Staff	25,078	25,078	25,078	25,078	25,078	25,078	25,078	25,078	25,078	25,078	25,078	25,078
Pupil Personnel Services Staff	667	667	667	667	667	667	667	667	667	667	667	667
Instructional Media Services Staff												
School Administration Staff	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085
Food Services Staff	332	332	332	332	332	332	332	332	332	332	332	332
Before & Aftercare Staff	380	380	380	380	380	380	380	380	380	380	380	380
	29,542	29,542	29,542	29,542	29,542	29,542	29,542	29,542	29,542	29,542	29,542	29,542
Professional Services												
Legal Fees	417	417	417	417	417	417	417	417	417	417	417	417
Accounting Services - Independent Audit	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Management Fee	25,983	25,983	25,983	25,983	25,983	25,983	25,983	25,983	25,983	25,983	25,983	25,983
Outside Staff Development Consulting Fees	650	650	650	650	650	650	650	650	650	650	650	650
Temporary Agency Fees	417	417	417	417	417	417	417	417	417	417	417	417
Fee to County School Board	355,843	29,987	29,987	29,987	29,987	29,987	29,987	29,987	29,987	29,987	29,987	29,987
Professional Fees - Other	83	83	83	83	83	83	83	83	83	83	83	83
Marketing & Enrollment	422	422	422	422	422	422	422	422	422	422	422	422
Staff Recruitment	250	250	250	250	250	250	250	250	250	250	250	250
	59,459	59,459	59,037	59,037	59,037	59,037	59,037	59,037	59,459	59,459	59,459	59,459
Vendor Services												
Contracted Pupil Transportation	52,356	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236
Extra-Curricular Activity Events & Transportation	5,000	500	500	500	500	500	500	500	500	500	500	500
Contracted Food Service	284,510	28,451	28,451	28,451	28,451	28,451	28,451	28,451	28,451	28,451	28,451	28,451
Background / Finger Printing	500	50	50	50	50	50	50	50	50	50	50	50
Drug Testing Fees	500	50	50	50	50	50	50	50	50	50	50	50
Licenses & Permits	1,000	100	100	100	100	100	100	100	100	100	100	100
Bank Service Fees	3,500	292	292	292	292	292	292	292	292	292	292	292
Contracted Special ED non-Instruction	3,000	300	300	300	300	300	300	300	300	300	300	300
Contracted Custodial Services	155,252	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939
Contracted Security	1,200	100	100	100	100	100	100	100	100	100	100	100
	506,828	48,017	48,017	48,017	48,017	48,017	48,017	48,017	48,017	48,017	48,017	48,017
Administrative Expenses												
Travel/Auto	5,000	417	417	417	417	417	417	417	417	417	417	417
Alfarré	500	42	42	42	42	42	42	42	42	42	42	42
Meals	3,000	250	250	250	250	250	250	250	250	250	250	250
Lodging	2,000	167	167	167	167	167	167	167	167	167	167	167
Business Expense - Other	6,000	417	417	417	417	417	417	417	417	417	417	417
Dues & Subscriptions	2,000	167	167	167	167	167	167	167	167	167	167	167
Printing	6,000	417	417	417	417	417	417	417	417	417	417	417
Office Supplies	6,319	527	527	527	527	527	527	527	527	527	527	527
Medical Supplies	1,200	100	100	100	100	100	100	100	100	100	100	100
In-house Food Service - Cost of Food	3,838	320	320	320	320	320	320	320	320	320	320	320
Food Service - Paper and Small wares	1,200	100	100	100	100	100	100	100	100	100	100	100
Bad Debt Expense												
	35,056	2,921	2,921	2,921	2,921	2,921	2,921	2,921	2,921	2,921	2,921	2,921

Draft Submitted on June 9, 2014

2,921 of 563,921

Inc S.
Clay Charter Academy

Clay - C1145 K-8
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Instruction Expense													
Textbooks & Reference Books	96,993	8818	8818	8818	8818	8818	8818	8818	8818	8818	8818	8818	8818
Consumable Instructional (Student)	108,900	9991	9991	9991	9991	9991	9991	9991	9991	9991	9991	9991	9991
Consumable Instructional (Teacher)	17,000	1545	1545	1545	1545	1545	1545	1545	1545	1545	1545	1545	1545
Library Books	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Testing Materials	16,485	1649	1649	1649	1649	1649	1649	1649	1649	1649	1649	1649	1649
Contracted SPED Instruction	86,000	8800	8800	8800	8800	8800	8800	8800	8800	8800	8800	8800	8800
	333,378	20,771	31,219	31,219	31,219	31,219	31,219	31,219	31,219	31,219	31,219	31,219	31,219
Other Operating Expenses													
Telephone & Internet	50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167
Postage	3,000	250	250	250	250	250	250	250	250	250	250	250	250
Express Mail	2,000	167	167	167	167	167	167	167	167	167	167	167	167
Electricity	116,790	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733
Water & Sewer	27,480	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290
Waste Disposal	24,732	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061
Pest Control	9,500	292	292	292	292	292	292	292	292	292	292	292	292
Maintenance & Cleaning Supplies	20,610	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718
Building Repairs & Maintenance	131,904	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992
Equipment Repairs & Maintenance Incl. Kitchen	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Software Licensing Fees	67,455	5,621	5,621	5,621	5,621	5,621	5,621	5,621	5,621	5,621	5,621	5,621	5,621
Miscellaneous Expenses	4,000	333	333	333	333	333	333	333	333	333	333	333	333
	456,471	38,039	38,039	38,039	38,039	38,039	38,039	38,039	38,039	38,039	38,039	38,039	38,039
Fixed Expense													
Rent	1,247,204	103,934	103,934	103,934	103,934	103,934	103,934	103,934	103,934	103,934	103,934	103,934	103,934
Office Equipment - Leasing Expense	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Professional Liability & Property Insurance	89,980	7,499	7,499	7,499	7,499	7,499	7,499	7,499	7,499	7,499	7,499	7,499	7,499
	1,357,184	113,099	113,099	113,099	113,099	113,099	113,099	113,099	113,099	113,099	113,099	113,099	113,099
EXPENSES less Payroll	3,399,901	247,619	292,755	292,333	292,333	292,333	292,333	292,333	292,333	292,755	292,755	292,755	227,266
TOTAL OPERATING EXPENSES	7,564,190	576,737	642,027	641,605	641,605	641,605	641,605	641,605	641,605	642,027	642,027	642,027	569,716
CAPITAL EXPENSES													
Capital Outlay (Capitalized)													
Computers Hardware	160,203	13,350	13,350	13,350	13,350	13,350	13,350	13,350	13,350	13,350	13,350	13,350	13,350
FF&E	25,500	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125
Computers Software	24,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Building	209,703	17,475	17,475	17,475	17,475	17,475	17,475	17,475	17,475	17,475	17,475	17,475	17,475
Proceeds from Long Term Debt													
Debt Repayments													
Repayment of Long-Term Debt (Principle)	219,532	16,628	16,628	16,628	16,628	16,628	16,628	16,628	16,628	16,628	16,628	16,628	16,628
Repayment of Long-Term Debt (Interest)	42,325	3,527	3,527	3,527	3,527	3,527	3,527	3,527	3,527	3,527	3,527	3,527	3,527
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	279,940	34,607	22,017	22,439	22,439	22,439	22,439	22,439	22,439	22,017	22,017	22,017	21,628
Cash Flow - Cumulative Surplus/(Deficit)		422,616	444,634	467,073	489,512	511,951	534,390	556,829	579,268	601,286	623,303	645,321	666,948

Clay C1145 K-8 () 5 Year (06 05 14)(v1)
Clay Charter Academy

Clay - C1145 K-8

Detailed Income Statement 2019-20

	Redbook Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
REVENUE:									
Government									
Per Pupil Allocation		1	1,145	\$ 6,342		7,261,134			7,261,134
Special Needs		2	229	\$ 1,034		236,752			236,752
Other Government		3							
Total Government:						7,497,886			7,497,886
Capital Outlay:		4	1,145	\$ 292		334,320			334,320
Board Refund over 250 Students:		5	895			283,787			283,787
Grants		6							
Fundraising		6							
Before and After Care - \$9.00/day - 180 days (10% partic)		7	115	\$ 8			164,880		164,880
Food Services		7						215,269	215,269
Free and Reduced Lunch (DOE reimbursement)		7						168,908	168,908
Interest Income		8							
TOTAL REVENUE						8,115,993	164,880	384,177	8,665,050
EXPENSES:									
Administration Staff									
Principal	7300	9	1.00	\$ 100,000		100,000			100,000
Assistant Principal	7300	9	1.00	\$ 80,000		80,000			80,000
Dean of Students	7300	9	1.00	\$ 55,000		55,000			55,000
Business Administrator	7300	9	1.00	\$ 35,000		35,000			35,000
Administrative Assistant	7300	9	3.00	\$ 10		49,440			49,440
Receptionist	7300	9	1.00	\$ 10		20,800			20,800
Registrar/DPC	7300	9	1.00	\$ 30,000		30,000			30,000
Student Services Coordinator	6100	9	2.00	\$ 40,000		80,000			80,000
Nurse	6100	9	-	\$ 30,000		-			-
IT Support	6200	9	-	\$ 18,000		-			-
Media Specialist	6200	9	-	\$ 35,000		-			-
Media Assistant (Clerk)	6200	9	-	\$ 14		-			-
Food Service - Director	7600	9	1.00	\$ 12				18,240	18,240
Food Service	7600	9	3.00	\$ 10				21,600	21,600
Before/Aftercare - Director	9100	9	1.00	\$ 12			18,240		18,240
Before/Aftercare	9100	9	4.00	\$ 9			27,360		27,360
						450,240	45,600	39,840	
Instruction Staff									
Teachers (K-5)	5000	10	31.00	\$ 41,250		1,278,750			1,278,750
Teachers (6-8) (Math, Sci, SS, LA, Reading)	5000	10	19.00	\$ 41,250		783,750			783,750
General Music / Chorus Teacher	5000	10	2.00	\$ 41,250		82,500			82,500
Art Teacher	5000	10	2.00	\$ 41,250		82,500			82,500
PE Teacher	5000	10	2.00	\$ 41,250		82,500			82,500
Foreign Language Teacher	5000	10	2.00	\$ 41,250		82,500			82,500
Technology Teacher	5000	10	2.00	\$ 41,250		82,500			82,500
Instructional Aide	5000	10	1.00	\$ 11		16,720			16,720
ESOL	5000	10	1.00	\$ 41,250		41,250			41,250
ESOL - Aid	5000	10	-	\$ 14		-			-
ELL/Co-Teacher	5000	10	-	\$ 14		-			-
ESE/Special Education	5000	10	3.00	\$ 41,250		123,750			123,750
ESE/Special Education Aid	5000	10	-	\$ 14		-			-
Reading Specialist	5000	10	-	\$ 41,250		-			-
Math Specialist	5000	10	-	\$ 41,250		-			-
Co-Teacher	5000	10	3.00	\$ 41,250		123,750			123,750
Curriculum Resource Teacher	5000	10	2.00	\$ 41,250		82,500			82,500
Daily Subs	5000	10	68.00	\$ 140		95,200			95,200
						2,958,170			2,958,170
Tutoring									
Stipends	5000	10				43,920			43,920
Performance Assessment	5000	11		1%		82,777			82,777
Benefits (Health, Dental, etc)									
Instructional Staff	5000	12				196,000			196,000
Pupil Personnel Services Staff	6100	12				5,600			5,600
Instructional Media Services Staff	6200	12				-			-
School Administration Staff	7300	12				25,200			25,200
Food Services Staff	7600	12						2,800	2,800
Before & Aftercare Staff	9100	12					2,800		2,800
						226,800	2,800	2,800	232,400
Workers Compensation 1.07%									
Instructional Staff	5000	13				33,169			33,169
Pupil Personnel Services Staff	6100	13				856			856
Instructional Media Services Staff	6200	13				-			-
School Administration Staff	7300	13				3,962			3,962
Food Services Staff	7600	13						426	426
Before & Aftercare Staff	9100	13					488		488
						37,986	488	426	38,900

Clay C1145 K-8 () 5 Year (06 05 14)(v1)
Clay County Academy

C1145 K-8

ad Income Statement 2019-20

Redbook Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
Payroll Taxes (FICA, Med, State/Fed Unemp)								
			10%					
Instructional Staff	5000	14			309,987			309,987
Pupil Personnel Services Staff	6100	14			8,000			8,000
Instructional Media Services Staff	6200	14			-			-
School Administration Staff	7300	14			37,024			37,024
Food Services Staff	7600	14					3,984	3,984
Before & Aftercare Staff	9100	14				4,560		4,560
					355,011	4,560	3,984	363,555
Professional Services								
Legal Fees	7100	15			5,000			5,000
Accounting Services - Independent Audit	7100	16			15,000			15,000
Management Fee	7500	17	4.5%		389,927			389,927
Outside Staff Development Consulting Fees	6400	18			7,800			7,800
Temporary Agency Fees	7700	19			5,000			5,000
Fee to County School Board	7700	20	5%		374,894			374,894
Professional Fees - Other	7100	21			1,000			1,000
Marketing & Enrollment	7700	22	\$ 110		5,060			5,060
Staff Recruitment	7700	23			3,000			3,000
					806,682			806,682
Vendor Services								
Contracted Pupil Transportation	7800	24			52,356			52,356
Extra-Curricular Activity Events & Transportation	5000	25			5,000			5,000
Contracted Food Service	7600	26	\$ -				296,419	296,419
Background / Finger Printing	7300	26			500			500
Drug Testing Fees	7300	28			500			500
Licenses & Permits	7900	29			1,000			1,000
Bank Service Fees	7500	30			3,500			3,500
Contracted Special ED non-instruction	5000	31			3,000			3,000
Contracted Custodial Services	7900	32	68,700 \$	2	155,262			155,262
Contracted Security	7900	33			1,200			1,200
					222,318		296,419	518,736
Administrative Expenses								
Carfare/Auto	7300	34			5,000			5,000
Carfare	7300	35			500			500
Meals	7300	36			3,000			3,000
Lodging	7300	37			2,000			2,000
Business Expense - Other	7300	38			5,000			5,000
Dues & Subscriptions	7300	39			2,000			2,000
Printing	7300	40			5,000			5,000
Office Supplies	7300	41			5,000	1,374		6,374
Medical Supplies	7700	42			1,200			1,200
In-house Food Service - Cost of Food	7600	43			1,200	2,748		3,948
Food Service - Paper and Small wares	7700	44			1,200			1,200
Bad Debt Expense	7300	45						
					31,100	4,122		35,222
Instruction Expense								
Textbooks & Reference Books	5000	46	46 \$	275	12,650			12,650
Consumable Instructional (Student)	5000	47	1,145 \$	100	114,500			114,500
Consumable Instructional (Teacher)	5000	48	70 \$	250	17,500			17,500
Library Books	6200	49			5,000			5,000
Testing Materials	5000	50	1,145 \$	15	17,175			17,175
Contracted SPED Instruction	5000	51	229 \$	400	91,600			91,600
					258,425			258,425
Other Operating Expenses								
Telephone & Internet	7900	52			50,000			50,000
Postage	7700	53			3,000			3,000
Express Mail	7700	54			2,000			2,000
Electricity	7900	55	68,700 \$	1.70	116,790			116,790
Water & Sewer	7900	56	68,700 \$	0.40	27,480			27,480
Waste Disposal	7900	57	68,700 \$	0.36	24,732			24,732
Pest Control	7900	58			3,500			3,500
Maintenance & Cleaning Supplies	8100	59	68,700 \$	0.30	20,610			20,610
Building Repairs & Maintenance	8100	60	68,700 \$	1.92	131,904			131,904
Equipment Repairs & Maintenance incl. Kitchen	8100	61			5,000			5,000
Software Licensing Fees	8100	62			69,525			69,525
Miscellaneous Expenses	7700	63			4,000			4,000
					458,541			458,541
Other Expense								
Leasing	7900	64			1,299,757			1,299,757
Office Equipment - Leasing Expense	7700	65			20,000			20,000
Professional Liability & Property Insurance	7900	66			91,600			91,600
					1,411,357			1,411,357

Clay C1145 K-8 () 5 Year (06 05 14)(v1)
 Clay Center Assembly

Clay - C1145 K-8

Detailed Income Statement 2019-20

	Redbook Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
EXPENSES less Payroll					-	3,188,423	4,122	296,419	3,488,963
TOTAL OPERATING EXPENSES					-	7,358,326	57,570	343,469	7,759,365
CAPITAL EXPENSES									
Capital Outlay (Capitalized)									
Computers Hardware	9400		67			180,160			180,160
FF&E	9400		68			25,000			25,000
Computers Software	9400		69			-			-
Building	9400		70						
TOTAL CAPITAL EXPENDITURES						205,160			205,160
Proceeds from Long Term Debt			71						
Debt Repayments									
Repayment of Long-Term Debt (Principle)			72			237,446			237,446
Repayment of Long-Term Debt (Interest)			72			24,411			24,411
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE					-	290,649	107,310	40,708	438,667
RESTRICTED FUND BALANCE									

Inc S
Clay Charter Academy

Clay - C1145 K-8
Monthly Cash Flow Projection

TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Government	605,095	605,095	605,095	605,095	605,095	605,095	605,095	605,095	605,095	605,095	605,095	605,095
Per Pupil Allocation	19,729	19,729	19,729	19,729	19,729	19,729	19,729	19,729	19,729	19,729	19,729	19,729
Special Needs	624,824	624,824	624,824	624,824	624,824	624,824	624,824	624,824	624,824	624,824	624,824	624,824
Other Government	27,860	27,860	27,860	27,860	27,860	27,860	27,860	27,860	27,860	27,860	27,860	27,860
Total Government:	23,649	23,649	23,649	23,649	23,649	23,649	23,649	23,649	23,649	23,649	23,649	23,649
Capital Outlay:	-	-	-	-	-	-	-	-	-	-	-	-
Board Refund over 250 Students:	-	-	-	-	-	-	-	-	-	-	-	-
Grants	16,488	16,488	16,488	16,488	16,488	16,488	16,488	16,488	16,488	16,488	16,488	16,488
Fundraising	21,527	21,527	21,527	21,527	21,527	21,527	21,527	21,527	21,527	21,527	21,527	21,527
Before & Aftercare	16,891	16,891	16,891	16,891	16,891	16,891	16,891	16,891	16,891	16,891	16,891	16,891
Food Services	-	-	-	-	-	-	-	-	-	-	-	-
Free and Reduced Lunch (DOE reimbursement)	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	676,333	731,238	731,238	731,238	731,238	731,238	731,238	731,238	731,238	731,238	731,238	731,238
TOTAL REVENUE	676,333	731,238	731,238	731,238	731,238	731,238	731,238	731,238	731,238	731,238	731,238	676,333
EXPENSES:												
Administration Staff												
Principal	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
Assistant Principal	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667
Dean of Students	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583
Business Administrator	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917
Administrative Assistant	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944
Receptionist	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733
Registrar/DPC	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Student Services Coordinator	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667
Student Services Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
Student Services Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
Media Specialist	-	-	-	-	-	-	-	-	-	-	-	-
Media Assistant (Clerk)	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824
Food Service - Director	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160
Food Service	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824
Before/Aftercare - Director	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736
Before/Aftercare	46,888	46,888	46,888	46,888	46,888	46,888	46,888	46,888	46,888	46,888	46,888	46,888
Instruction Staff												
Teachers (K-5)	106,563	106,563	106,563	106,563	106,563	106,563	106,563	106,563	106,563	106,563	106,563	106,563
Teachers (6-8) (Math, Sci, SS, LA, Reading)	65,313	65,313	65,313	65,313	65,313	65,313	65,313	65,313	65,313	65,313	65,313	65,313
General Music / Chorus Teacher	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
Art Teacher	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
PE Teacher	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
Foreign Language Teacher	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
Technology Teacher	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
Instructional Aide	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393
ESOL	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438
ESOL - Aid	-	-	-	-	-	-	-	-	-	-	-	-
ELL/Co-Teacher	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313
ESE/Special Education	-	-	-	-	-	-	-	-	-	-	-	-
ESE/Special Education Aid	-	-	-	-	-	-	-	-	-	-	-	-
Reading Specialist	-	-	-	-	-	-	-	-	-	-	-	-
Math Specialist	-	-	-	-	-	-	-	-	-	-	-	-
Co-Teacher	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313
Curriculum Resource Teacher	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875
Daily Subs	7,933	7,933	7,933	7,933	7,933	7,933	7,933	7,933	7,933	7,933	7,933	7,933
Tutoring	246,514	246,514	246,514	246,514	246,514	246,514	246,514	246,514	246,514	246,514	246,514	246,514
Stipends	3,660	3,660	3,660	3,660	3,660	3,660	3,660	3,660	3,660	3,660	3,660	3,660
Performance Assessment	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
	6,898	6,898	6,898	6,898	6,898	6,898	6,898	6,898	6,898	6,898	6,898	6,898

Inc SImt Yr: 5 (Monthly)
Clay Charter Academy

Clay - C1145 K-8
Monthly Cash Flow Projection

TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
196,000	16,333	16,333	16,333	16,333	16,333	16,333	16,333	16,333	16,333	16,333	16,333	16,333
5,600	467	467	467	467	467	467	467	467	467	467	467	467
25,200	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100
2,800	233	233	233	233	233	233	233	233	233	233	233	233
2,800	233	233	233	233	233	233	233	233	233	233	233	233
232,400	19,367	19,367	19,367	19,367	19,367	19,367	19,367	19,367	19,367	19,367	19,367	19,367
33,169	2,764	2,764	2,764	2,764	2,764	2,764	2,764	2,764	2,764	2,764	2,764	2,764
856	71	71	71	71	71	71	71	71	71	71	71	71
3,962	330	330	330	330	330	330	330	330	330	330	330	330
426	36	36	36	36	36	36	36	36	36	36	36	36
488	41	41	41	41	41	41	41	41	41	41	41	41
38,900	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242
308,867	25,832	25,832	25,832	25,832	25,832	25,832	25,832	25,832	25,832	25,832	25,832	25,832
8,000	667	667	667	667	667	667	667	667	667	667	667	667
37,024	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085
3,984	332	332	332	332	332	332	332	332	332	332	332	332
4,560	380	380	380	380	380	380	380	380	380	380	380	380
363,555	30,296	30,296	30,296	30,296	30,296	30,296	30,296	30,296	30,296	30,296	30,296	30,296
5,000	417	417	417	417	417	417	417	417	417	417	417	417
15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
889,927	32,494	32,494	32,494	32,494	32,494	32,494	32,494	32,494	32,494	32,494	32,494	32,494
7,800	650	650	650	650	650	650	650	650	650	650	650	650
5,000	417	417	417	417	417	417	417	417	417	417	417	417
374,894	31,241	31,241	31,241	31,241	31,241	31,241	31,241	31,241	31,241	31,241	31,241	31,241
1,000	83	83	83	83	83	83	83	83	83	83	83	83
5,060	843	843	843	843	843	843	843	843	843	843	843	843
3,000	250	250	250	250	250	250	250	250	250	250	250	250
806,652	67,645	67,645	66,802	66,802	66,802	66,802	66,802	66,802	67,645	67,645	67,645	67,645
52,356	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236
5,000	500	500	500	500	500	500	500	500	500	500	500	500
296,419	29,642	29,642	29,642	29,642	29,642	29,642	29,642	29,642	29,642	29,642	29,642	29,642
500	50	50	50	50	50	50	50	50	50	50	50	50
500	50	50	50	50	50	50	50	50	50	50	50	50
1,000	100	100	100	100	100	100	100	100	100	100	100	100
3,500	292	292	292	292	292	292	292	292	292	292	292	292
3,000	300	300	300	300	300	300	300	300	300	300	300	300
155,262	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939
1,200	100	100	100	100	100	100	100	100	100	100	100	100
519,739	49,208	49,208	49,208	49,208	49,208	49,208	49,208	49,208	49,208	49,208	49,208	49,208
5,000	417	417	417	417	417	417	417	417	417	417	417	417
500	42	42	42	42	42	42	42	42	42	42	42	42
3,000	250	250	250	250	250	250	250	250	250	250	250	250
2,000	167	167	167	167	167	167	167	167	167	167	167	167
5,000	417	417	417	417	417	417	417	417	417	417	417	417
2,000	167	167	167	167	167	167	167	167	167	167	167	167
5,000	417	417	417	417	417	417	417	417	417	417	417	417
6,374	531	531	531	531	531	531	531	531	531	531	531	531
1,200	100	100	100	100	100	100	100	100	100	100	100	100
3,946	329	329	329	329	329	329	329	329	329	329	329	329
1,200	100	100	100	100	100	100	100	100	100	100	100	100
35,222	2,935	2,935	2,935	2,935	2,935	2,935	2,935	2,935	2,935	2,935	2,935	2,935

Draft Submitted on June 9, 2014

422 of 685

Inc S. (Monthly)
Clay Charter Academy

Clay - C1145 K-8
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Instruction Expense	12,850		1,285	1,285	1,285	1,285	1,285	1,285	1,285	1,285	1,285	1,285	
Textbooks & Reference Books	114,500	10,409	10,409	10,409	10,409	10,409	10,409	10,409	10,409	10,409	10,409	10,409	
Consumable Instructional (Student)	17,500	1,591	1,591	1,591	1,591	1,591	1,591	1,591	1,591	1,591	1,591	1,591	
Consumable Instructional (Teacher)	5,000	455	455	455	455	455	455	455	455	455	455	455	
Library Books	17,175	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	
Testing Materials	91,800	9,180	9,180	9,180	9,180	9,180	9,180	9,180	9,180	9,180	9,180	9,180	
Contracted SPED Instruction	258,425	12,455	24,597	24,597	24,597	24,597	24,597	24,597	24,597	24,597	24,597	24,597	
Other Operating Expenses	50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	
Telephone & Internet	3,000	250	250	250	250	250	250	250	250	250	250	250	
Postage	2,000	167	167	167	167	167	167	167	167	167	167	167	
Express Mail	116,700	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	
Electricity	27,480	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	
Water & Sewer	24,732	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	
Waste Disposal	3,500	292	292	292	292	292	292	292	292	292	292	292	
Pest Control	20,610	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	
Maintenance & Cleaning Supplies	131,904	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	
Building Repairs & Maintenance	417	417	417	417	417	417	417	417	417	417	417	417	
Equipment Repairs & Maintenance Incl. Kitchen	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	
Software Licensing Fees	69,525	5,794	5,794	5,794	5,794	5,794	5,794	5,794	5,794	5,794	5,794	5,794	
Miscellaneous Expenses	4,000	333	333	333	333	333	333	333	333	333	333	333	
	468,541	38,212	38,212	38,212	38,212	38,212	38,212	38,212	38,212	38,212	38,212	38,212	
Fixed Expense	1,299,757	108,313	108,313	108,313	108,313	108,313	108,313	108,313	108,313	108,313	108,313	108,313	
Rent	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	
Office Equipment - Leasing Expense	91,600	7,633	7,633	7,633	7,633	7,633	7,633	7,633	7,633	7,633	7,633	7,633	
Professional Liability & Property Insurance	1,411,357	117,613	117,613	117,613	117,613	117,613	117,613	117,613	117,613	117,613	117,613	117,613	
EXPENSES less Payroll	3,488,563	252,190	300,210	299,366	299,366	299,366	299,366	299,366	299,366	300,210	300,210	300,210	
TOTAL OPERATING EXPENSES	7,759,365	590,150	658,325	657,481	657,481	657,481	657,481	657,481	657,481	658,325	658,325	658,325	
CAPITAL EXPENSES													
Capital Outlay (Capitalized)													
Computers Hardware	180,160	15,013	15,013	15,013	15,013	15,013	15,013	15,013	15,013	15,013	15,013	15,013	
FF&E	25,000	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	
Computers Software													
Building	205,160	17,097	17,097	17,097	17,097	17,097	17,097	17,097	17,097	17,097	17,097	17,097	
TOTAL CAPITAL EXPENDITURES		17,097	17,097	17,097	17,097	17,097	17,097	17,097	17,097	17,097	17,097	17,097	
Proceeds from Long Term Debt													
Debt Repayments	237,446	19,787	19,787	19,787	19,787	19,787	19,787	19,787	19,787	19,787	19,787	19,787	
Repayment of Long-Term Debt (Principal)	24,411	2,034	2,034	2,034	2,034	2,034	2,034	2,034	2,034	2,034	2,034	2,034	
Repayment of Long-Term Debt (Interest)													
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	438,667	47,265	33,996	34,839	34,839	34,839	34,839	34,839	34,839	34,839	33,996	33,996	46,386
Cash Flow - Cumulative Surplus/(Deficit)		714,213	748,209	783,048	817,887	852,726	887,565	922,404	957,243	991,238	1,025,234	1,059,230	1,105,615

Revenue Estimate Worksheet for _____ Charter School

Based on the Third Calculation of the FEFP 2014-15

School District: Clay

1. 2013-14 FEFP State and Local Funding

Base Student Allocation \$4,031.77 District Cost Differential: 0.9932

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2014-15 Base Funding WFTEx BSA x DCD (e)
101 Basic K-3	290.94	1.126	327.5984	\$ 1,311,820
111 Basic K-3 with ESE Services	74.60	1.126	83.9996	\$ 336,364
102 Basic 4-8	224.64	1.000	224.6400	\$ 899,538
112 Basic 4-8 with ESE Services	57.60	1.000	57.6000	\$ 230,651
103 Basic 9-12	0.00	1.004	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.004	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000	\$ -
130 ESOL (Grade Level PK-3)	7.46	1.147	8.5566	\$ 34,264
130 ESOL (Grade Level 4-8)	5.76	1.147	6.6067	\$ 26,456
130 ESOL (Grade Level 9-12)	0.00	1.147	0.0000	\$ -
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -
Totals	661.00		709.0013	\$ 2,839,093

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	74.60	PK-3	251	\$ 982	\$ 73,257
Additional Funding from the ESE		PK-3	252	\$ 3,170	\$ -
Guaranteed Allocation. Enter the FTE		PK-3	253	\$ 6,470	\$ -
from 111,112, & 113 by grade and	57.60	4-8	251	\$ 1,101	\$ 63,418
matrix level. Students who do not have		4-8	252	\$ 3,290	\$ -
a matrix level should be considered 251.		4-8	253	\$ 6,589	\$ -
This total should equal all FTE from	0.00	9-12	251	\$ 784	\$ -
programs 111, 112 & 113 above.		9-12	252	\$ 2,972	\$ -
		9-12	253	\$ 6,272	\$ -
Total FTE with ESE Services	132.20			Total from ESE Guarantee	\$ 136,675

3. Supplemental Academic Instruction:	District SAI Allocation	Per Student
	\$ 9,437,502	
divided by district FTE	34,817.65	\$ 271
(with eligible services)		\$ 179,131

4. Reading Allocation:
Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 3,154,899

5. Class size Reduction Funds:	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	420.1546		0.9932	1325.01	= 552,923
4-8	288.8467		0.9932	903.80	= 259,284
9-12	0.0000		0.9932	905.98	= 0
Total *	709.0013			Total Class Size Reduction Funds	\$ 812,207

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

Clay Charter Academy

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>709.0013</u>	by district's WFTE:	<u>37,789.82</u>		
to obtain school's WFTE share.					1.8762%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>661.00</u>	by district's UFTE:	<u>34,817.65</u>		
to obtain school's UFTE share.					1.8985%
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>1,020,508</u>	x	1.8762%	\$ <u>19,147</u>
Applicable to all Charter Schools:					
Declining Enrollment		433,685			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		586,823			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(c)	<u>6,787,122</u>	x	1.8762%	\$ <u>127,340</u>
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)	(b)	<u>7,136,226</u>	x	1.8985%	\$ <u>135,481</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	1.8762%	\$ <u>-</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>343,620</u>	x	1.8762%	\$ <u>6,447</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>2,666,934</u>	x	1.8985%	\$ <u>50,632</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
13. Student Transportation	(d)				
Enter All Riders		<u>33.05</u>	x	370	\$ <u>12,229</u>
Enter ESE Student Riders			x	1,394	\$ <u>-</u>
14. Digital Classrooms Allocation (UFTE share)	(e)	<u>531,603</u>	x	1.8985%	\$ <u>10,092</u>
15. Florida Teachers Classroom Supply Assistance Program	(f)				
16. Food Service Allocation	(g)				
				Total	\$ <u>4,328,474</u>
17. Funding for the purpose of calculating the administrative fee for ESE Charters.	(h)				

If you have more than a 75% ESE student population please place a 1 in the following box: \$ -

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
 - (b) District allocations multiplied by percentage from item 6B.
 - (c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A. district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
 - (e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
 - (f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
 - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
 - (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
 - (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1012.67(1) F.S. To calculate the administrative fee to be withheld for schools with more than 750 students divide the For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Kindergarten ELA Table of Contents

Unit Title/Topic	Unit 1: Foundational Skills
Estimated Time	3 weeks
Unit Title/Topic	Unit 2: Exploring Spoken Language
Estimated Time	3 weeks
Unit Title/Topic	Unit 3 : Character Adventures
Estimated Time	6 weeks
Unit Title/Topic	Unit 4: Finding What's Important
Estimated Time	6 weeks
Unit Title/Topic	Unit 5: The Meaning Behind Pictures
Estimated Time	6 weeks
Unit Title/Topic	Unit 6: Story Elements
Estimated Time	6 weeks
Unit Title/Topic	Unit 7: Deepening Understanding
Estimated Time	6 weeks

Unit 1: Foundational Skills

3 weeks and Continuous

How do we use the sounds of our language?

Why is important to understand how sounds are put together?

How do letter patterns help me read words I do not know?

How do letter sounds help me read words I do not know?

How do letter sounds and patterns help me learn to spell?

Evidence of Learning
 Students will be introduced to letter sounds in various ways, including read alouds. Students will repeat letter sounds as directed by the teacher. Students will practice recognizing and blending sounds. Teachers will use read alouds to introduce new sounds to the class, as well as having them track the letters on the page.

LAFS.K.RF.1.1a Follow words from left to right, top to bottom, and page by page.

LAFS.K.RF.1.1b Recognize that spoken words are represented in written language by specific sequences of letters.

LAFS.K.RF.1.1c Understand that words are separated by spaces in print.

LAFS.K.RF.1.1d Recognize and name all upper- and lowercase letters of the alphabet.

LAFS.K.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

LAFS.K.RF.2.2a Recognize and produce rhyming words.

LAFS.K.RF.2.2b Count, pronounce, blend, and segment syllables in spoken words.

LAFS.K.RF.2.2c Blend and segment onsets and rimes of single-syllable spoken words.

LAFS.K.RF.2.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)

LAFS.K.RF.2.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

LAFS.K.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

LAFS.K.RF.3.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

LAFS.K.RF.3.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

LAFS.K.RF.3.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

LAFS.K.RF.3.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Unwrapped Standards	Procedural Knowledge (Skills)	Declarative Knowledge (Content)
	<ul style="list-style-type: none"> Students will be able to recognize and produce rhyming words. Students will be able to count, pronounce, blend and segment syllables in spoken words. Students will be able to blend and segment onset and rimes in single syllable words. Students will be able to change phonemes in a single syllable word to create a new word. Students will be able to name common sound of all consonants. Students will be able to name the short and long sound of the vowels. Students will be able to read common high frequency words by sight. Students will be able to identify the sounds that make similar words different (e.g., hat, cat) 	<ul style="list-style-type: none"> Students will understand that rhyming words are words that have the same ending sound. Students will understand that syllables are words/parts of words with a “talking” vowel. Students will understand that the initial sound in a word is the first sound heard. Students will understand that the medial sound in a word is the middle sound heard. Students will understand that the final sounds are the last sound heard in a word. Students will understand that by changing the phoneme is a single syllable word, a new word can be made Students will understand that each letter has a specific sound or sounds. Students will understand that vowels have a short and a long sounds.
Vocabulary	Artist, Author, Description, Illustration, Illustrator, Informational book, Line, Opinion, Poem, Poet, Poetry, Rhyme, Rhythm, Stanza, Story book, Verse	
Standards Clarification	<p>Show me where I start reading. Which way do I go next? Point to the first word on this page. Point to the last word on the page. Point to each word as I read the sentence/page. How many sounds do you hear? Where do you hear that sound?</p>	

What do you hear first?
Repeat these sounds.
Listen as I say these sounds slowly. Say them with me. Let's say them fast.
Listen to this word. Say the sounds slowly.

LITERARY TEXTS

Nursery Rhymes

- "Diddle, Diddle, Dumpling" (Read Along)
- "Early to Bed" (Read Along)
- "Georgie Porgie " (Read Along)
- "Hey Diddle Diddle" (Read Along)
- "Humpty Dumpty" (Read Along)
- "Jack and Jill" (Read Along)
- "Jack Be Nimble" (Read Along)
- "Little Bo Peep" (Read Along)
- "Little Boy Blue" (Read Along)
- "Little Jack Horner" (Read Along)
- "Little Miss Muffet" (Read Along)
- "Old Mother Hubbard" (Read Along)
- "Pat-a-Cake" (Read Along)
- "Ring Around the Rosey" (Read Along)
- "Rock-a-Bye, Baby" (Read Along)
- "Roses Are Red" (Read Along)
- "Simple Simon" (Read Along)
- "Star Light, Star Bright" (Read Along)

Picture Books

- And the Dish Ran Away with the Spoon* (Janet Stevens and Susan Stevens Crummel) (Read Aloud)
- Brown Bear, Brown Bear* (Bill Martin Jr. and Eric Carle) (Read Aloud)
- Chicka Chicka Boom Boom* (Bill Martin Jr., John Archambault, and Lois Ehlert) (Read Aloud)
- Clang! Clang! Beep! Beep! Listen to the City* (Robert Burleigh and Beppe Giacobbe) (Read Aloud)
- Colors! Colors!* (Jorge Lujan and Piet Grobler) (Read Aloud)
- Grandmother's Nursery Rhymes: Las nanas de abuelita* (Nelly Palacio Jaramillo) (Read Aloud)
- If Kisses Were Colors* (Janet Lawler and Alison Jay) (Read Aloud)
- Itsy Bitsy Spider* (Iza Trapani) (Read Aloud)
- Mary Wore Her Red Dress* (Merle Peek) (Read Aloud)
- My Many Colored Days* (Dr. Seuss) (EA) (Read Aloud)

Resources

Rap a Tap Tap, Here's Bojangles: Think of That! (Leo and Diane Dillon) (Read Aloud)
Red Is for Dragon: A Book of Colors(Roseanne Thong and Grace Lin)
Red, Green, Blue: A First Book of Colors (Alison Jay) (Read Aloud)
The Real Mother Goose (Blanche Fisher Wright) (Read Aloud)
The Red Book (Barbara Lehman) (Read Aloud)
 Poems
 "Halfway Down" (A.A. Milne) (E) (Read Aloud)
 "Mary Had a Little Lamb" (Sarah Josepha Hale) (Read Aloud)
 "Singing Time" (Rose Fyleman) (E) (Read Aloud)
 "Time to Rise" (Robert Louis Stevenson) (Read Aloud)
 "Twinkle, Twinkle, Little Star" (Ann and Jane Taylor) (Read Aloud)

INFORMATIONAL TEXTS

Nonfiction Books

A World of Colors: Seeing Colors in a New Way (Marie Houblon) (Read Aloud)
All the Colors of the Rainbow (Rookie Read-About Science Series) (Allan Fowler) (Read Aloud)
Colors (Learning with Animals) (Melanie Watt) (Read Aloud)
Colors and Shapes: Los colores y las figuras (Gladys Rosa-Mendoza, Carolina Cifuentes, and Michele Noiset) (Read Aloud)
I Spy Colors in Art (Lucy Micklethwait) (Read Aloud)
Matisse: The King of Color (Laurence Anholt) (Read Aloud)
My Five Senses (Ailiki) (E)
The Magic School Bus Makes a Rainbow: A Book About Color (Joanna Cole, Carolyn Braken, and Bruce Degan) (Read Aloud)

ART, MUSIC AND MEDIA

Art

Diego Rivera, *Flower Day* (1925)
 Helen Frankenthaler, *Mountains and Sea* (1952)
 Henri Matisse, *The Dessert: Harmony in Red*(1908)
 James Abbott McNeill Whistler, *Arrangement in Black and Gray: The Artist's Mother* (1871)
 Pablo Picasso, *Le Gourmet* (1901)
 Paul Gauguin, *The Midday Nap* (1894)
 Pieter Bruegel, *The Hunters in the Snow* (1565)

Reflection

Unit 2: Exploring Spoken Language

Unit Title/Topic	Unit 2: Exploring Spoken Language		
Estimated Time	3 weeks		
Essential Questions	<p>Why should I be able to distinguish between different types of stories? How do I effectively communicate my idea to another person? How do I ask questions to better my understanding of a story?</p>		
Evidence of Learning	<p>Students will be read 2-3 short texts, and as they read, they will identify what type of text it is. The teacher will direct students to ask questions based on the reading, guiding them to conversations with each other. During a second round of reading, the teacher will stop to have students practice the letter sounds in between.</p>		
<p>LAFS.K.RL.2.4: With prompting and support, ask and answer questions about unknown words in a text. LAFS.K.RL.2.5: Recognize common types of texts (e.g., storybooks, poems). LAFS.K.RF.2.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). LAFS.K.RF.2.2 a: Recognize and produce rhyming words.</p>	<p>LAFS. K.W.1.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., "My favorite book is...").</p>	<p>LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. LAFS.K.SL.1.1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>LAFS.K.L.3.5: With guidance and support from adults, explore word relationships and nuances in word meanings. LAFS.K.L.3.5a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>
Unwrapped Standards	Procedural Knowledge (Skills)		Declarative Knowledge (Content)
	<p>Students will:</p> <ul style="list-style-type: none"> Recognize the difference between a storybook and a poem. Understand that poems (poetry) are written by poets and that they often rhyme. Distinguish between a verse (stanza) and a line in a poem. Identify the author and illustrator of a storybook and of an informational book. Ask questions about unknown words in a text. 		<ul style="list-style-type: none"> A storybook is a book with stories for children. A poem is a piece of writing that usually has descriptive words and that is written in separate lines that often have a repeated rhythm and sometimes rhyme A stanza is a group of lines in a poem. Letters have sounds and when they are put together they make words. You sound out the letters to "figure" out the word. Words are separated by spaces and are put together to

	<ul style="list-style-type: none"> Understand the organization and basic features of print. Identify the front cover, back cover, and title page of a book; follow the words from left to right, top to bottom, and page by page. Understand that words are separated by spaces in print. Use a combination of drawing, dictating, or writing to share an opinion. Listen to others and take turns speaking while discussing favorite rhymes. Expand vocabulary by sorting objects (e.g., by color, noticing colorful places in school and describing objects with "color" adjectives). 	<ul style="list-style-type: none"> make a sentence. Rhyming words are words that end with the same sound. An author writes a story and a poet writes a poem.
<p>Vocabulary</p>	<p>Artist, Author, Description, Illustration, Informational book, Line, Opinion, Poem, Poet, Poetry, Rhyme, Rhythm, Stanza, Story book, Verse</p>	
<p>Standards Clarification</p>	<p>Who, what, where, when questions Who was in the story? What was this about? What happened next? Can you ask your neighbor/partner about...? Talk to your partner about... Where did it say that? How did you know that? What do you notice about these words? Do these words sound the same? Does this word rhyme with _____? Can you name/say another word that sounds like this one? Do these words end the same, or are they different?</p>	
<p>Resources</p>	<p>LITERARY TEXTS</p> <p>Nursery Rhymes</p> <ul style="list-style-type: none"> "Diddle, Diddle, Dumpling" (Read Along) "Early to Bed" (Read Along) "Georgie Porgie " (Read Along) "Hey Diddle Diddle" (Read Along) 	

- "Humpty Dumpty" (Read Along)
- "Jack and Jill" (Read Along)
- "Jack Be Nimble" (Read Along)
- "Little Bo Peep" (Read Along)
- "Little Boy Blue" (Read Along)
- "Little Jack Horner" (Read Along)
- "Little Miss Muffet" (Read Along)
- "Old Mother Hubbard" (Read Along)
- "Pat-a-Cake" (Read Along)
- "Ring Around the Rosey" (Read Along)
- "Rock-a-Bye, Baby" (Read Along)
- "Roses Are Red" (Read Along)
- "Simple Simon" (Read Along)
- "Star Light, Star Bright" (Read Along)

Picture Books

- And the Dish Ran Away with the Spoon* (Janet Stevens and Susan Stevens Crummel) (Read Along)
- Brown Bear, Brown Bear* (Bill Martin Jr. and Eric Carle) (Read Along)
- Chicka Chicka Boom Boom* (Bill Martin Jr., John Archambault, and Lois Ehlert) (Read Along)
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- If Kisses Were Colors* (Janet Lawler and Alison Jay) (Read Along)
- Itsy Bitsy Spider* (Iza Trapani) (Read Along)
- Mary Wore Her Red Dress* (Merle Peek) (Read Along)
- My Many Colored Days* (Dr. Seuss) (EA) (Read Along)
- Rap a Tap Tap, Here's Bojangles: Think of That!* (Leo and Diane Dillon) (Read Along)
- Red Is for Dragon: A Book of Colors* (Roseanne Thong and Grace Lin)
- Red, Green, Blue: A First Book of Colors* (Alison Jay) (Read Along)
- The Real Mother Goose* (Blanche Fisher Wright) (Read Along)
- The Red Book* (Barbara Lehman) (Read Along)

Poems

- "Halfway Down" (A.A. Milne) (E) (Read Along)
- "Mary Had a Little Lamb" (Sarah Josepha Hale) (Read Along)
- "Singing Time" (Rose Fyleman) (E) (Read Along)
- "Time to Rise" (Robert Louis Stevenson) (Read Along)
- "Twinkle, Twinkle, Little Star" (Ann and Jane Taylor) (Read Along)

INFORMATIONAL TEXTS

Nonfiction Books

- *A World of Colors: Seeing Colors in a New Way* (Marie Houblon) (Read Aloud)
- *All the Colors of the Rainbow* (Rookie Read-About Science Series) (Allan Fowler) (Read Aloud)
- *Colors (Learning with Animals)* (Melanie Watt) (Read Aloud)
- *Colors and Shapes: Los colores y las figuras* (Gladys Rosa-Mendoza, Carolina Cifuentes, and Michele Noiset) (Read Aloud)
- *I Spy Colors in Art* (Lucy Micklethwait) (Read Aloud)
- *Matisse: The King of Color* (Laurence Anholt) (Read Aloud)
- *My Five Senses* (Ailiki) (E)
- *The Magic School Bus Makes a Rainbow: A Book About Color* (Joanna Cole, Carolyn Braken, and Bruce Degan) (Read Aloud)

ART, MUSIC AND MEDIA

Art

- Diego Rivera, *Flower Day* (1925)
- Helen Frankenthaler, *Mountains and Sea* (1952)
- Henri Matisse, *The Dessert: Harmony in Red* (1908)
- James Abbott McNeill Whistler, *Arrangement in Black and Gray: The Artist's Mother* (1871)
- Pablo Picasso, *Le Gourmet* (1901)
- Paul Gauguin, *The Middy Nap* (1894)
- Pieter Bruegel, *The Hunters in the Snow* (1565)

Reflection

Unit 3: Character Adventures

Unit Title/Topic	Unit 3: Character Adventures		
Estimated Time	6 weeks		
Essential Questions	Why do I need to know the difference between a fictional and informational story? Why are the experiences of the characters in the story important? How can I express myself in a conversation?		
Evidence of Learning	After listening to a story, students will use a venn diagram to compare and contrast the adventures and experiences of characters in a story. Students will then work in their table groups about a pre-selected topic of conversation related to the story. The students will take the information gathered as a group and draw, dictate, or write a single event in the story and their reaction to it.		
<ul style="list-style-type: none"> • LAFS.K.RL.1.2: With prompting and support, retell familiar stories, including key details. • LAFS.K.RL.3.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. • LAFS.K.RI.1.1: With prompting and support, ask and answer questions about key details in a text. 	<ul style="list-style-type: none"> • LAFS.K.W.1.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. 	<ul style="list-style-type: none"> • LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • LAFS.K.SL.1.1b: Continue a conversation through multiple exchanges. 	<ul style="list-style-type: none"> • LAFS.K.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • LAFS.K.L.1.2a: Capitalize the first word in a sentence and the pronoun <i>I</i>.
Unwrapped Standards	<p style="text-align: center;">Procedural Knowledge (Skills)</p> <p>Students will:</p> <ul style="list-style-type: none"> • Name the author and illustrator of both the fictional and informational texts in this unit. • Orally retell familiar stories, including details and events at the beginning, middle, and end. 		
	<p style="text-align: center;">Declarative Knowledge (Content)</p> <ul style="list-style-type: none"> • A fictional text is stories about people and events that are imagined or not true. • Informational text is about facts and details or real events that give you knowledge about someone or something. • Stories have a beginning, middle and end or sequence of 		

- Recite and produce rhyming words from nursery rhymes and rhyming texts.
- Use a combination of writing, drawing, and dictating to retell stories with a beginning, middle, and end.
- Distinguish shades of meaning among simple adjectives.
- Recognize the importance of sequence in storytelling, informational and fictional counting books, and nursery rhymes.
- Appreciate the difference between an original story and other versions of the same story.

order.

Author, Beginning, Characters, End, Illustration, Illustrator, Middle, Number words (first, second, third), Poem, Retelling, Sequence, Storybook, Versions

Vocabulary

What is this book about?

Will this book tell us a story or help us learn something new?

What helps us know that this book is a _____?

Is this story real or not real?

Is this a _____ or a _____?

What adventure did _____ character's name _____ have in this story?

How is this like another story we read?

Did the same things happen to character's name?

How were the stories different?

Can you think of another story that is like this one?

Standards Clarification

LITERARY TEXTS

Nursery Rhymes

"A Diller, A Dollar" (Read Along)

"Baa, Baa, Black Sheep" (Read Along)

"Hickory, Dickory, Dock" (Read Along)

"Hot Cross Buns" (Read Along)

"Old King Cole" (Read Along)

"One, Two, Buckle My Shoe" (Read Along)

"This Little Pig Went to Market" (Read Along)

"Three Blind Mice" (Read Along)

Picture Books

Resources

- Anno's Counting Book (Mitsumasa Anno) (Read Aloud)
- Chicka Chicka 1, 2, 3 (Bill Martin, Jr., Michael Sampson, and Lois Ehlert) (Read Aloud)
- Grandfather Counts (Andrea Cheng) (Read Aloud)
- One Is a Snail, Ten Is a Crab: A Counting by Feet Book (April Pulley Sayre, Jeff Sayre, and Randy Cecil) (Read Aloud)
- Ten Apples Up on Top! (Dr. Seuss) (EA) (Read Aloud)
- Ten, Nine, Eight (Molly Bang) (EA) (Read Aloud)
- Poems
- "Mix a Pancake" in *The Complete Poems* (Christina Rossetti) (E) (Read Along)
- "Three Little Kittens" in *The Oxford Illustrated Book of American Children's Poems* (Eliza Lee Follen) (Read Aloud)
- "Zin! Zin! Zin! A Violin" (Lloyd Moss and Marjorie Priceman) (E) (Read Aloud)
- Stories
- Goldilocks and the Three Bears* (Jan Brett) (Read Aloud)
- Horrible Harry Bugs the Three Bears* (Suzy Kline and Frank Remkiewicz) (Read Aloud)
- Pancakes for Breakfast* (Tomie DePaola) (E) (Read Along)
- Ten Black Dots* (Donald Crews) (EA) (Read Along)
- The Three Billy Goats Gruff* (Paul Galdone) (Read Aloud)
- The Three Cabritos* (Eric A. Kimmel and Stephen Gilpin) (Read Aloud)
- The Three Little Javelinas: Los tres pequeños jabalíes (bilingual)* (Susan Lowell) (Read Aloud)
- The Three Little Pigs* (James Marshall) (Read Aloud)
- The Three Little Wolves and the Big Bad Pig* (Eugene Trivizas and Helen Oxenbury) (Read Aloud)
- The Three Pigs* (David Wiesner) (Read Aloud)
- The True Story of the Three Little Pigs* (Jon Scieszka and Lane Smith) (Read Aloud)
- The Very Hungry Caterpillar* (Eric Carle) (Read Along)
- Three Cool Kids* (Rebecca Emberley) (Read Aloud)

INFORMATIONAL TEXTS

Nonfiction Books

- Arlene Alda's 1-2-3: What Do You See?* (Arlene Alda) (Read Aloud)
- Beatrice's Goat* (Page McBrier and Lori Lohstoeter) (Read Aloud)
- Can You Count Ten Toes? Count to Ten in Ten Different Languages* (Lezlie Evans and Denis Roche) (Read Aloud)
- Farm Animals* (Young Nature Series) (Felicity Everett) (Read Aloud)
- Goats (Animals That Live on the Farm)* (JoAnn Early Macken) (Read Aloud)
- Moja Means One: Swahili Counting Book* (Muriel and Tom Feelings) (Read Aloud)
- One Is a Drummer: A Book of Numbers* (Roseanne Thong and Grace Lin) (Read Aloud)
- Our Animal Friends at Maple Hill Farm* (Alice and Martin Provensen) (EA) (Read Aloud)
- Pigs (Animals That Live on the Farm)* (JoAnn Early Macken) (Read Aloud)
- Pigs* (Gail Gibbons) (EA) (Read Aloud)
- The Year at Maple Hill Farm* (Alice and Martin Provensen) (E) (Read Aloud)

	<p>ART, MUSIC AND MEDIA</p> <p>Art</p> <ul style="list-style-type: none">• Jean-Francois Millet, <u>First Steps</u> (1858-1859)• Pablo Picasso, <u>Mother and Child (First Steps)</u> (1943)• Vincent van Gogh, <u>First Steps, after Millet</u> (1890)
<p>Reflection</p>	

Unit 4: Finding What's Important

Unit Title/Topic	Unit 4: Finding What's Important		
Estimated Time	6 weeks		
Essential Questions	<p>How can details help me understand a main idea in a story? What clues can tell you what a character is thinking and feeling? Why does the order in which events happen in a story matter?</p>		
Evidence of Learning	<p>Students will be able to listen to a story and ask questions regarding the story. Students will use a comparison matrix to track characters and adventures within the story they were listening to. Students will then explain the characters experiences using drawings, dictation, and writing using the information they gathered in their diagram.</p>		
<ul style="list-style-type: none"> • LAFS.K.RL.1.3: With prompting and support, identify characters, settings, and major events in a story. • LAFS.K.RL.2.4: With prompting and support, ask and answer questions about unknown words in a text. • LAFS.K.RL.3.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. • LAFS.K.RI.1.2: With prompting and support, identify the main topic and retell key details of a text. 	<ul style="list-style-type: none"> • LAFS.K.W.1.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 		<ul style="list-style-type: none"> • LAFS.K.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • LAFS.K.L.1.1d: Understand and use question words (interrogatives) (e.g., <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, <i>how</i>).
Unwrapped Standards	<p style="text-align: center;">Procedural Knowledge (Skills)</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use the words <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, and <i>why</i> to explore informational texts. • Ask questions about unknown words in both fictional and informational texts. • Locate basic information in a nonfiction text. • Identify characters, settings, and key events in a story. 		
	<p style="text-align: center;">Declarative Knowledge (Content)</p> <ul style="list-style-type: none"> • Good readers ask questions in order to understand information or what they are reading. • Characters are people or animals that are in stories, books, plays, movies, etc. • A period lets a reader know it is a telling sentence. • A question mark lets a reader know that it is an asking question. • An exclamation point lets the reader know that the 		

	<ul style="list-style-type: none"> Compare and contrast the adventures of one character in a collection of stories. Compare and contrast the adventures of different characters in different books through the use of a graphic organizer. Understand the difference between real (nonfiction) and imagined (fiction) explorations. Use a combination of drawing, dictating, or writing to compose an informative text. Name and identify periods, question marks, and exclamation points. Understand and correctly use the prepositions to/from, on/off, and in/out. 	<p>sentence is to be read with excitement.</p>
<p>Vocabulary</p>	<p>Character, Compare, Contrast, Exclamation mark, Fantasy, Fiction, How, Imaginary, Key events, Nonfiction, Question mark, Questioning, Real, Setting, What, When, Where, Who, Why</p>	
<p>Standards Clarification</p>	<p>Who are the characters in this story? Who is the story about? What happened in the story? When did the story happen? Where did the story take place? What was the problem in the story? How was the problem solved? Are the characters alike? How are they different? Can you look at the picture and tell me about...? </p>	
<p>Resources</p>	<p>LITERARY TEXTS</p> <p>Picture Books</p> <ul style="list-style-type: none"> <i>Blueberries for Sal</i> (Robert McCloskey) (Read Aloud) <i>Curious George</i> (series) (H.A. and Margret Rey) (Read Aloud) <i>Frog and Toad Together</i> (Arnold Lobel) (E) (Read Aloud) <i>Harold and the Purple Crayon</i> (Crockett Johnson) (Read Aloud) 	

- Knuffle Bunny: A Cautionary Tale* (Mo Willems) (Read Aloud)
 - Little Bear* (series) (Else Holmelund Minarik and Maurice Sendak) (E) (Read Aloud)
 - Little Fur Family* (Margaret Wise Brown and Garth Williams) (Read Aloud)
 - Make Way for Ducklings* (Robert McCloskey) (Read Aloud)
 - Margaret and Margarita / Margarita y Margaret* (Lynn Reiser) (Read Aloud)
 - Officer Buckle and Gloria* (Peggy Rathmann) (Read Aloud)
 - Owl Moon* (Jane Yolen and John Schoenherr) (Read Aloud)
 - The Jolly Postman* (Allan and Janet Ahlberg) (Read Aloud)
 - The Snowy Day* (Ezra Jack Keats) (Read Aloud)
 - The Story About Ping* (Marjorie Flack and Kurt Wiese) (Read Aloud)
 - Where the Wild Things Are* (Maurice Sendak) (Read Aloud)
- Poems
- "The Swing" in *A Child's Garden of Verses* (Robert Louis Stevenson) (Read Aloud)
 - "Us Two" in *The Complete Tales & Poems of Winnie-the-Pooh* (A. A. Milne) (EA) (Read Aloud)
- Stories
- A Dog, a Boy, and a Frog* (Mercer Mayer) (E) (Read Along-Wordless Books)
 - The Complete Tales of Winnie-the-Pooh* (A.A. Milne) (EA) (Read Aloud)
 - Trainstop* (Barbara Lehman) (Read Along-Wordless Books)

INFORMATIONAL TEXTS

Nonfiction Books

- A Day in the Life of a Doctor* (First Facts: Community Helpers at Work) (Heather Adamson) (Read Aloud)
- A Day in the Life of a Firefighter* (First Facts: Community Helpers at Work) (Heather Adamson) (Read Aloud)
- A Day in the Life of a Police Officer* (First Facts: Community Helpers at Work) (Heather Adamson) (Read Aloud)
- A Day in the Life of a Teacher* (First Facts: Community Helpers at Work) (Heather Adamson) (Read Aloud)
- Check it Out!: The Book about Libraries* (Gail Gibbons) (EA) (Read Aloud)
- Community Helpers from A to Z* (Bobbie Kalman and Niki Walker) (Read Aloud)
- Fire! Fire!* (Gail Gibbons) (E) (Read Aloud)
- Jobs Around My Neighborhood / Oficios en mi vecindario* (Gladys Rosa-Mendoza and Ann Losa) (Read Aloud)
- The Post Office Book: Mail and How it Moves* (Gail Gibbons) (EA) (Read Aloud)
- Whose Hat is This?* (Katz Cooper, Sharon Muehlenhardt, and Amy Bailey) (Read Aloud)
- Whose Tools Are These?* (Katz Cooper, Sharon Muehlenhardt, and Amy Bailey) (Read Aloud)

ART, MUSIC AND MEDIA

Art

- Pieter Bruegel, *Netherlandish Proverbs* (1559)
- Romare Bearden, *The Block* (1972)

Music

- "Do You Know the Muffin Man?" (Read Along)
- Jeff Moss, "The People in Your Neighborhood" (Read Along)
- Camille Saint-Saens, *Carnival of the Animals, Fifth Movement, "The Elephant"* (1886)
- Henry Mancini, *Baby Elephant Walk* (1961)
- "What Shall We Do When We All Go Out?" (Read Along)

Reflection

Unit 5: The Meaning Behind Pictures

Unit Title/Topic	Unit 5: The Meaning Behind Pictures		
Estimated Time	6 weeks		
Essential Questions	<p>Why should I be able to explain my message through pictures? What causes events in a story to take place? Why should I be able to identify the cause of events in a story?</p>		
Evidence of Learning	<p>Students will create a cause and effect graphic organizer based on a story that has been read to them. Then, students will illustrate how the cause and effect are related to each other. The students will use symbols are representations of their message within their drawings.</p>		
<ul style="list-style-type: none"> LAFS.K.RI.1.1: With prompting and support, ask and answer questions about key details in a text. 	<ul style="list-style-type: none"> LAFS.K.W.3.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 	<ul style="list-style-type: none"> LAFS.K.SL.2.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 	<ul style="list-style-type: none"> LAFS.K.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.K.L.1.1f: Produce and expand complete sentences in shared language activities. LAFS.K.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. LAFS.K.L.1.2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Unwrapped Standards	<p style="text-align: center;">Procedural Knowledge (Skills)</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the connection between two events or ideas in a text. Recognize cause and effect relationships (e.g., the contributions of Martin Luther King Jr. and the holiday 		
	<p style="text-align: center;">Declarative Knowledge (Content)</p> <ul style="list-style-type: none"> A KWL chart shows what you know, what you want to know and what you learned about a topic. A symbol is something that represents something else. A cause is something or someone that makes something happen. 		

	<p>celebrating his life).</p> <ul style="list-style-type: none"> Review characters, setting, and key events in fictional stories when retelling them. Answer questions about unknown words, details, and events in both fiction and informational texts. Gather information from text sources and experiences to answer questions about a given topic (e.g., about holidays). Use a combination of drawing, dictating, and writing to compose an informative text on a given topic (e.g., about holidays). Ask questions to get information, to seek help, or to clarify something that is not understood. Produce and expand complete sentences in shared writing about a given topic (e.g., symbols in America). Identify new meanings for familiar words and apply them accurately (e.g., march—verb, March—month, march—musical piece). Use newly learned words in conversation (e.g., new words related to celebrations and symbols). 	<ul style="list-style-type: none"> An effect is a change that happens when something is done.
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<p>Vocabulary</p>	<p>Cause, Composer, Effect, Informational text, KWL chart, Questioning, Symbol</p>
<p>Standard Clarification</p>	<p>How are _____ and _____ connected to each other? What was his/her idea? What caused this to happen? Support your answer with events from the text. What did they do to make this happen? Can you tell what happened after...? What information is most important? What will you be speaking about today? I want you to draw a picture that will help us understand what you are saying. Can you find a picture that shows what you will share? Can you tell us more about your picture? Does your drawing help add more details?</p>

LITERARY TEXTS

Picture Books

- America the Beautiful* (Katharine Bates, Wendell Minor) (Read Aloud)
 - Apple Pie and the Fourth of July* (Janet S. Wong and Margaret Chodos-Irvine) (Read Aloud) (Note: Tailor to represent the cultures in your classroom.)
 - Clifford Goes to Washington* (Norman Bridwell) (Read Aloud)
 - Duck for President* (Doreen Cronin and Betsy Lewin) (Read Aloud)
 - Family Pictures / Cuadros de familia* (Carmen Lomez Garza) (E) (Read Aloud) (Note: Tailor to represent the cultures in your classroom.)
 - I Pledge Allegiance* (Bill Martin, Jr., Michael Sampson, and Chris Raschka) (Read Aloud)
 - My Country, 'Tis of Thee* (Samuel Francis Smith) (Read Aloud)
 - Pledge of Allegiance* (Scholastic, Inc.) (Read Aloud)
 - This Land is Your Land* (Woody Guthrie and Kathy Jakobsen) (Read Aloud)
- Poems
- "Celebration" in *Song and Dance* (Alonzo Lopez) (E) (Read Aloud)
 - "Thanksgiving Day" in *Flowers for Children*, Vol. 2 (Lydia Maria Child) (Read Aloud)
 - Selections from *I Am America* (Charles R. Smith) (Read Aloud)

Resources

INFORMATIONAL TEXTS

Nonfiction Books

- Chanukah* (Rookie Read-About Holiday Series) (David F. Marx) (Read Aloud)
- Chinese New Year* (Rookie Read-About Holiday Series) (David F. Marx) (Read Aloud)
- Christmas* (Rookie Read-About Holiday Series) (Trudi Strain Trueit) (Read Aloud)
- Cinco de Mayo* (Rookie Read-About Holiday Series) (Mary Dodson Wade and Nanci R. Vargus) (Read Aloud)
- Diwali* (Rookie Read-About Holiday Series) (Trudi Strain Trueit) (Read Aloud)
- El Dia De Los Muertos: The Day of the Dead* (Rookie Read-About Holiday Series) (Mary Dodson Wade) (Read Aloud)
- Giving Thanks: The 1621 Harvest Feast* (Kate Waters and Russ Kendall) (Read Aloud)
- In Our Country* (Emergent Reader) (Susan Canizares and S. Berger) (Read Aloud)
- Independence Day* (Rookie Read-About Holiday Series) (Trudi Strain Trueit) (Read Aloud)
- John Philip Sousa: Getting to Know the World's Greatest Composers* (Mike Venezia) (Read Aloud)
- Kwanzaa* (Rookie Read-About Holiday Series) (Trudi Strain Trueit) (Read Aloud)
- Martin Luther King Jr. Day* (Rookie Read-About Holiday Series) (Trudi Strain Trueit) (Read Aloud)
- Ramadan* (Rookie Read-About Holiday Series) (David F. Marx) (Read Aloud)
- The American Flag* (Welcome Books) (Lloyd G. Douglas) (Read Aloud)
- The Bald Eagle* (Welcome Books) (Lloyd G. Douglas) (Read Aloud)
- The Liberty Bell* (Welcome Books) (Lloyd G. Douglas) (Read Aloud)

- *The Statue of Liberty* (Welcome Books) (Lloyd G. Douglas) (Read Aloud)
- *The White House* (Welcome Books) (Lloyd G. Douglas) (Read Aloud)
- *Veterans Day* (Rookie Read-About Holiday Series) (Jacqueline S. Cotton) (Read Aloud)

ART, MUSIC AND MEDIA

Music

- George M. Cohan, "You're a Grand Old Flag" (Read Along)
- John Philip Sousa, *Stars and Stripes Forever* (1893)
- John Philip Sousa, *The Liberty Bell* (1893)
- John Philip Sousa, *The Washington Post* (1889)
- Katharine Lee Bates and Samuel A. Ward, "America the Beautiful" (Read Along)
- Samuel Francis Smith, "America (My Country, 'Tis of Thee)"
- Traditional, "Yankee Doodle" (Read Along)

Reflection

Unit 6: Story Elements

Unit Title/Topic	Unit 6: Story Elements		
Estimated Time	6 weeks		
Essential Questions	<p>How do details help my understanding of a story? How can knowing about the world influence my writing? Why do different story settings affect the overall meaning of the text?</p>		
Evidence of Learning	<p>Students will read a fiction story and relate the events in the story to the setting and characters. Students will recall this information when prompted by the teacher.</p>		
<ul style="list-style-type: none"> • LAFS.K.RL.1.3: With prompting and support, identify characters, settings, and major events in a story. • LAFS.K.RL.3.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. • LAFS.K.RI.3.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 	<ul style="list-style-type: none"> • LAFS.K.W.2.6: With guidance and support, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • LAFS.K.W.3.8: With guidance and support, recall information from experiences or gather information from provided sources to answer a question. 		<ul style="list-style-type: none"> • LAFS.K.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • LAFS.K.L.1.2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Unwrapped Standards	Procedural Knowledge (Skills)		
	<p>Students will:</p> <ul style="list-style-type: none"> • Describe the connection between the settings of fictional works and informational books about the same place. • Learn about the similarities and differences between fictional and informational texts on the same topic. • Compare and contrast characters' adventures that are set in different continents. 		
Procedural Knowledge (Skills)	Declarative Knowledge (Content)		
	<ul style="list-style-type: none"> • A word with a meaning that is opposite to the meaning of another word. • When we compare we look at two things closely and talk about what is similar. • When we contrast we look at two things closely and talk about what is different. • Details are facts or information about something else. 		

<ul style="list-style-type: none"> • Main Idea is a sentence or a generalization that tells what a paragraph or story is about. • The setting is the time and place where something takes place. 	<ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to offer an opinion (e.g., about a continent to visit); include details that explain/support the opinion. • Demonstrate understanding of common verbs and adjectives by relating them to their opposites (e.g., in the context of describing places).
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<p>Vocabulary</p>	<p>Antonyms, Compare, Contrast, Details (most important), Different, Main idea, Opposites, Settings, Similar.</p>
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<p>Standards Clarification</p>	<p>How is ___ similar to ___ in a story? How are ___ and ___ different? What adventures did ___ have in the story? What experiences did ___ and ___ have in the story? How are their adventures similar? How are they different? How are their experiences similar (compare)? How are their experiences different (contrast)?</p>
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<p>Resources</p>	<p>LITERARY TEXTS</p> <p>Picture Books</p> <ul style="list-style-type: none"> • <i>Mr. Popper's Penguins</i> (Richard Atwater and Florence Atwater) (E) (Read Aloud) • <i>Africa</i> • <i>A Story, A Story</i> (Gail E. Haley) (E) (Read Aloud) • <i>Shadow</i> (Blaise Cendrars, translated by Marcia Brown) (Read Aloud) • <i>Why Mosquitoes Buzz in People's Ears</i> (Verna Aardema, Leo Dillon, and Diane Dillon) (Read Aloud) • <i>Antarctica</i> • <i>Eve of the Emperor Penguin</i> (Mary Pope Osborne and Sal Murdocca) (Read Aloud) • <i>Something to Tell the Grandcows</i> (Eileen Spinelli and Bill Slavin) (Read Aloud) • <i>Asia</i> • <i>Lon Po Po: A Red-Riding Hood Story from China</i> (Ed Young) (E) (Read Aloud) • <i>Once a Mouse...</i> (Marcia Brown) (Read Aloud) • <i>The Fool of the World and the Flying Ship</i> (Arthur Ransome and Uri Shulevitz) (Read Aloud) • <i>The Paper Crane</i> (Molly Bang) (E) (Read Aloud) • <i>Australia</i> • <i>Koala Lou</i> (Mem Fox and Pamela Lofts) (Read Aloud) • <i>Lizzie Nonsense</i> (Jan Ormerod) (Read Aloud) • <i>Possum Magic</i> (Mem Fox and Julie Vivas) (Read Aloud)
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Europe

Little Red Riding Hood (Trina Schart Hyman) (Read Aloud)

One Fine Day (Nonny Hogrogian) (Read Aloud)

The Story of Ferdinand (Munro Leaf and Robert Lawson) (Read Aloud)

North America

Arrow to the Sun (Gerald McDermott) (Read Aloud)

Song of the Swallows (Leo Politi) (Read Aloud)

The Story of Jumping Mouse (John Steptoe) (Read Aloud)

South America

Morpha: A Rain Forest Story (Michael Tennyson and Jennifer H. Yoswa) (Read Aloud)

Rain Player (David Wisniewski) (Read Aloud)

INFORMATIONAL TEXTS

Nonfiction Books

Africa (Rookie Read-About Geography) (Allan Fowler) (Read Aloud/Independent)

Antarctica (Rookie Read-About Geography) (Allan Fowler) (Read Aloud/Independent)

As the Crow Flies: A First Book of Maps (Gail Hartman and Harvey Stevenson) (Read Aloud)

Asia (Rookie Read-About Geography) (Allan Fowler) (Read Aloud/Independent)

Australia (Rookie Read-About Geography) (Allan Fowler) (Read Aloud/Independent)

Beginner's World Atlas (National Geographic) (Read Aloud)

Continents and Maps (Big Book, Pearson Learning) (Read Aloud)

Count Your Way Through China...(series) (Jim Haskins) (Read Aloud/Independent)

Europe (Rookie Read-About Geography) (Allan Fowler) (Read Aloud/Independent)

Me on the Map (Joan Sweeney and Annette Cable) (Read Aloud)

North America (Rookie Read-About Geography) (Allan Fowler) (Read Aloud/Independent)

South America (Rookie Read-About Geography) (Allan Fowler) (Read Aloud/Independent)

The Seven Continents (Rookie Read-About Geography) (Wil Mara) (Read Aloud/Independent)

ART, MUSIC AND MEDIA

Art

Africa

J.H. Pierneef, *Trees in Woodland Landscape* (date unknown)

The Linton Panel (eighteenth or nineteenth century)

Asia

Ando Hiroshige, panel from *Famous views of 53 stations of the Tōkaidō Road* (1855)

Guo Xi, *Early Spring* (1072)

	<p>Australia</p> <p>Emily Kam Ngwarreye, <u>Earth's Creation</u> (1994) Emily Kam Ngwarreye, <u>The Alhalkere Suite</u> (1994)</p> <p>Europe</p> <p>John Constable, <u>The Hay Wain</u> (1821) Paul Cézanne, <u>Straße vor dem Gebirge Sainte-Victoire</u> (1898-1902)</p> <p>North America</p> <p>Albert Bierstadt, <u>Valley of the Yosemite</u> (1864) Piet Mondrian, <u>Broadway Boogie Woogie</u> (1942-1943)</p> <p>Film</p> <p>Jon Stone, dir., <u>Big Bird in China</u> (1983) Luc Jacquet, dir., <u>March of the Penguins</u> (2005)</p> <p>Music</p> <p>Mary F. Higuichi (compiled by), "Geography Songs on the Continents" (2000) (Read Along) Tinkerbell Records, "London Bridge is Falling Down" (Read Along) Walt Disney, "It's a Small World" (Read Along)</p>
<p>Reflection</p>	

Unit 7: Deepening Understanding

Unit Title/Topic	Unit 7: Deepening Understanding		
Estimated Time	6 weeks		
Essential Questions	<p>Why is it important to actively engage in reading? How do I determine the best tool to present my information? Why do I need to effectively collaborate with peers?</p>		
Evidence of Learning	<p>Students will work in a group to compare and contrast. The comparison/contrast will be based on two or more texts read by the group. The group will then collaborate to complete a graphic organizer. The group will then present the information orally to the class.</p>		
<ul style="list-style-type: none"> • LAFS.K.RL.4.10: Actively engage in group reading activities with purpose and understanding. • LAFS.K.RI.3.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). • LAFS.K.RI.3.8: With prompting and support, identify the reasons an author gives to support points in a text. • LAFS.K.RF.4.4: Read emergent-reader texts with purpose and understanding. 	<ul style="list-style-type: none"> • LAFS.K.W.2.6: With guidance and support, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. 		<ul style="list-style-type: none"> • LAFS.K.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. • LAFS.K.L.3.4b: Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.
Unwrapped Standards	<p style="text-align: center;">Procedural Knowledge (Skills)</p>		
	<p>Students will:</p> <ul style="list-style-type: none"> • Articulate cause-and-effect relationships (e.g., as they occur in the natural world). • Recognize the basic similarities and differences between two 		
	<p style="text-align: center;">Declarative Knowledge (Content)</p> <ul style="list-style-type: none"> • Explanatory writing is when you write to explain about something. • An oral presentation is when you show an explain something that you researched or created to others. 		

	<p>texts on the same topic (e.g., when both are informational or when one is fiction and one nonfiction).</p> <p>Read emergent-reader texts with purpose and understanding.</p> <p>Write, draw, or dictate a narrative (e.g., describing something that happened in nature and a subsequent reaction).</p> <p>Relate the idea of writing revision to a visual artist's creative process (i.e., continuously improving the work).</p> <p>Use common affixes as clues to the meaning of an unknown word.</p>	<ul style="list-style-type: none"> • A revision is when a change has been made to something in order to make it better. • Similar means almost the same. • Different means not the same.
<p>Vocabulary</p>	<p>Cause, Creative process, Different, Effect, Explanatory writing, Oral presentation, Revision, Similar</p>	
<p>Standards Clarification</p>	<p>Can you tell me what this text is about?</p> <p>Can you tell me how this picture is the same as this one?</p> <p>We read two books, what was different about them?</p> <p>We are going to compare these two books. How were they the same?</p> <p>We are going to fill in this chart; can you tell me how the two texts we read were different?</p> <p>What happened first? What happened next? Was this the same order as what we read in the other book?</p>	
<p>Resources</p>	<p>LITERARY TEXTS</p> <p>Nursery Rhymes</p> <ul style="list-style-type: none"> • "Ladybug, Ladybug" (Read Along) • "Mary, Mary Quite Contrary" (Read Along) <p>Picture Books</p> <ul style="list-style-type: none"> • <i>A Tree is Nice</i> (Janice May Udry and Marc Simont) (Read Aloud) • <i>Days with Frog and Toad</i> (Arnold Lobel) (EA) (Read Aloud) • <i>Fireflies</i> (Julie Brinckloe) (Read Aloud) • <i>Hil Fly Guy</i> (Tedd Arnold) (E) (Read Aloud/Independent) • <i>It's Earth Day!</i> (Mercer Mayer) (Read Aloud) • <i>Jack and the Beanstalk</i> (Steven Kellogg) (Read Aloud) • <i>Kate and the Beanstalk</i> (Mary Pope Osborne and Giselle Potter) (Read Aloud) • <i>One Morning in Maine</i> (Robert McCloskey) (Read Aloud) • <i>The Carrot Seed</i> (Ruth Krauss and Crockett Johnson) (Read Aloud) • <i>The Grouchy Ladybug</i> (Eric Carle) (Read Aloud) • <i>The Magical Garden of Claude Monet</i> (Laurence Anholt) (Read Aloud) (Read Aloud) • <i>The Tiny Seed</i> (<i>The World of Eric Carle</i>) (Eric Carle) (Read Aloud) 	

The Very Clumsy Click Beetle (Eric Carle) (Read Aloud)
The Very Lonely Firefly (Eric Carle) (Read Aloud)
The Very Quiet Cricket (Eric Carle) (Read Aloud)
There was an Old Lady Who Swallowed a Fly (Simms Taback) (Read Aloud)
Time of Wonder (Robert McCloskey) (Read Aloud)

Poems

"Little Black Bug" (Margaret Wise Brown) (Read Aloud)
 "The Caterpillar" in *Rossetti: Poems* (Christina Rossetti) (EA) (Read Aloud)
 "Trees" (Sarah Coleridge) (Read Aloud)
 "Two Tree Toads" in *Orangutan Tongs: Poems to Tangle Your Tongue* (Jon Agee) (E) (Read Aloud)
 "Wouldn't You?" in *You Read to Me, I'll Read to You* (John Ciardi) (E) (Read Along)
Over in the Meadow (John Langstaff and Feodor Rojankovsky) (E) (Read Aloud)
 Selections from *Insectlopedia* (Douglas Florian) (Read Aloud)

INFORMATIONAL TEXTS

Nonfiction Books

"Garden Helpers" in *National Geographic Young Explorers* (September 2009) (E) (Read Aloud)
 "Our Good Earth" in *National Geographic Young Explorers* (April 2009) (EA) (Read Aloud)
A Blue Butterfly (Bijou Le Tord) (Read Aloud)
A Tree is a Plant (Let's-Read-and-Find-Out Science) (Clyde Robert Bulla and Stacey Schuett) (E) (Read Aloud/Independent)
Cactuses (Rookie Read-About Science) (Allan Fowler) (Read Aloud/Independent)
Earth Day (Rookie Read-About Holidays) (Trudi Strain Trueit) (Read Aloud/Independent)
Follow the Water from Brook to Ocean (Arthur Dorros) (E) (Read Aloud)
Frogs and Toads and Tadpoles, Too! (Rookie Read-About Science) (Allan Fowler) (Read Aloud/Independent)
From Caterpillar to Butterfly (Let's-Read-and-Find-Out Science) (Deborah Heiligman and Bari Weissman) (E Series) (Read Aloud/Independent)
From Seed to Plant (Rookie Read-About Science) (Allan Fowler) (Read Aloud/Independent)
From Seed to Pumpkin (Let's-Read-and-Find-Out Science) (Wendy Pfeffer and James Graham Hale) (E) (Read Aloud/Independent)
From Seed to Pumpkin (Wendy Pfeffer) (Read Aloud/Independent)
From Tadpole to Frog (Let's-Read-and-Find-Out Science) (Wendy Pfeffer and Holly Keller) (E Series) (Read Aloud/Independent)
How a Seed Grows (Let's-Read-and-Find-Out Science) (Helene J. Jordan and Loretta Krupinski) (E Series) (Read Aloud/Independent)
Inside an Ant Colony (Rookie Read-About Science) (Allan Fowler) (Read Aloud/Independent)
It Could Still Be a Flower (Rookie Read-About Science) (Allan Fowler) (Read Aloud/Independent)
It's a Good Thing There are Insects (Rookie Read-About Science) (Allan Fowler) (Read Aloud/Independent)
Living Sunlight: How Plants Bring the Earth to Life (Molly Bang and Penny Chisholm) (EA) (Read Aloud/Independent)
Maple Trees (Rookie Read-About Science) (Allan Fowler) (Read Aloud/Independent)
Pine Trees (Rookie Read-About Science) (Allan Fowler) (Read Aloud/Independent)

Plants That Eat Animals (Rookie Read-About Science) (Allan Fowler) (Read Aloud/Independent)
Red-Eyed Tree Frog (Joy Cowley and Nic Bishop) (Read Aloud)
Spiders Are Not Insects (Rookie Read-About Science) (Allan Fowler) (Read Aloud/Independent)
Taking Root (Rookie Read-About Science) (Allan Fowler) (Read Aloud/Independent)
The Reasons for Seasons (Gail Gibbons) (EA) (Read Aloud)
The Seasons of Arnold's Apple Tree (Gail Gibbons) (EA) (Read Aloud)
Water, Water Everywhere (Mark Rauzon and Cynthia Overbeck Bix) (E) (Read Aloud)

ART, MUSIC AND MEDIA

Art

Claude Monet, *Water Lilies* (1906)
 Claude Monet, *Water Lilies* (1916-1923)
 Claude Monet, *Water Lilies (The Clouds)* (1903)

Media

Linnea in Monet's Garden (1999)

Music

"Itsy Bitsy Spider" (Sing Along)
 "The Ants Go Marching One by One" (Sing Along)

Reflection

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**Grade 6 Math
Florida Standards Curriculum Map**

Unit Name	Unit Length
Area and Volume	3-5 weeks
Ratios	3-5 weeks
Expressions	3-4 weeks
Equations and Inequalities	3-4 weeks
Ordering and Absolute Value	4-6 weeks
Graphing	3-5 weeks
Data Analysis	3-4 weeks
Total	22-33 weeks

Area and Volume	
Unit Title/Topic	
Estimated Time	3-5 weeks
Essential Questions	<p>How can you extend what you already know about division to divide fractions? How can you visually represent what is happening when you divide fractions? What is the relationship between the quotient and it's factors and how they compare in size to one another? How is finding the volume of a figure by counting unit cubes similar and different to finding the volume by multiplying edge lengths? How is area, surface area, and volume similar to and different from one another? What is a net of a three-dimensional figure and how can one use it to find the surface area of the figure?</p>
Evidence of Learning	<p>Lesson Plan Template: General Lesson Plan</p> <p>Learning Objectives: What should students know and be able to do as a result of this lesson? Students will generate the formula for finding the surface area of a rectangular prism.</p> <p>Guiding Questions: What are the guiding questions for this lesson? How can you find the surface area of a rectangular prism?</p> <p>Prior Knowledge: What prior knowledge should students have for this lesson? Students will need the following prior knowledge to be successful in this lesson: <ul style="list-style-type: none"> • Finding the area of a rectangle • Understand the relationship between nets and 3-dimensional figures • Understanding of faces, edges and vertices of a 3-dimensional shapes • Understand that a 3D figure can be decomposed into a 2D net </p> <p>Teaching Phase: How will the teacher present the concept or skill to students? Begin the lesson by asking the class "What do you know about area?" Teachers will chart the group responses (see Formative Assessment section for details.)</p> <p>Hand out Net #1 (Net #1 is of a rectangular prism where each face has grid lines.) Have students cut out the Net#1 with scissors being careful not cut the tabs that will</p>

help hold the rectangular prism together. After students have finished cutting out Net#1, using a document camera, have students write "Top Face", "Front Face" and "Right Face" on the net as shown: [teaching_phase_doc_cam.docx](#)

Guided Practice: What activities or exercises will the students complete with teacher guidance?

Students will now work on Net#2. Net#2 does not have grid lines, but instead has some of the edges labeled with numerical measurements. Have students cut out the Net#2 with scissors and label "Top", "Front" and "Right" like the first net. Again, have them construct the rectangular prism. This time student will need to use the area formula for a rectangle to find the area of each face. When groups are answering the following questions, be sure to correct them if they give the measurement in cm instead of cm^2 .

- What is the area of the "Top Face" of rectangular prism?
- How did you find that answer?
- What is the area of the "Front Face" of rectangular prism?
- How did you find that answer?
- What is the area of the "Right Face" of rectangular prism?
- How did you find that answer?
- What is the surface area of this rectangular prism?

The final question is educative assessment. If students double the area of the "Top Face", "Front Face" and "Right Face", they understand that there is a congruent face to each of faces they found the area. If they only add the "Top Face", "Front Face" and "Right Face" faces, have student unfold the prism to show that there are three more faces that were not part of the calculation of the surface area. Give student the following problem: A rectangular prism has a base of 8 inches, a height of 10 inches and a width of 5 inches. What is the surface area of this rectangular prism? (Answer: 340 in^2) Please note if students had incorrect answers such as 170 in^2 (found of the area of the top, front and right faces) or 400 in^2 (found the volume instead of surface area.)

Independent Practice:

Students will now work on Net#3. Net#3 has edges labeled with variables only (b, h,

What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

and w). Have students cut out the Net#2 with scissors and label "Top Face", "Front Face" and "Right Face" like the first net. Again, have them construct the rectangular prism. This time have groups work together to find the following:

- Area of the "Top Face"
- Area of the "Front Face"
- Area of the "Right Face"
- Write a formula for finding the area of any rectangular prism with sides b, h, and w

Have groups share out their findings. Try to show more than one correct way to find the surface area and how they are related. Below are several examples:

- $SA = bh + bh + bw + bw + hw + hw$
- $SA = 2bh + 2bw + 2hw$
- $SA = 2(bh + bw + hw)$

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

With the students working in groups, the teacher will give each group a different net. The nets should be Triangular Prism and Triangular Pyramid with various dimensions. The net should have the edges labeled base (b) and width (w). Also the height (h) should be labeled on the triangle with a dotted line. The teacher asks the groups to use what they discovered from the rectangular prism activity to derive the surface area of their given figure. Have groups report out their findings to the class. While groups are reporting out, the teacher is recording on chart paper such details as the 3D shape given and the surface area formula the group derived.

Formative Assessment:

In the beginning of the lesson, ask students what is the definition of "Area". Give groups 30 seconds to turn and talk. Do a "whip around" the room and record group answers. A "whip around" is an instructional strategy to collect information from groups (or individual students) by asking a question and having students answer quickly. Normally the teacher will start on one side of the room and whip around to the opposite side. The teacher does not say if the answer is correct or incorrect during a "whip around." Groups may pass.

Teacher should be looking for answers that represent the following answers:

- Area is the number of unit squares on a 2-D figure
- Area is measured in square units
- Area can be calculated by using a formula
- Area formulas are not all the same, but they all find the number of unit squares inside a figure

This is used by the teacher during the teaching phase to determine the classes understanding of area and reveal any misunderstanding that would prevent the success of teaching surface area.

Feedback to Students:

During the Guided Practice, ask students what is the surface area of the rectangular prism. If students double the area of the "Top", "Front" and "Right", they understand that there is a congruent face to each of faces they found the area.

If they only add the "Top", "Front" and "Right" faces, have students unfold the prism to show that there are three more faces that were not part of the calculation of the surface area.

Summative Assessment:

Give students the following question:

Jay, Ella and Wyatt are painting the outside of a box for a school project. The box is a rectangular prism with the dimensions of 18 inches by 12 inches by 10 inches. They have enough paint to cover 500 sq inches.

Do Jay, Ella and Wyatt have enough paint to cover each face of rectangular prism shaped box or will they need to buy more paint? Justify your answer.

Accommodations:

The rectangular prisms could be pre-made or constructed out of inter-locking cubes.

Suggested Technology:

Document Camera

Special Materials Needed:

Scissors

[Nets for MAFS.6.G.1.4.docx](#)

Standards	
	<p>Dominant Standard(s): MAFS.6.G.1.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p>Subordinate Standard(s): Apply and extend previous understandings of multiplication and division.</p> <p>MAFS.6.NS.1.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</i></p> <p>Compute fluently with multi-digit numbers and find common factors and multiples.</p> <ul style="list-style-type: none">• MAFS.6.NS.2.2 Fluently divide multi-digit numbers using the standard algorithm.• MAFS.6.NS.2.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. <p>Solve real-world and mathematical problems involving area, surface area, and volume.</p>

	<ul style="list-style-type: none"> • MAFS.6.G.1.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. • MAFS.6.G.1.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. 				
<p>Unwrapped Standards</p>	<table border="1"> <thead> <tr> <th data-bbox="565 928 812 1705">Procedural Knowledge (Skills)</th> <th data-bbox="565 144 812 928">Declarative Knowledge (Content)</th> </tr> </thead> <tbody> <tr> <td data-bbox="812 928 1214 1705"> <p>Find the volume of a right rectangular prism with fractional edge lengths. Fluently divide multi-digit numbers using the standard algorithm. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. Find the area of right triangles, other triangles, special quadrilaterals, and polygons. Represent three-dimensional figures using nets made up of rectangles and triangles. Use the nets to find the surface area of these figures.</p> </td> <td data-bbox="812 144 1214 928"> <p>Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. Interpret and compute quotients of fractions. Solve word problems involving division of fractions by fractions. Apply the techniques of composing polygons into rectangles or decomposing into triangles and other shapes in the context of solving real-world and mathematical problems. Apply techniques of using a net to determine surface area in the context of solving real-world and mathematical problems.</p> </td> </tr> </tbody> </table>	Procedural Knowledge (Skills)	Declarative Knowledge (Content)	<p>Find the volume of a right rectangular prism with fractional edge lengths. Fluently divide multi-digit numbers using the standard algorithm. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. Find the area of right triangles, other triangles, special quadrilaterals, and polygons. Represent three-dimensional figures using nets made up of rectangles and triangles. Use the nets to find the surface area of these figures.</p>	<p>Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. Interpret and compute quotients of fractions. Solve word problems involving division of fractions by fractions. Apply the techniques of composing polygons into rectangles or decomposing into triangles and other shapes in the context of solving real-world and mathematical problems. Apply techniques of using a net to determine surface area in the context of solving real-world and mathematical problems.</p>
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<p>Vocabulary</p>	<p>Volume, prism, edge, polygon, net, surface area, quotient, fractional, decomposing</p>				

Standard Clarifications	
Math practice standards:	MAFS.K12.MP1.1 Make sense of problems and persevere in solving them.
	MAFS.K12.MP2.1 Reason abstractly and quantitatively.
	MAFS.K12.MP3.1 Construct viable arguments and critique the reasoning of others.
	MAFS.K12.MP4.1 Model with mathematics.
	MAFS.K12.MP7.1 Look for and make use of structure.
	MAFS.K12.MP8.1 Look for and express regularity in repeated reasoning. Contexts and visual models can help students to understand quotients of fractions and begin to develop the relationship between multiplication and division. Model development can be facilitated by building from familiar scenarios with whole or friendly number dividends or divisors. Computing quotients of fractions build upon and extends student understandings developed in Grade 5. Students make drawings, model situations with manipulatives, or manipulate computer generated models.

Examples:

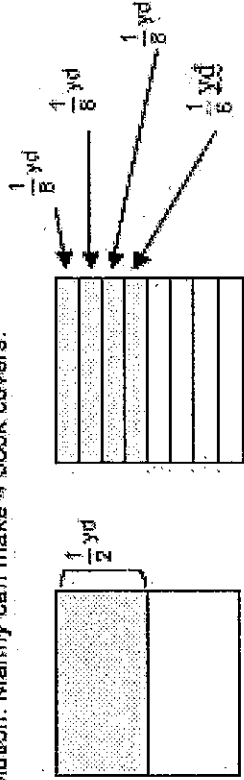
- 3 people share $\frac{1}{2}$ pound of chocolate. How much of a pound of chocolate does each person get?

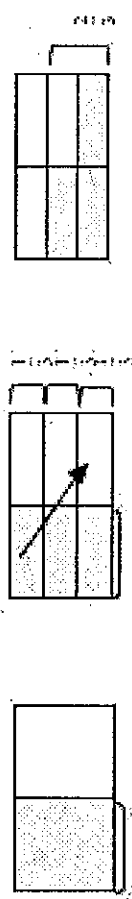
Solution: Each person gets $\frac{1}{6}$ lb of chocolate.



- Manny has $\frac{1}{2}$ yard of fabric to make book covers. Each book is made from $\frac{1}{8}$ yard of fabric. How many book covers can Manny make?

Solution: Manny can make 4 book covers.



<p>* Represent $\frac{1}{2} + \frac{2}{3}$ in a problem context and draw a model to show your solution.</p> <p>Context: You are making a recipe that calls for $\frac{2}{3}$ cup of yogurt. You have $\frac{1}{2}$ cup of yogurt from a snack pack. How much of the recipe can you make?</p> <p>Explanation of Model:</p> <p>The first model shows $\frac{1}{2}$ cup. The shaded squares in all three models show $\frac{1}{2}$ cup.</p> <p>The second model shows $\frac{1}{2}$ cup and also shows $\frac{1}{3}$ cups horizontally.</p> <p>The third model shows $\frac{1}{2}$ cup moved to fit in only the area shown by $\frac{2}{3}$ of the model.</p> <p>$\frac{2}{3}$ is the new referent unit (whole).</p> <p>3 out of the 4 squares in the $\frac{2}{3}$ portion are shaded. A $\frac{1}{2}$ cup is only $\frac{3}{4}$ of a $\frac{2}{3}$ cup portion, so you can only make $\frac{3}{4}$ of the recipe.</p>  <p style="text-align: center;">$\frac{1}{2}$</p>	<p>http://www.shodor.org/interactivate/activities/SurfaceAreaAndVolume/</p> <p>Create a 3-d shape and explore how to find its volume and surface area.</p> <p>Completion Date:</p> <p>Level of Student Mastery based on Unit Assessment:</p> <p>Students in need of remediation:</p> <p>Lessons/Skills to be remediated in next unit:</p>
<p>Resources</p>	
<p>Reflection</p>	
<p>Remediation</p>	

Ratios	
Unit Title/Topic	
Estimated Time	3-5 weeks
Essential Questions	<p>In what ways can two ratios be proven equivalent? How are ratios and rate related? In what ways are rate and unit rate found and used in the real world?</p> <p>http://www.beaconlearningcenter.com/lessons/945.htm In this lesson, students practice finding the unit price of pre-selected items from local grocery store ads to decide which store has the best prices. (from Beacon Learning Center)</p> <p>http://illuminations.nctm.org/LessonDetail.aspx?ID=L511 In this lesson, "students learn to write and solve proportions by gathering data and calculating unit rates." (from NCTM's Illuminations) This is lesson 3 in a 7-lesson unit titled "Measuring Up".</p>
Evidence of Learning	
Dominant Standard(s):	<ul style="list-style-type: none"> • MAFS.6.RP.1.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
Standards	<p>Subordinate Standard(s): MAFS.6.NS.2.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i></p> <p>MAFS.6.RP.1.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship</p>

	<p>between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</p> <p>MAFS.6.RP.1.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”¹</p> <p>MAFS.6.RP.1.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <ul style="list-style-type: none"> • MAFS.6.RP.1.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. • MAFS.6.RP.1.3b Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? • MAFS.6.RP.1.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. • MAFS.6.RP.1.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. • MAFS.6.RP.1.3d Understand the concept of Pi as the ratio of the circumference of a circle to its diameter.
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Unwrapped Standards	Procedural Knowledge (Skills)	Declarative Knowledge (Content)
	<p>Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12.</p> <p>Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane.</p> <p>Solve unit rate problems including those involving unit pricing and constant speed.</p> <p>Find a percent of a quantity as a rate per 100.</p> <p>Solve problems involving finding the whole, given a part and the percent.</p> <p>Use ratio reasoning to convert measurement units.</p> <p>Manipulate and transform units appropriately when multiplying or dividing quantities.</p>	<p>Use ratio and rate reasoning to solve real-world and mathematical problems.</p> <p>Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.</p> <p>Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p>Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.</p> <p>Use ratio and rate reasoning to solve real-world and mathematical problems.</p> <p>Use tables of equivalent ratios relating quantities with whole-number measurements to compare ratios.</p>
Vocabulary	<p>Greatest common factor, least common multiple, ratio, coordinate plane, unit rate, distributive property</p>	
Standard Clarifications	<p>Math Practice Standards MAFS.K12.MP1.1 Make sense of problems and persevere in solving them. MAFS.K12.MP2.1 Reason abstractly and quantitatively. MAFS.K12.MP4.1 Model with mathematics MAFS.K12.MP5.1 Use appropriate tools strategically.</p>	

MAFS.K12.MP7.1 Look for and make use of structure.

Examples:

- Using the information in the table, find the number of yards in 24 feet.

Feet	3	6	9	15	24
Yards	1	2	3	5	?

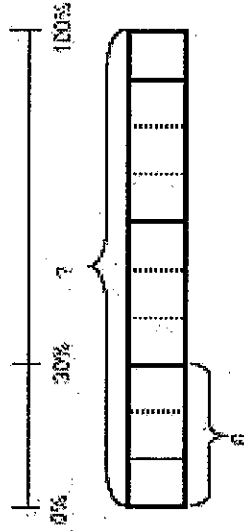
There are several strategies that students could use to determine the solution to this problem.

- Add quantities from the table to total 24 feet (9 feet and 15 feet); therefore the number of yards must be 8 yards (3 yards and 5 yards).
- Use multiplication to find 24 feet: 1) 3 feet \times 8 = 24 feet; therefore 1 yard \times 8 = 8 yards, or 2) 6 feet \times 4 = 24 feet; therefore 2 yards \times 4 = 8 yards.
- Compare the number of black to white circles. If the ratio remains the same, how many black circles will you have if you have 60 white circles?



Black	4	40	20	60	?
White	3	30	15	45	60

- If 6 is 30% of a value, what is that value? (Solution: 20)



- A credit card company charges 17% interest on any charges not paid at the end of the month. Make a ratio table to show how much the interest would be for several amounts. If your bill totals \$450 for this month, how much interest would you have to pay if you let the balance carry to the next month? Show the relationship on a graph and use the graph to predict the interest

	<p>charges for a \$300 balance.</p> <table border="1"> <tr> <td>Charges</td> <td>\$1</td> <td>\$50</td> <td>\$100</td> <td>\$200</td> <td>\$450</td> </tr> <tr> <td>Interest</td> <td>\$0.17</td> <td>\$8.50</td> <td>\$17</td> <td>\$34</td> <td>?</td> </tr> </table>	Charges	\$1	\$50	\$100	\$200	\$450	Interest	\$0.17	\$8.50	\$17	\$34	?
Charges	\$1	\$50	\$100	\$200	\$450								
Interest	\$0.17	\$8.50	\$17	\$34	?								
Resources	<p>http://www.khanacademy.org/video/speed-translation?playlist=Pre-algebra</p> <p>http://www.sciencelinks.com/interactives/messenger/psc/PlanetSize.html</p> <p>In order to change the planet click on the drop down. When new planets are selected, click on the word "compare" for a new comparison. Ratio is shown on the bottom of the screen and the units can be changed from kilometers to miles by clicking on the word "units".</p>												
Reflection	<p>Completion Date:</p> <p>Level of Student Mastery based on Unit Assessment:</p>												
Remediation	<p>Students in need of remediation:</p> <p>Lessons/Skills to be remediated in next unit:</p>												

Unit Title/Topic	Expressions
Estimated Time	3-4 weeks
Essential Questions	<p>In what ways do the properties of operations apply to expressions? How can one use the properties of operations to generate equivalent expressions? What are some ways that two or more expressions can be proven equivalent?</p>
Evidence of Learning	<p>http://illuminations.nctm.org/LessonDetail.aspx?id=L744 In this lesson, expressions representing the area or areas of two rectangles are used to enhance understanding of the distributive property, creating a visual model.</p>
Standards	<p>Dominant Standard(s): MAFS.6.EE.1.3 Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</p> <p>Subordinate Standard(s): Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>MAFS.6.EE.1.1 Write and evaluate numerical expressions involving whole-number exponents.</p> <p>MAFS.6.EE.1.2 Write, read, and evaluate expressions in which letters stand for numbers.</p> <ul style="list-style-type: none"> • MAFS.6.EE.1.2a Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$. • MAFS.6.EE.1.2b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a

	<p><i>single entity and a sum of two terms.</i></p> <ul style="list-style-type: none"> MAFS.6.EE.1.2c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i> <p>MAFS.6.EE.1.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i></p>	<p>Declarative Knowledge (Content)</p>
<p>Unwrapped Standards</p>	<p>Procedural Knowledge (Skills)</p> <p>Write and evaluate numerical expressions involving whole-number exponents. Write, read, and evaluate expressions in which letters stand for numbers. Write expressions that record operations with numbers and with letters standing for numbers. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient). Evaluate expressions at specific values of their variables. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).</p>	<p>Apply the properties of operations to generate equivalent expressions. View one or more parts of an expression as a single entity. Identify when two expressions are equivalent.</p>

<p>Vocabulary</p>	<p>Evaluate, expressions, exponent, sum, term, product, factor, quotient, coefficient, order of operations, parentheses, entity, equivalent</p> <p>Math Practice Standards: MAFS.K12.MP2.1 Reason abstractly and quantitatively. MAFS.K12.MP3.1 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP4.1 Model with mathematics. MAFS.K12.MP6.1 Attend to precision. MAFS.K12.MP7.1 Look for and make use of structure.</p> <p>Students use their understanding of multiplication to interpret $3(2 + x)$. For example, 3 groups of $(2 + x)$. They use a model to represent x, and make an array to show the meaning of $3(2 + x)$. They can explain why it makes sense that $3(2 + x)$ is equal to $6 + 3x$. An array with 3 columns and $x + 2$ in each column:</p> <div style="display: flex; align-items: center; gap: 10px;"> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> </div> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> </div> </div> <p>Students interpret y as referring to one y. Thus, they can reason that one y plus one y must be $3y$. They also distributive property, the multiplicative identity property of 1, and the commutative property for multiplication to prove the that $y + y + y = 3y$.</p> <p>$y + y + y = y \times 1 + y \times 1 + y \times 1 = y \times (1 + 1 + 1) = y \times 3 = 3y$</p> <p>Students connect their experiences with finding and identifying equivalent forms of whole numbers and can write expressions in various forms. Students generate equivalent expressions using the associative, commutative, and distributive properties. They can prove that the expressions are equivalent by simplifying each expression into the same form.</p> <p>Example:</p> <ul style="list-style-type: none"> Are the expressions equivalent? How do you know? <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> $4m + 8$ Solution: </div> <div style="text-align: center;"> $4(m+2)$ $3m + 8 + m$ </div> <div style="text-align: center;"> $2 + 2m + m + 6 + m$ </div> </div>
<p>Standard Clarifications</p>	

	Expression	Simplifying the Expression	Explanation
	$4m + 8$	$4m + 8$	Already in simplest form
	$4(m+2)$	$4(m+2)$ $4m + 8$	Distributive property
	$3m + 8 + m$	$3m + 8 + m$ $3m + m + 8$ $(3m + m) + 8$ $4m + 8$	Combined like terms
	$2 + 2m + m + 6 + m$	$2 + 2m + m + 6 + m$ $2 + 6 + 2m + m + m$ $(2 + 6) + (2m + m + m)$ $8 + 4m$ $4m + 8$	Combined like terms
Resources			
Reflection	Completion Date: Level of Student Mastery based on Unit Assessment:		
Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:	

Equations and Inequalities	
Unit Title/Topic	
Estimated Time	3-4 weeks
Essential Questions	<p>What does it mean for an equation to have a solution? How are equations and inequalities similar to and different from one another? What does it mean for an equation or inequality to be true or false? http://www.learner.org/workshops/algebra/workshop1/index.html# Lesson Plan 1: Miles of Tiles - The Pool Border Problem, students will recognize patterns and represent situations using algebraic notation and variables. Lesson Plan 2: Cups and Chips - Solving Linear Equations Using Manipulatives, students use manipulatives to represent visually the steps they take to obtain a solution to an algebraic equation. They develop an understanding of the connections between the solution involving manipulatives and the symbolic solution. Students work in teams of four. Site includes a Topic Overview, Lesson Plans, Student Work, Teaching Strategies, Resources, and a video of Workshop 1; Part 1.</p>
Evidence of Learning	<p>http://illuminations.nctm.org/LessonDetail.aspx?ID=L247 In this lesson, "students transition from arithmetical to algebraic thinking by exploring problems that are not limited to single-solution responses. Values organized into tables and graphs are used to move toward symbolic representations. Problem situations involve linear models and then quadratic and exponential models are offered as extensions." (from NCTM's Illuminations)</p> <p>http://illuminations.nctm.org/ActivityDetail.aspx?ID=26 Use this tool to find numerical expressions that are equivalent to one another. If equivalent expressions are placed in the blue and red pans, the scale will balance and the equation will show in the table next to the balance.</p>
Standards	<p>Dominant Standard(s):</p> <ul style="list-style-type: none"> • MAFS.6.EE.2.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

Unwrapped Standards	<p>Subordinate Standard(s): Reason about and solve one-variable equations and inequalities.</p> <p>MAFS.6.EE.2.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p>MAFS.6.EE.2.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p>MAFS.6.EE.2.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p>	Procedural Knowledge (Skills)	Declarative Knowledge (Content)
		<p>Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p>Use variables to represent numbers and write expressions when solving a real-world or mathematical problem.</p> <p>Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem.</p>	<p>Solve real-world and mathematical problems by writing and solving equations.</p> <p>Understand solving an equation or inequality as a process of answering a question.</p> <p>Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p>Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions.</p> <p>Represent solutions of inequalities of the form $x > c$ or $x < c$ on number line diagrams.</p>

<p>Vocabulary</p>	<p>Substitution, equation, inequality, solution, variable, expressions, constraint, condition, unknown, set, infinitely</p>						
<p>Standard Clarifications</p>	<p>Math Practice Standards: MAFS.K12.MP1.1 Make sense of problems and persevere in solving them. MAFS.K12.MP2.1 Reason abstractly and quantitatively. MAFS.K12.MP3.1 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP4.1 Model with mathematics. MAFS.K12.MP7.1 Look for and make use of structure.</p> <p>Students create and solve equations that are based on real world situations. It may be beneficial for students to draw pictures that illustrate the equation in problem situations. Solving equations using reasoning and prior knowledge should be required of students to allow them to develop effective strategies.</p> <p>Example:</p> <ul style="list-style-type: none"> Meagan spent \$56.58 on three pairs of jeans. If each pair of jeans costs the same amount, write an algebraic equation that represents this situation and solve to determine how much one pair of jeans cost. <div style="text-align: center;"> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px; text-align: center;">\$56.58</td> <td style="width: 30px; height: 20px;"></td> </tr> <tr> <td style="width: 30px; height: 20px; text-align: center;">J</td> <td style="width: 30px; height: 20px; text-align: center;">J</td> <td style="width: 30px; height: 20px; text-align: center;">J</td> </tr> </table> </div> <p>Sample Solution: Students might say: "I created the bar model to show the cost of the three pairs of jeans. Each bar labeled J is the same size because each pair of jeans costs the same amount of money. The bar model represents the equation $3J = \\$56.58$. To solve the problem, I need to divide the total cost of 56.58 between the three pairs of jeans. I know that it will be more than \$10 each because 10×3 is only 30 but less than \$20 each because 20×3 is 60. If I start with \$15 each, I am up to \$45. I have \$11.58 left. I then give each pair of jeans \$3. That's \$9 more dollars. I only have \$2.58 left. I continue until all the money is divided. I ended up giving each pair of jeans another \$0.86. Each pair of jeans costs \$18.86 ($15+3+0.86$). I double check that the jeans cost \$18.86 each because $\\$18.86 \times 3$ is \$56.58."</p> <ul style="list-style-type: none"> Julio gets paid \$20 for babysitting. He spends \$1.99 on a package of trading cards and \$6.50 on lunch. Write and solve an equation to show how much money Julio has left. (Solution: $20 = 1.99 + 6.50 + x$, $x = \\$11.51$) 		\$56.58		J	J	J
	\$56.58						
J	J	J					

20	
1.99	6.50
money left over (m)	

Connecting writing expressions with story problems and/or drawing pictures will give students a context for this work. It is important for students to read algebraic expressions in a manner that reinforces that the variable represents a number.

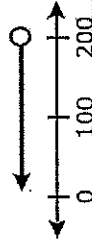
Examples:

- Maria has three more than twice as many crayons as Elizabeth. Write an algebraic expression to represent the number of crayons that Maria has.
(Solution: $2c + 3$ where c represents the number of crayons that Elizabeth has.)
- An amusement park charges \$28 to enter and \$0.35 per ticket. Write an algebraic expression to represent the total amount spent.
(Solution: $28 + 0.35t$ where t represents the number of tickets purchased)
- Andrew has a summer job doing yard work. He is paid \$15 per hour and a \$20 bonus when he completes the yard. He was paid \$85 for completing one yard. Write an equation to represent the amount of money he earned.
(Solution: $15h + 20 = 85$ where h is the number of hours worked)
- Describe a problem situation that can be solved using the equation $2c + 3 = 15$; where c represents the cost of an item Bill earned \$5.00 mowing the lawn on Saturday. He earned more money on Sunday. Write an expression that shows the amount of money Bill has earned. (Solution: $\$5.00 + n$)

Examples:

- Graph $x \leq 4$.
- Jonas spent more than \$50 at an amusement park. Write an inequality to represent the amount of money Jonas spent. What are some possible amounts of money Jonas could have spent? Represent the situation on a number line.
- Less than \$200.00 was spent by the Flores family on groceries last month. Write an inequality to represent this amount and graph this inequality on a number line.

Solution: $200 > x$



<p>Resources</p>	<p>http://www.prometheanplanet.com/en-gb/Resources/Item/105555/algebra In this video, math teacher Jonny Heeley inspires a group of students from several London schools with an active lesson about algebra. Filmed in a TV studio, this video observes Heeley as he uses a variety of games and challenges to excite and entertain pupils. In the process, he also provides maths teachers with a number of concrete and accessible ways to teach algebra. Note: Although the title of this video is Algebra, the focus is on introducing students to power (and relative ease) of representing situations algebraically with variables. These activities are best implemented live with your own students, and they provide wonderful opportunities for students to actively engage in the practices of problem solving (MP.1) and looking for structure (MP.7) in mathematics.</p>
<p>Reflection</p>	<p>Completion Date: Level of Student Mastery based on Unit Assessment:</p>
<p>Remediation</p>	<p>Students in need of remediation: Lessons/Skills to be remediated in next unit:</p>

Ordering and Absolute Value

Unit Title/Topic	Ordering and Absolute Value	
Estimated Time	4-6 weeks	
Essential Questions	<p>What is the significance behind the sign (positive/negative) of a number? What does the sign (positive/negative) of a number tell one about its value? What are some ways positive and negative values are represented in real world situations?</p> <p>What relationship does the sign of a number (positive/negative) have with the distance between that number and zero? How is the process of ordering numbers the same or different when the two numbers have the same sign or different signs?</p>	
Evidence of Learning	<p>Project/lesson idea:</p> <p>Lesson Plan Template: General Lesson Plan</p> <p>Learning Objectives: What Students should know the number line and positive numbers. The students should be able to do as a result of integer, what is the difference between integers and whole numbers. How do you graph positive integer?</p> <p>Guiding Questions: What again, prior knowledge should be positive numbers and a number line. Students should be able to graph. What number do both positive and negative numbers work around? zero or What is the center of the number line?</p> <p>Prior Knowledge: What The teacher will introduce the lesson by asking students about their experiences with prior knowledge should money. How do you get money? Do you owe money or why do people owe students have for this lesson? the teacher can relate to positive bank account and negative about coming out</p> <p>Teaching Phase: How will Bringing in prior knowledge will set the stage. The teacher can relate students' the teacher present the experiences with money. When did they get money and when did they owe. Then the concept or skill to students can discuss how that would look numerically.</p> <p>Guided Practice: What The teacher will review the number lines and will set the directions for the game. The</p>	

	<p>activities or exercises will the students complete with teacher guidance? Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson? Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?</p> <p>teacher is constantly circulating around the room.</p> <p>The teacher will watch and in interject as the students play the game. But the teacher can summarize the game the last two or three minutes of class. The students can share their strategies. Also there are a few practice problems for the students to complete on think pair and share.</p> <p>The game allow the teacher to check for understanding of lesson. The students will play a least twice with different students. This is a better way to check for understanding. If the partners are making the same mistake and the teacher is not able to catch there mistake, then playing with a different partner will help find all mistakes. The teacher needs to look for the absolute value of 2. Many students will just think it is the opposite. So it is importa to double check this fact.</p> <p>Formative Assessment: The teacher will gather prior know by asking simple questions and giving the students a task. The teacher will be walking around the room and observing, facilitating students they preform the activity. The bellwork is a review of a related skill and the teacher will observe and analyze the student's work as well as errors. The teacher will be able to analyze the errors. Feedback to Students: Using think pair and share will help the students give feedback to eachother. also the teacher will have a chance to give feedback as facilitation continues. The teacher will also be checking for understanding throughout the lesson.</p> <p>Summative Assessment: the final activity is playing a short game. The students will play against another student. The other student will check to see if the first student knows what the are doing. The teacher will observe and question when an error is made.</p> <p>Accommodations: This lesson allows the students to work with each other as well as visual aids. The teac</p>
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	<p>checks on each student and makes sure they on target. Students are working with another who has a better understanding of math concepts.</p> <p>Extensions: the extension would include compare the positive, negative and absolute value of expressions, thus finding greater than, less than and equal to.</p> <p>Suggested Technology: Computer for Presenter</p> <p>Special Materials Needed: The teacher will need to download the sheets attached onto different colored paper. the teacher will be able to attached to folders and laminate the work. The teacher will need to make a set for every two people.</p> <p>Further Recommendations: heavy laminate as well as using card stock. I am concerned when some students make the number line, they will start with negative 1 up to negative 10, then zero, then 1 through 10. Again, some students will think the absolute value of negative 2 is 2, so the absolute value of 2 must be negative 2.</p>
<p>Standards</p>	<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>MAFS.6.NS.3.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>MAFS.6.NS.3.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <ul style="list-style-type: none"> ▪ MAFS.6.NS.3.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. ▪ MAFS.6.NS.3.6b Understand signs of numbers in ordered pairs as indicating locations in quadrants

Unwrapped Standards	Procedural Knowledge (Skills)	Declarative Knowledge (Content)
	<p>of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <ul style="list-style-type: none"> ▪ MAFS.6.NS.3.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. <p>MAFS.6.NS.3.7 Understand ordering and absolute value of rational numbers.</p> <ul style="list-style-type: none"> ▪ MAFS.6.NS.3.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i> ▪ MAFS.6.NS.3.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i> ▪ MAFS.6.NS.3.7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i> ▪ MAFS.6.NS.3.7d Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i> 	

	<p>Use positive and negative numbers to represent quantities in real-world contexts.</p> <p>Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line.</p> <p>Recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane.</p> <p>Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>Find and position integers and other rational numbers on a horizontal or vertical number line diagram.</p> <p>Find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p>Understand ordering and absolute value of rational numbers.</p> <p>Understand the absolute value of a rational number as its distance from 0 on the number line.</p>	<p>Understand that positive and negative numbers are used together to describe quantities having opposite directions or values.</p> <p>Understand a rational number as a point on the number line.</p> <p>Extend number line diagrams and coordinate axes to represent points on the line and in the plane with negative number coordinates.</p> <p>Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.</p> <p>Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p> <p>Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.</p> <p>Distinguish comparisons of absolute value from statements about order.</p>
<p>Vocabulary</p>	<p>Positive, negative, number line, quantity, opposite, ordered pair, quadrant, coordinate plane, reflection, axis, integer, rational number, horizontal, vertical, absolute value, inequality, magnitude</p>	

Math Practice Standards:

MAFS.K12.MP1.1 Make sense of problems and persevere in solving them.

MAFS.K12.MP2.1 Reason abstractly and quantitatively.

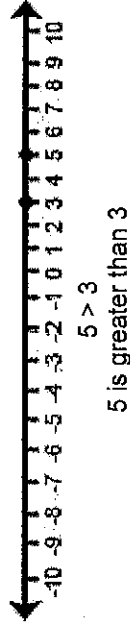
MAFS.K12.MP4.1 Model with mathematics.

Common models to represent and compare integers include number line models, temperature models and the profit-loss model. On a number line model, the number is represented by an arrow drawn from zero to the location of the number on the number line; the absolute value is the length of this arrow. The number line can also be viewed as a thermometer where each point of on the number line is a specific temperature. In the profit-loss model, a positive number corresponds to profit and the negative number corresponds to a loss. Each of these models is useful for examining values but can also be used in later grades when students begin to perform operations on integers.

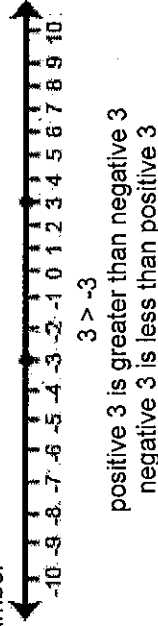
In working with number line models, students internalize the order of the numbers; larger numbers on the right or top of the number line and smaller numbers to the left or bottom of the number line. They use the order to correctly locate integers and other rational numbers on the number line. By placing two numbers on the same number line, they are able to write inequalities and make statements about the relationships between the numbers.

Standard Clarifications

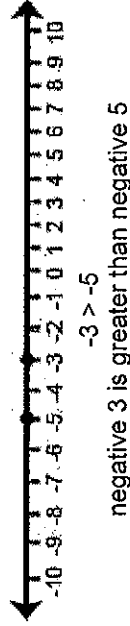
Case 1: Two positive numbers



Case 2: One positive and one negative number



Case 3: Two negative numbers

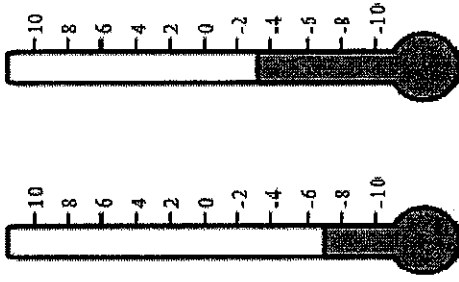


Comparative statements generate informal experience with operations and lay the foundation for formal work with operations on integers in

grade 7.

Example:

- One of the thermometers shows -3°C and the other shows -7°C . Which thermometer shows which temperature? Which is the colder temperature? How much colder? Write an inequality to show the relationship between the temperatures and explain how the model shows this relationship.



Students recognize the distance from zero as the absolute value or magnitude of a rational number. Students need multiple experiences to understand the relationships between numbers, absolute value, and statements about order.

Example:

The Great Barrier Reef is the world's largest reef system and is located off the coast of Australia. It reaches from the surface of the ocean to a depth of 150 meters. Students could represent this value as less than 150 meters or a depth no greater than 150 meters below sea level.

http://www.khanacademy.org/exercises?exid=ordering_numbers

Khan Academy Exercise bank - Ordering numbers

Students are able to use the knowledge map and progress tracking tool to record and support their learning goals. Hints are provided and supporting video tutorials are identified and linked.

Completion Date:

Resources

Reflection

Remediation	Level of Student Mastery based on Unit Assessment:
	Students in need of remediation:
	Lessons/Skills to be remediated in next unit:

Graphing	
Unit Title/Topic	
Estimated Time	3-5 weeks
Essential Questions	<p>How can a relationship between two quantities (dependent/independent) be represented in different ways? How do the points on a coordinate plane relate to real world and mathematical problems? In what ways is it beneficial to represent a relationship between two values as an equation, graph, or table? http://www.nsa.gov/academia/files/collected_learning/elementary/patterns/functions/day_trips.pdf</p>
Evidence of Learning	<p>In this 3-lesson unit, Students explore functions as they use their knowledge of patterns and number operations to analyze function tables and graph them. Using tables and graphs, students determine which items are the best deals.</p> <ul style="list-style-type: none"> • This unit contains three 60 minute lessons. • Although provided, Lesson 1 Launch Activity and visual aids may not be necessary. • Overhead projector may also be omitted. • Use of basic calculators is optional.
Standards	<p>Dominant Standard(s):</p> <p>MAFS.6.EE.3.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</p> <p>Subordinate Standard(s): MAFS.6.NS.3.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p>

	<p>MAFS.6.G.1.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p>	<p>Declarative Knowledge (Content)</p>
<p>Unwrapped Standards</p>	<p>Procedural Knowledge (Skills)</p> <p>Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane.</p> <p>Draw polygons in the coordinate plane given coordinates for the vertices.</p> <p>Use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.</p> <p>Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.</p>	<p>Use variables to represent two quantities in a real-world problem that change in relationship to one another.</p> <p>Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p>
<p>Vocabulary</p>	<p>Quadrant, coordinate plane, polygon, vertex, coordinate, equation, quantity, dependent, independent, variable, quantity, graph, table</p>	
<p>Standard Clarifications</p>	<p>Math Practice Standards</p> <p>MAFS.K12.MP1.1. Make sense of problems and persevere in solving them.</p> <p>MAFS.K12.MP2.1. Reason abstractly and quantitatively.</p> <p>MAFS.K12.MP3.1. Construct viable arguments and critique the reasoning of others.</p> <p>MAFS.K12.MP4.1. Model with mathematics.</p> <p>MAFS.K12.MP7.1. Look for and make use of structure.</p> <p>MAFS.K12.MP8.1. Look for and express regularity in repeated reasoning.</p>	

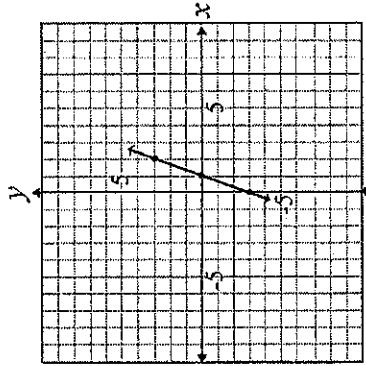
Students can use many forms to represent relationships between quantities. Multiple representations include describing the relationship using language, a table, an equation, or a graph. Translating between multiple representations helps students understand that each form represents the same relationship and provides a different perspective on the function.

Examples:

- What is the relationship between the two variables? Write an expression that illustrates the relationship.

x	1	2	3	4
y	2.5	5	7.5	10

- Use the graph below to describe the change in y as x increases by 1.



- Susan started with \$1 in her savings. She plans to add \$4 per week to her savings. Use an equation, table and graph to demonstrate the relationship between the number of weeks that pass and the amount in her savings account.

- Language: Susan has \$1 in her savings account. She is going to save \$4 each week.

- Equation: $y = 4x + 1$

- Table:

x	y
0	1
1	5

	<p>Graph:</p>
Resources	
Reflection	<p>Completion Date:</p> <p>Level of Student Mastery based on Unit Assessment:</p>
Remediation	<p>Students in need of remediation:</p> <p>Lessons/Skills to be remediated in next unit:</p>

Data Analysis	
Unit Title/Topic	
Estimated Time	3-4 weeks
Essential Questions	<p>How can numbers be used to share information about a group of people? What importance does the unit of measure have to its corresponding value? Why? In what different ways can a group of values be portrayed/summarized? How much difference does it make when choosing one measure of center over another?</p> <p>http://www.educationworld.com/a_lesson/03/lp293-02.shtml Counting Candy Colors Worksheet.pdf</p> <p>In this lesson, students will count candy of different colors and use the data to calculate mean, median, and mode. Groups of students will work together to share their data and calculate the measures of central tendency again. At the end of the lesson, they will apply their learning to another collection of data.</p> <p>http://illuminations.nctm.org/LessonDetail.aspx?id=L204 Using <i>The Phantom Tollbooth</i> as a literature basis, students explore the concept of averages.</p>
Evidence of Learning	<p>Lesson Plan Below: Have your students become "Data Doctors" by examining and analyzing means of central tendency. This lesson is a great introduction to mean, median, mode and range. Students will be sets of data, get to work in small groups examining the sets, learn a poem that will help them remember each term and take surveys to get real/ data sets.</p> <p>Lesson Plan Template: General Lesson Plan</p> <p>Learning Objectives: What should students know and be able to do as a result of this lesson? Objective: Students will be able to determine the mean, median, mode and range from a given set of data, and will be able to learn the related vocabulary by memorizing the poem/rap.</p> <p>Guiding Questions: What are the guiding questions for this lesson? What is a set of data? How do we collect and organize data? What do we do with that data once it is collected and organized? What are some ways to analyze the data?</p>

Prior Knowledge: What prior knowledge should students have for this lesson?

Methods for collecting and organizing data such as surveys, graphs, line plots and stem and leaf plots.

Teaching Phase: How will the teacher present the concept or skill to students?

Attention getter: When students come in there will be an index card on their desks. Each card will have a number on it, written in different color marker. If this is not convenient, cards may be passed out randomly as students enter the room. Ask students to go to the group of chairs around the room that has the same color card taped to it and sit down. Tell them they have now become a "set" of data, or a group of information.

Review the use of graphs and line plots to organize data. Once it is organized you can analyze or find ways to use the data that you've collected.

Call on one group at a time to come to the front of the room. Ask them to get in order from least to greatest. Once they have done that, ask the rest of the class to check to be sure they are correct. Ask certain numbers to step forward: If you are the greatest number step forward and if you are the least number step forward- What is the difference between these two? If you are the number in the middle step forward- this where having an odd number of cards makes it easier for initial instruction. If you are the number that occurs the most in the set step forward. Ask a student in the class to add up the numbers in the set, get a total and divide by how many are in the set.- Be sure they count repeated numbers separately.

Direct Instruction: Explain that each of those numbers has a specific name and can tell us some very specific information about our data.

Call on the next group- have them do the same steps as the first, asking why we need to put in order from least to greatest first (won't be able to

accurately determine median). This time when you ask numbers to come forward, share the vocabulary for each: The **range** is the greatest number minus the least, the **mode** is the number that occurs the most in the set, the **median** is the one in the middle- students may connect this word to the middle or median in the road-, the **mean** is the total of the set divided by how many numbers are in the set, sometimes referred to as the average.

Continue to analyze each set of data until all groups have participated.

MMMR Poem.doc Pass out the poem and read it to the class as they read along. (*This is an original poem written by this lesson plan developer, it can also be done as a rap.*) Display on board using document camera if available. Have them read it with you a few times. Tell them that they will need to memorize the poem for homework and be able to recite it in class tomorrow.

Guided Practice: What activities or exercises will the students complete with teacher guidance?

Guided practice: In small groups students will be given a set of index cards with new data. They will put the set in order and determine mean, median, mode and range, writing down the results on recording sheet. When they finish one set, they can trade with another group until all sets have been analyzed. Teacher will assess students on correct data analysis through observation and questioning as they work.

Whole class can review each set on the Smartboard when everyone has finished. Small groups can each have a turn to share a set.

Independent Practice: What activities or exercises will students complete to reinforce the

MMMR Practice.docx Independent practice will be given the following morning for bellwork- students will be given a worksheet with 5 sets of data, they will have to correctly determine mean, median, mode

concepts and skills developed in the lesson?

and range.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

Students will add the vocabulary from the lesson in their math journals along with an example of how to find the mean, median, mode and range. They will add any questions they still have about the lesson and turn their journal into the teacher for review. The teacher should respond to each students' journal, answering questions whenever possible. Students who have the same or similar questions can be pulled for small group remediation.

Formative Assessment:

Conduct a basic review of ways to collect and organize data such as surveys, graphs, line plots and stem and leaf plots. Students can meet in small groups and using their math journals as a resource, ask each other questions about all the data topics that have been covered so far. A great book to read that has lots of different types of graphs is Tiger Math: Learning to Graph from a Baby Tiger by Nagda & Bickel. Students must understand how and why we organize the data so that they can proceed to the next level which is to analyze that data.

Feedback to Students:

Students will get immediate feedback through teacher observation, questioning and group work. They will be able to use this feedback to complete guided practice and the subsequent independent practice. Questions may include: What was your first step? How do you figure out which one is in the middle for the median? Did anyone do it a different way? Why do you need to put them in order from least to greatest? What would happen if you had 2 numbers that were listed the same amount of times?

Summative Assessment:

Students will be individually assessed on how to find the mean, median, mode and range of a given set of data and their knowledge of the related vocabulary. The following day the teacher will ask each student to share the poem they have memorized. Students will take a survey of another class asking them a simple question such as what their favorite ice cream flavor is from a list of 5 flavors:

chocolate, vanilla, strawberry, chocolate chip cookie dough or Oreo cookie. After collecting and posting the data they will find the mean, median, mode and range. Any students who are unsuccessful, can be remediated in a small group.

Accommodations:

Accommodations are met as students work in small groups, helping each other as needed. The teacher is able to easily assist students and assess their learning. The lesson offers differentiated instruction through group work, student modeling of data, writing vocabulary, and reading and memorizing the poem.

Extensions:

The natural extension is to use larger numbers in the set and to show real-life use of mean, median, mode and range. A good way to do this is to use a set of student grades for a particular assignment.

A set of data with an even number should also be used as an extension so students can discover how to find the median- *find the mean of the 2 middle numbers.*

Suggested Technology:

Document Camera, Computer for Presenter, Interactive Whiteboard, LCD Projector

Special Materials Needed:

Materials: index cards with numbers written on with different colors- create a good set of data with numbers from 1-10 having some digits written more than once (1,2,2,3,4,7,9), initially make it an odd number of cards in each set, recording sheet for group activity, copies of poem, bellwork worksheet.

Further

Recommendations:

Be prepared with good sets of numbers- initially you need to have sets that have an obvious mode, median, and a mean that is divisible with no remainder. The worksheet attached has good sets. Once students understand the concept, then you can make the number sets more difficult. You can also create real data sets by asking simple questions such as numbers of pets students have, favorite color out of a given list, favorite fast food restaurant, etc. Collect the data- an easy way is to create a bar graph using sticky notes. List your choices on the board or on a piece of large paper and have students place a sticky note above their choice. Then they can use that data to find the mean, median, mode and range.

Standards

Dominant Standard(s):

MAFS.6.SP.2.5 Summarize numerical data sets in relation to their context, such as by:

- **MAFS.6.SP.2.5a** Reporting the number of observations.
- **MAFS.6.SP.2.5b** Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
- **MAFS.6.SP.2.5c** Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
- **MAFS.6.SP.2.5d** Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Subordinate Standard(s):

Develop understanding of statistical variability.

MAFS.6.SP.1.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*

MAFS.6.SP.1.2 Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center, spread, and overall shape.

MAFS.6.SP.1.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Summarize and describe distributions.

MAFS.6.SP.2.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Unwrapped Standards	Procedural Knowledge (Skills)	Declarative Knowledge (Content)
	<p>Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p>	<p>Summarize numerical data sets in relation to their context. Calculate quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation). Describe any overall patterns and any striking deviations from the overall pattern with reference to the context in which the data were gathered. Describe the nature of the attribute under investigation, including how it was measured and its units of measurement. Relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p>

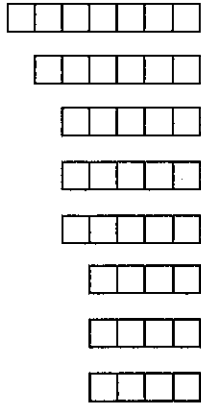
<p>Vocabulary</p>	<p>Data, plot, number line, dot plot, histogram, box plot, quantitative, median, mean, variability, interquartile, range, absolute deviation, attribute, statistics, spread</p>
<p>Standard Clarifications</p>	<p>Math Practice Standards MAFS.K12.MP2.1. Reason abstractly and quantitatively. MAFS.K12.MP3.1. Construct viable arguments and critique the reasoning of others. MAFS.K12.MP4.1. Model with mathematics. MAFS.K12.MP5.1. Use appropriate tools strategically. MAFS.K12.MP6.1 Attend to precision. MAFS.K12.MP7.1 Look for and make use of structure.</p> <p>Students summarize numerical data by providing background information about the attribute being measured, methods and unit of measurement, the context of data collection activities, the number of observations, and summary statistics. Summary statistics include quantitative measures of center, spread, and variability including extreme values (minimum and maximum), mean, median, mode, range, quartiles, interquartile ranges, and mean absolute deviation.</p> <p>The measure of center that a student chooses to describe a data set will depend upon the shape of the data distribution and context of data collection. The mode is the value in the data set that occurs most frequently. The mode is the least frequently used as a measure of center because data sets may not have a mode, may have more than one mode, or the mode may not be descriptive of the data set. The mean is a very common measure of center computed by adding all the numbers in the set and dividing by the number of values. The mean can be affected greatly by a few data points that are very low or very high. In this case, the median or middle value of the data set might be more descriptive. In data sets that are symmetrically distributed, the mean and median will be very close to the same. In data sets that are skewed, the mean and median will be different, with the median frequently providing a better overall description of the data set.</p> <p><u>Understanding the Mean</u> The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students develop understanding of what the mean represents by redistributing data sets to be level or fair. The leveling process can be connected to and used to develop understanding of the computation of the mean.</p> <p>For example, students could generate a data set by measuring the number of jumping jacks they can perform in 5 seconds, the length of their feet to the nearest inch, or the number of letters in their names. It is best if the data generated for this activity are 5 to 10 data points</p>

which are whole numbers between 1 and 10 that are easy to model with counters or stacking cubes.

Students generate a data set by drawing eight student names at random from

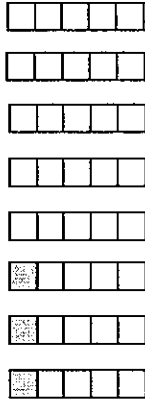
the popsicle stick cup. The number of letters in each of the names is used to create the data set. If the names drawn were Carol, Mike, Maria, Luis, Monique, Sierra, John, and Karen there would be 3 names with 4 letters each, 3 names with 5 letters each, 1 name with 6 letters and 1 name with 7 letters.

This data set could be represented with stacking cubes.



Students can model the mean by "leveling" the stacks or distributing the blocks so the stacks are "fair". Students are seeking to answer the question "If all of the students had the same number of letters in their name, how many letters would each person have?"

One block from the stack of six and two blocks from the stack of 7 can be moved down to the stacks of 4 and then all the stacks have five blocks. If all students had the same number of letters in their name, they would have five letters. The mean number of letters in a name in this data set is 5.



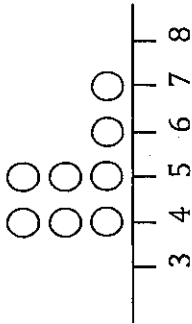
If it was not possible to make the stacks exactly even, students could begin to consider what part of the extra blocks each stack would have.

Understanding Mean Absolute Deviation

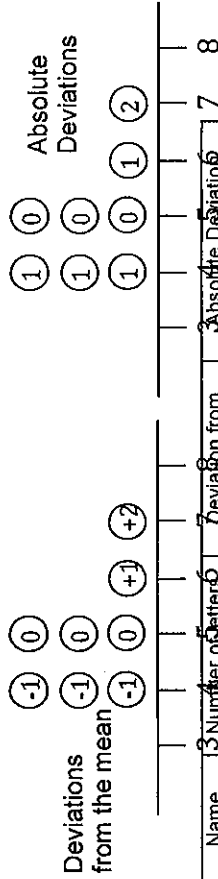
The use of mean absolute deviation in 6th grade is mainly exploratory. The intent is to build a deeper understanding of variability.

Students would understand the mean distance between the pieces of data and the mean of the data set expresses the spread of the data set. Students can see that the larger the mean distance, the greater the variability. Comparisons can be made between different data sets.

In the previous data set, the names drawn were Carol, Mike, Maria, Luis, Monique, Sierra, John, and Karen. There were 3 names with 4 letters each, 3 names with 5 letters each, 1 name with 6 letters and 1 name with 7 letters. This data can be represented on a dot plot. The mean of the data set is 5.



To find the mean absolute deviation, students examine each of the data points and its difference from the mean. This analysis can be represented on the dot plot itself or in a table. Each of the names with 4 letters has one fewer letter than the mean, each of the names with 5 letters has zero difference in letters as compared to the mean, each of the names with 6 letters has one more letter than the mean, and each of the names with 7 letters has two more letters than the mean. The absolute deviations are the absolute value of each difference.



Name	Number of Letters in a name	Deviation from the Mean	Absolute Deviation from the Mean
John	4	-1	1
Luis	4	-1	1
Mike	4	-1	1
Carol	5	0	0
Maria	5	0	0
Karen	5	0	0
Sierra	6	+1	1
Monique	7	+2	2
Total	40	0	6

The mean of the absolute deviations is found by summing the absolute deviations and dividing by the number of data points. In this case, the mean absolute deviation would be $6 \div 8$ or $\frac{3}{4}$ or 0.75. The mean absolute deviation is a small number, indicating that there is little variability in the data set.

Consider a different data set also containing 8 names. If the names were Sue, Joe, Jim, Amy, Sabrina, Monique, Timothy, and Adelita. Summarize the data set and its variability. How does this compare to the first data set?

The mean of this data set is still 5.
$$\frac{(3 + 3 + 3 + 3 + 7 + 7 + 7) + 40}{8} = \frac{5}{8} = 5$$

Name	Number of letters in a name	Deviation from the Mean	Absolute Deviation from the Mean
Sue	3	-2	2
Joe	3	-2	2
Jim	3	-2	2
Amy	3	-2	2
Sabrina	7	+2	2
Timothy	7	+2	2
Adelita	7	+2	2
Monique	7	+2	2
Total	40	0	16

The mean deviation of this data set is $16 \div 8$ or 2. Although the mean is the same, there is much more variability in this data set.

Understanding Medians and Quartiles

Students can also summarize and describe the center and variability in data sets using the median and a five number summary consisting of the minimum, quartiles, and maximum as seen in the box plot example in 6.SP.4. The median is the middle number of the data set with half the number below the median and half the numbers above the median. The quartiles partition the data set into four parts by dividing each of the halves of the data set into half again. Quartile 1 (Q1 or the lower quartile) is the middle value of the lower half of the data set and quartile 3 (Q3 or the upper quartile) is the middle value of the upper half of the data set. The median can also be referred to as quartile 2 (Q2). The range of the data is the difference between the minimum and maximum values. The interquartile range of the data is the difference between the lower and upper quartiles (Q3 - Q1). The interquartile range is a measure of the dispersion or spread of the data set: a small value indicates values that are clustered near the median whereas a larger value indicates values that are more distributed.

Consider the first data set again. Recall that the names drawn were Carol, Mike, Maria, Luis, Monique, Sierra, John, and Karen. The data set can be represented in a numerical list. To find the median and quartile, the values are placed in order from least to greatest.

$\xrightarrow{\hspace{1.5cm}}$ 5 4 5 4 7 6 4 5
 4 4 4 5 5 6 7

The middle value in the ordered data set is the median. If there are an even number of values, the median is the mean of the middle two values. In this case, the median would be 5 because 5 is the average of the 4th and 5th values which are both 5. Students find quartile 1

	<p>(Q1) by examining the lower half of the data. Again there are 4 values which is an even number of values. Q1 would be the average of the 2nd and 3rd value in the data set or 4. Students find quartile 3 (Q3) by examining the upper half of the data. Q3 would be the average of the 6th and 7th value in the data set or 5.5. The mean of the data set was 5 and the median is also 5, showing that the values are probably clustered close to the mean. The interquartile range is 1.5 (5.5 – 4). The interquartile range is small, showing little variability in the data.</p>
Resources	
Reflection	<p>Completion Date: Level of Student Mastery based on Unit Assessment:</p>
Remediation	<p>Students in need of remediation: Lessons/Skills to be remediated in next unit:</p>

Personal Learning Plan

Student Name: _____

State Testing Summary

Subject	Stan 10 K	Stan 10 1st	Stan 10 2nd	3 rd Grade State Test Level Scale	4 th Grade State Test Level Scale	5 th Grade State Test Level Scale	6 th Grade State Test Level Scale	7 th Grade State Test Level Scale	8 th Grade State Test Level Scale
Math									
Reading									
Science									
Writing									

**Benchmark 3 Testing Summary
Subject Area %**

Subject	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Math									
Reading									
Science									

Grade History

Core Subject	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Math									
Reading									
Science									
Language Arts									
Social Studies									

Student Personal Goals

Name: _____ YR: _____

First Quarter

Subject/Grade		This quarter I will _____ to improve.
Reading		
Math		
Science		
Language Arts		
Social Studies		

Second Quarter

Subject/Grade		This quarter I will _____ to improve.
Reading		
Math		
Science		
Language Arts		
Social Studies		

Third Quarter

Subject/Grade		This quarter I will _____ to improve.
Reading		
Math		
Science		
Language Arts		
Social Studies		

Fourth Quarter

Subject/Grade		This quarter I will _____ to improve.
Reading		
Math		
Science		
Language Arts		
Social Studies		

Personal goal sheets are for current year. Maintain cover sheet for student file.

Benchmark Testing Summary

Subject	Benchmark 1	Benchmark 2	Benchmark 3
Math	%	%	%
Reading	%	%	%
Science	%	%	%

Student Personal Goals
Writing Prompt Summary

Date	Prompt	Score	Average



Keys Gate Charter High School
 Academic Year: 2013-2014
 Date Printed: Nov 22, 2013
 Principal: Corinne Beez
 Grade Level: 12

Report Card (page 1) 8-12 grades

Student Name: Smith, John A Grades K-1 Cumulative GPA: 3.45

Academics & Attendance		Grades K-1		Grades 2-12	
E 90-100	Excellent	A	93-100	Attendance Summary	
S 75-89	Satisfactory	B	85-92	Term:	Q1 Q2 Q3 Q4
N 65-74	Needs Improvement	C	75-84	Days in Term:	43 43 43 43
U 0-64	Unacceptable	D	67-74	Days Absent:	4 3 5 3
N/C	Not Covered	F	0-66	Tardy to School:	0

Academic Overview											
Course	Q1	Q2	E1	S1	Q3	Q4	E2	S2	E3	Final	
1002020 English Honors											
1004040 Mathematics Honors											
1002020 Science Honors											
1004040 American History											
1004040 Physical Education											
1002020 English Honors											
1004040 Mathematics Honors											

Course Details: Proficio, Citizenship, Absences, Tardies (current term)

Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Aguillard					[250 character limit]

Year-to-date Standards Mastery:	
Standard Name	Mastery %
Key ideas and details	78%
Craft and structure	78%
Integration of knowledge and ideas	78%
Range of reading and level of text complexity	78%
Reading standards for literature	78%

1004040 Mathematics Honors					
Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Aguillard					
Standard Name					Mastery %
Key ideas and details					78%
Craft and structure					78%
Integration of knowledge and ideas					78%
Range of reading and level of text complexity					78%
Reading standards for literature					78%

1004040 Science Honors					
Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Aguillard					
Standard Name					Mastery %
Key ideas and details					78%
Craft and structure					78%
Integration of knowledge and ideas					78%
Range of reading and level of text complexity					78%
Reading standards for literature					78%

Signature _____



Keys Gate Charter High School
 Academic Year: 2013-2014
 Date Printed: Nov 22, 2013
 Principal: Corinne Beez
 Grade Level: 12

Report Card (page 2)

1004040 Mathematics Honors

Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Aguillard					
Standard Name					Mastery %
Key ideas and details					78%
Craft and structure					78%
Integration of knowledge and ideas					78%
Range of reading and level of text complexity					78%
Reading standards for literature					78%

1004040 Science Honors					
Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Aguillard					
Standard Name					Mastery %
Key ideas and details					78%
Craft and structure					78%
Integration of knowledge and ideas					78%
Range of reading and level of text complexity					78%
Reading standards for literature					78%

1004040 American History					
Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Aguillard					
Standard Name					Mastery %
Key ideas and details					78%
Craft and structure					78%
Integration of knowledge and ideas					78%
Range of reading and level of text complexity					78%
Reading standards for literature					78%

1004040 American History					
Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Aguillard					
Standard Name					Mastery %
Key ideas and details					78%
Craft and structure					78%
Integration of knowledge and ideas					78%
Range of reading and level of text complexity					78%
Reading standards for literature					78%

1004040 Science Honors					
Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Aguillard					
Standard Name					Mastery %
Key ideas and details					78%
Craft and structure					78%
Integration of knowledge and ideas					78%
Range of reading and level of text complexity					78%
Reading standards for literature					78%

Signature _____