GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION

RESPONSES AND ATTACHMENTS

Proposed Charter School Name: DORAL ACADEMY OF TEXAS

Sponsoring Entity: Doral Academy of Texas, Inc.

RFA: 701-19-112

SAS: 565-19

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Applicant Checklist

Use this checklist to ensure the application is complete. In the third column, write "yes" to indicate that each section has been included in the Application Package.

Sections	**Required Elements**	**Complete (yes/no)**
Applicant Checklist	Applicant Checklist	Yes
Applicant Cover Sheet	Applicant Cover Sheet	Yes
School Overview	Executive Summary	Yes
	Targeted Community and Anticipated Student Population • Geographic Boundaries • Enrollment Projections • Demographic Projections	Yes
	Community Engagement	Yes
School Design	Mission, Vision, and Overview of School Design	Yes
	Portfolio Performance	Yes
	Curriculum and Instruction	Yes
	Strategies for Assessment of Learning and Data-Driven Instruction	Yes
	Supports for Special Populations	Yes
	School Culture and Safety	Yes
	Promotion and Graduation Requirements	Yes
	Family and Community Engagement	Yes
Leadership and Governance	Board Structure and Qualifications	Yes
	Proposed Superintendent Qualifications	Yes
	Proposed Instructional Leadership Team	Yes
	Proposed Financial and Operations Leadership Teams	Yes
	Performance Management	Yes

Sections	Required Elements	Complete (yes/no)
Talent Management and Development	Talent Management	Yes
	Professional Development and Evaluation	Yes
	Retention	Yes
Operational and Financial Plans	School Calendar and Schedule	Yes
	Student Recruitment and Enrollment	Yes
	Facility Acquisition • Facility Identified • Facility Not Identified	Yes
	Transportation	Yes
	Start-up Plan	Yes
Operational and Financial Plans	Financial planning	Yes
Attachments	Attachment 1: Articles of Incorporation	Yes
	Attachment 2: 501(c)(3) Determination Letter	Yes
	Attachment 3: Applicant Information Session Documentation	Yes
	Attachment 4: Evidence of Community Demand	Yes
	Attachment 5: Certified Mail Receipt Cards	Yes
	Attachment 6: Published Notice(s) of Public Meetings	Yes
	Attachment 7: Authorizer's Recent Assessment of the Operator's Performance	Yes
	Attachment 8: Current or Past Litigation	Yes
	Attachment 9: Proposed Discipline Policy	Yes
	Attachment 10: Evidence of Community Support	Yes
	Attachment 11: Bylaws	Yes
	Attachment 12: Code of Ethics and Conflict of Interest Policy	Yes

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 13: Board Member Résumés and Biographical Affidavits	Yes
	Attachment 14: Organizational Charts for Year 1, Year 3, and Year 5	Yes
	Attachment 15: Tool(s)/Process to Evaluate Superintendent	Yes
	Attachment 16: Résumé and Qualifications for Proposed Superintendent OR	Yes
	Attachment 17: Job Description or Qualifications for Superintendent	Yes
	Attachment 18: Résumé(s) and Qualifications for Proposed Instructional Leadership Team	Yes
	Attachment 19: Job Descriptions or Qualifications for School's Instructional Leadership Team	Yes
	Attachment 20: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team	Yes
	Attachment 21: Résumé(s) and/or Qualifications for Proposed Financial Team	Yes
	Attachment 22: Résumé(s) and/or Qualifications for Proposed Operations Team	Yes
	Attachment 23: Staffing chart	Yes
	Attachment 24: Supplemental Human Resources Information Forms for each Position on the Staffing Chart	Yes
	Attachment 25: Teacher Evaluation Tool(s)	Yes
	Attachment 26: Proposed School Calendar (Annual)	Yes
	Attachment 27: Proposed School Schedule for Day and Week: Teacher and Student Versions	Yes

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 28: Proposed Admissions and Enrollment Policy	Yes
	Attachment 29: Certificate of Occupancy for Facility	Yes
	Attachment 30: Evidence that Facility Has Been Secured	Yes
	Attachment 31: Detailed Start-Up Plan	Yes
	Attachment 32: Financial Plan Workbook	Yes
	Attachment 33: Budget Narrative	Yes
	Attachment 34: Evidence of Other Financial Support	Yes
	Attachment 35: Audit Reports, last 3 years	Yes
	Attachment 36: Internal Financial Statements	Yes
	Attachment 37: IRS Form 990, Form 990-N, or Form 990-EZ	Yes
	Attachment 38: Plan for Insurance Coverage	Yes
Optional Bonus Attachment	Attachment 39: Evidence of Superior Performance and Support	Yes
Special Assurances	Special Assurances	Yes

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL	
Doral Academy of Texas	
NAME OF SPONSORING ENTITY	
Doral Academy of Texas, Inc.	
The sponsoring entity is a:	☒ 501(c)(3) Nonprofit Organization ☐ Governmental Entity ☐ College or University

1. As **Attachment 1 and 2**, submit Articles of Incorporation for the sponsoring entity and proof of non-profit status and tax-exempt status, as applicable.

2. Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations of the school but not hold the charter directly?

   Yes* ☒ No ☐ If yes, identify the CMO: Doral Academy, Inc.

   * If the answer is yes, the applicant must complete the CMO Addendum.

I. PRIMARY CONTACTS

	Applicant Team Lead	**Proposed Superintendent**	**Proposed Board Chair**
Name	**Douglas Rodriguez**	**TBD**	**Krista Piferrer**
Mailing address	**845 Proton Road, San Antonio, TX 78258**		**845 Proton Road, San Antonio, TX 78258**
Email address	**Drodriguez@doral.edu**		**Krista.piferrer@gmail.com**
Phone number	**786.351.4270**		**210.241.7956**

3. As **Attachment 3**, submit the information session registration form to document that at least one governing board member from the sponsoring entity attended the session.

II. CHARTER SCHOOL INFORMATION

Grade level(s) served in Year 1	Pre K4 through 3rd Grade
Number of students served in Year 1	330
Grade levels served at capacity	Pre K4 through 8th Grade
Number of students served at capacity	1,722
Number of campuses requested	2
Number of districts within geographic boundary	4

Note: The information in this table should align with the data in the Targeted Community and Anticipated Student Population section of the application.

Address of Proposed Administrative Offices *(if different from above):*
TBD
Physical Address of Each Proposed Campus *(please include street address, city, state, zip, and county).* If the specific address is unknown at this time, please provide the county and general location of the proposed campus:
Both Campus will be located in Hays County First Campus: On Fire Cracker Drive in the City of Buda, TX 78610 Second Campus: In the City of Kyle, TX

III. GOVERNANCE/LEADERSHIP

Number of Board Members	5
Chairperson of the Governing Board	Krista Piferrer
Chief Executive Officer of the Sponsoring Entity	TBD
Superintendent of Proposed Charter School	TBD
Board Member Who Attended Applicant Conference	Kara Belew, Olivia Suarez, Talisa Wilson

Note: The information in this table should align with the list of board members in the Board Structure and Qualifications section of the application.

IV. APPLICATION TEAM MEMBERS

4. For all members of the applicant team, list their names, current position, and position or role in the proposed charter school. (*Add additional rows as needed.*)

Full Name	Current Job Title and Employer	Position or Role with Proposed Charter School
Douglas Rodriguez	President, Doral College	Board Director
Krista Piferrer	Press Secretary, Senator Cornyn	Board Chair

Olivia Suarez	Media Relations Coordinator, Texas Medical Association	Board Director
Kara Belew	Senior Education Policy Advisor, Texas Public Policy Foundation	Board Director
Liliana Salazar	Dir. SpED/Academica SW	SpEd Support
Lisa Schutz	CEO, Brooks Academies	Consultant to the Board
Daniel Diaz	Dir. Texas Projects, Academica SW	Consultant
Talisa Wilson	School Leader, Brooks Academy	Board Director

5. Identify any individual(s) or organization(s) that prepared, assisted, and/or provided **professional** advice on the contents of the application herein.

Name of individual or organization	**Was this individual/organization paid?**	
Academica Management SW, LLC	Yes ☐	No ☒
Schulman, Lopez, Hoffer & Adelstein, LLP	Yes ☒	No ☐
Turner-Agassi Charter School Facilities Fund II, L.P.	Yes ☐	No ☒
Sullivan Public Affairs	Yes ☒	No ☐

Attachments

- 1: Articles of Incorporation
- 2: 501(c)(3) determination letter
- 3: Applicant information session documentation

I certify that I have not made material changes, alterations, or edits to this *Responses and Attachments* document, unless expressly authorized in the specific directions provided.

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with Texas Education Code §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered. As part of the application submission process, I certify that I have read and reviewed the Generation Twenty-Five Open-Enrollment Charter Application Instructions document.

Signature of Chief Executive Officer of Sponsoring Entity *(Blue Ink)*	Date	Printed Name
[signature]	Jan. 14, 2020	Krista Piferrer

School Overview

Executive Summary

Doral Academy of Texas proposes to open a PreK-8 school in the Sunfield/Buda area in the Hays Independent School District (ISD). This area has had explosive growth and is expected to continue to grow rapidly over the next several years. The other targeted ISD's are Wimberley, San Marcos and Lockhart. All four of these Texas communities need the exceptional educational experience to be delivered by Doral Academy of Texas.

Doral Academy of Texas is aware that the Texas Commission on Public School Finance recently studied best practices that are improving student outcomes in Texas classrooms. Many of these best practices were put into law in House Bill 3 (86th Texas Legislature). Doral Academy of Texas looks forward to implementing these Texas Legislative programs and Texas Education Agency programs with fidelity, including adopting student outcome goals and monitoring progress, with a focus on early education: high-quality PreK classrooms, and early reading and math skills; teacher incentives, including professional development, mentorship, and reading academies; and bilingual and dyslexic and special needs programs. https://tea.texas.gov/About_TEA/Government_Relations_and_Legal/Government_Relations/House_Bill_3.

Aiming to provide an exceptional education for its students, the Board of Directors of Doral Academy of Texas attended the Texas Education Agency Lone Star Governance School Board Leadership Training in November of 2019. During that training the Board members were challenged to focus on adopting student outcome goals and discuss theories of action and their philosophical approach to education. The team chose a theory of action centered on Performance Management.

The mission of Doral Academy of Texas is to deliver an exceptional educational experience that engages students in rigorous learning through STEM education, empowering them to be lifelong learners and successful future leaders. Doral Academy will provide: "opportunities to utilize varied learning styles throughout all courses; a safe, positive, and caring school environment conducive to learning;" (see www.doralacademyschools.org) "opportunities for students to experience success, learning, and leadership; differentiated instruction to meet the needs of all learners; data-driven, standards-based, and student-centered instruction; meaningful and innovative teaching to produce a lifelong passion for learning; reinforcement and reflection methods to assist students in making connections and develop higher order thinking skills by helping them analyze and synthesize data using depth of knowledge skills; hands-on, project-based, and multi-media instructional delivery methods; opportunities for students with language barriers, low performance, or special needs to review, revisit and reapply knowledge at their own pace, if needed, through intervention and after school tutoring aimed at raising achievement levels of students who perform poorly" (Id.) on assessments of standards. Doral Academy of Texas will replicate the best practices being used at the Doral network's high performing schools. Doral Academy of Texas will incorporate principles driving essential school reform nationwide but tailored to Texas standards and the State's high expectations of governance, school operations and academics.

As application of these practices has continually yielded success, below are some examples of research-based strategies that will be used at Doral Academy of Texas:

- Community and Parental Involvement - A strong school-and-home-partnership is essential to success. Doral has an open-door policy for parental communication and Parents can also be involved through its "Parent Teacher Student Involvement" (PTSI) and "Excellence School Advisory Council" (EESAC).
- The curriculum at Doral Academy will effectively serve students by being focused on measurable and very clear standards and expectations for student learning that will ensure core areas are addressed, as well as focusing on science, technology, engineering, and math.
- All curriculum used at the school will be fully aligned with the state's standards: Texas Essential Knowledge and Skills (TEKS). The TEKS standards provide a set of clear, consistent and strong academic standards for Doral teachers to develop lessons that challenge students to reach their highest potential. The Doral curriculum is coordinated for high quality instruction and implements strategies, innovations and activities that are research-based and that facilitate student achievement. Doral Academy of Texas will focus on ensuring student learn the Texas Essential Knowledge and Skills, are prepared to meet grade level or above expectations on the STAAR, and graduate prepared for college, career or the military
- Gifted and At Risk: The school will have a STEM based theme that is easily transferable to work with both At Risk and gifted students. In addition, Doral brings national experience in helping special needs students achieve success and reach their full potential. While teaching higher order thinking skills the program is also designed to make the curriculum interesting and relevant to students at all levels. Students who are struggling with math calculations may have STEM-lab activities which rely on completion of correct calculations in order to solve a problem while students who need acceleration and collaboration skills may be tasked with a problem without step-by-step guidance to move toward a solution. The U.S. Department of Education has re-emphasized the need for and called for greater expansion of STEM programs. "High-quality STEM education not only has the potential to foster curiosity and creativity in students, it is critical for U.S. economic growth." See Brown, Vaishnav & Waters, Education Week "ESSA Is a Big Piece of the STEM Equity Puzzle" (Nov. 30, 2017) also available at https://educationfirst.com/essa-big-piece-stem-equity-puzzle/. Doral Academy of Texas will bring STEM programming and opportunities to educationally and economically disadvantaged, and we note few STEM programs in the districts listed in our proposed geographic boundaries, and for those programs that are offered, there are limited seats available and often a competitive (test-based) application process.

For all of these reasons, the State of Texas needs Doral Academy of Texas in its portfolio of public charter schools. Students in Hays, Wimberley, San Marcos and Lockhart are certain to benefit from the educational experience that Doral is preparing to offer.

Reference: Doral Academy of Texas. (2019) Generation 24 Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

Targeted Community and Anticipated Student Population

Optional Priority Point. Does the applicant propose a campus within the boundaries of the attendance zone of a campus assigned an unacceptable performance rating for the past two years? By checking yes, applicant must cite clear and specific evidence to support this claim.	Yes ☐ No ☒

Doral Academy of Texas (DAT) is seeking to open two campuses in the Hays Consolidated Independent School District in order to meet the educational needs of the rapidly growing communities in this area. DAT seeks to serve a diverse group of students that reflect the communities in their enrollment boundaries and anticipates its demographics to reflect those of Hays Consolidated CISD.

According to the U.S. Census Bureau, in 2017 Hays County was the fourth fastest growing county in the country. From 2016 to 2017, Hays County grew from 204,365 to 214,485, a 5% year-over-year change. Also, the number of housing units in Hays County has grown from 55,188 in 2010 to an estimated 70,192 in 2016, a 78.62% increase. *See communityimpact.com* (with stats). Due to this significant growth, Hays Consolidated CISD's current school campuses will not be able to meet the communities growing needs. For this reason, the Hays CISD Board of Trustees appointed a group of citizens to a committee called the Facilities and Bond Oversight Committee (FBOC) to review whether to recommend a bond initiative that would go before the voters in May 2020. This Committee recently voted to recommend a $211,840,445 bond proposal to assist in expanding current facilities and build additional school facilities. This bond proposal is expected to be presented to voters on May 2nd, 2020. The fast growth is anticipated with Hispanic students, English Language Learns, and bilingual student populations. Doral has exceptional results with these student groups.

Doral Academy of Texas's proposed campuses will help provide this community with the student stations needed to meet their growing needs and provide an additional educational choice for the families in the area. DAT board is proposing to open its initial campus in the City of Buda within the Sunfield development with an initial 330 student stations serving PK 4 through 3rd grade. The campus will then open 4th and 6th grade the following year and grow its enrollment and grade levels until it reaches capacity at 861 student stations serving PK 4 through 8th grade.

Doral Academy of Texas anticipates opening its second location in its fourth year of operation in the City of Kyle, with the same growth plan described for the campus in the City of Buda within the Sunfield development. The specific location of this campus has not been finalized at this time. These two campuses in the City of Buda and the City of Kyle plan to serve the communities within the following 4 school districts Hays Consolidated CISD, Lockhart ISD, San Marcos CISD, and Wimberley ISD.

Below are the school districts within DAT's enrollment boundary along with the number of schools they have, the number of students they are serving, and their educational performance:

District Name	**# of Schools**	**Enrollment**	**Grade**	**Score %**
Hays Consolidated CISD	24	19,859	B	84%
Lockhart ISD	9	6,101	C	78%
San Marcos CISD	10	8,086	C	77%
Wimberley ISD	4	2,183	A	92%
Total	**47**	**36,229**		

(all district/school grade information was taken from the Texas Education Agency website https://tea.texas.gov)

Below is a list of the number of schools that obtained a letter grade of A, B, C, D, or F by ISD in the proposed attendance boundary:

District Name	**A**	**B**	**C**	**D**	**F**
Hays Consolidated CISD	4	11	6	2	0
Lockhart ISD	1	0	6	1	1
San Marcos CISD	0	2	5	2	1
Wimberley ISD	0	4	0	0	0
Total	**5**	**17**	**17**	**5**	**2**
% of Schools in Boundary	**11%**	**36%**	**36%**	**11%**	**4%**

(all district/school grade information was taken from the Texas Education Agency website https://tea.texas.gov)

In reviewing the various data points, a school located in the Sunfield development would provide a positive and much needed alternative to the currently available school options. Doral will provide a strong academic program that will give families an additional high-quality choice, as well as provide the community with much needed student stations. The families Doral Academy of Texas seeks to serve within the defined attendance boundary have a limited amount of "High Performing" schools. As shown above only 11% of the schools in this area are "A schools" and 36% are "B schools". The remaining 51% of the schools that received a grade of C, D, or F. Doral Academy of Texas plans to bring a unique "High Performing" model to the community of Buda and Kyle by leveraging the educational success of Doral Academy Inc. which has been able to replicate its "High Performing" model in other states, and has received three Blue Ribbons and been recognized multiple times for its' educational excellence.

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

Geographic Boundaries

State the proposed school's **attendance boundary** by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*

A **primary attendance boundary** is a subset of school districts within the approved attendance boundary. The proposed charter may admit students who reside outside of the primary boundary once all eligible applicants who reside within the primary attendance boundary have submitted a timely application and have been enrolled per 19 Texas Administrative Code §100.1207(f).

If the proposed charter school will have a primary attendance boundary, list all school district(s) that will establish the boundary. **Do not list the charter schools located within the designated geographic boundary.**

Attendance Boundary	**Primary Attendance Boundary** (*if applicable*)
Hays ISD	
Lockhart ISD	
San Marcos ISD	
Wimberley ISD	

Number of charter school campuses currently operating within the occupied district:	2
Number of traditional school campuses currently operating within the occupied district:	24
Number of traditional school districts within ten miles of the proposed location:	4

Will a proposed school campus be located in the attendance zone of a campus assigned an unacceptable performance rating under Texas Education Code § 39.054 for the past two school years?	Yes ☐ No ☒
School Name(s):	

Enrollment Projections

1. Applicant proposes to open only **ONE** campus by Year 5?	Yes ☐ No ☒
2. Applicant proposes to open **MULTIPLE** campuses by Year 5?	Yes ☒ No ☐

Enrollment Summary Table: Complete the following table for the charter school, marking any grades not to be served with an "x". This table should be aligned with the Financial Plan Workbook.

Campus 1 location: City of Buda
Campus 2 location: City of Kyle

Grade Level	Projected Number of Students					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
EE3						
PK 4	Campus 1: 22 Campus 2: 0	Campus 1: 22 Campus 2: 0	Campus 1: 22 Campus 2: 0	Campus 1: 33 Campus 2: 22	Campus 1: 33 Campus 2: 22	Campus 1: 33 Campus 2: 33
K	Campus 1: 88 Campus 2: 0	Campus 1: 88 Campus 2: 0	Campus 1: 88 Campus 2: 0	Campus 1: 88 Campus 2: 88	Campus 1: 88 Campus 2: 88	Campus 1: 88 Campus 2: 88
1	Campus 1: 88 Campus 2: 0	Campus 1: 88 Campus 2: 0	Campus 1: 88 Campus 2: 0	Campus 1: 88 Campus 2: 88	Campus 1: 88 Campus 2: 88	Campus 1: 88 Campus 2: 88
2	Campus 1: 66 Campus 2: 0	Campus 1: 88 Campus 2: 0	Campus 1: 88 Campus 2: 0	Campus 1: 88 Campus 2: 66	Campus 1: 88 Campus 2: 88	Campus 1: 88 Campus 2: 88
3	Campus 1: 66 Campus 2: 0	Campus 1: 66 Campus 2: 0	Campus 1: 88 Campus 2: 0	Campus 1: 88 Campus 2: 66	Campus 1: 88 Campus 2: 66	Campus 1: 88 Campus 2: 88
4		Campus 1: 66 Campus 2: 0	Campus 1: 66 Campus 2: 0	Campus 1: 88 Campus 2: 0	Campus 1: 88 Campus 2: 66	Campus 1: 88 Campus 2: 88
5			Campus 1: 66	Campus 1: 66	Campus 1: 88	Campus 1: 88

			Campus 2: 0	Campus 2: 0	Campus 2: 0	Campus 2: 88
6		Campus 1: 50 Campus 2: 0	Campus 1: 50 Campus 2: 0	Campus 1: 75 Campus 2: 0	Campus 1: 75 Campus 2: 50	Campus 1: 100 Campus 2: 100
7			Campus 1: 50 Campus 2: 0	Campus 1: 50 Campus 2: 0	Campus 1: 75 Campus 2: 0	Campus 1: 100 Campus 2: 100
8				Campus 1: 50 Campus 2: 0	Campus 1: 50 Campus 2: 0	Campus 1: 100 Campus 2: 100
9	NA					
10	NA					
11	NA					
12	NA					
Total enrollment	Campus 1: 330 Campus 2: 0 Total: 330	Campus 1: 468 Campus 2: 0 Total: 468	Campus 1: 606 Campus 2: 0 Total: 606	Campus 1: 714 Campus 2: 330 Total: 1,044	Campus 1: 761 Campus 2: 468 Total: 1,229	Campus 1: 861 Campus 2: 861 Total: 1,722
For the projections below, specify by campus						
Students per classroom	Campus 1 Avg: 21 Campus 2 Avg: 0	Campus 1 Avg: 21 Campus 2 Avg: 0	Campus 1 Avg: 22 Campus 2 Avg: 0	Campus 1 Avg: 22 Campus 2 Avg: 21	Campus 1 Avg: 22 Campus 2 Avg: 21	Campus 1 Avg: 22 Campus 2 Avg: 22
Number of classrooms	Campus 1: 16 Campus 2: 0	Campus 1: 22 Campus 2: 0	Campus 1: 28 Campus 2: 0	Campus 1: 33 Campus 2: 16	Campus 1: 35 Campus 2: 22	Campus 1: 39 Campus 2: 39

Demographic Projections

Provide the anticipated demographics (as percentages) for the first proposed charter campus as well as current demographics for the Occupied District and two Contiguous Districts.
NOTE: The term Occupied District refers to the traditional school district in which the first proposed charter campus will be located. Contiguous District 1 and 2 must be contiguous to the school district in which the first proposed charter campus will be located.

	First Proposed Charter Campus	**Occupied District**	**Contiguous District 1**	**Contiguous District 2**
Name	City of Buda	Hays ISD	San Marcos ISD	Lockhart ISD
African-American	2.8%	2.8%	4.7%	3.1%
Hispanic	64.5%	64.5%	72.5%	76.1%
White	29.1%	29.1%	20.5%	18.6%
American Indian	.2%	.2%	.1%	.4%
Asian	1.0%	1.0%	1.0%	.3%
Pacific Islander	0%	0%	.2%	.1%
Two or More Races	2.3%	2.3%	.9%	1.4%
Economically Disadvantaged	51.4%	51.4%	74.2%	71.9%
English Learners	16.6%	16.6%	10.6%	26.3%
At-Risk	49.62%	49.62%	51.34%	69.97%
Gifted/Talented	6.8%	6.8%	10.5%	5.15%
Special Education	11.6%	11.6%	12%	11.2%

Community Engagement

Assessment and Building the Parent and Community Demand for Doral Academy of Texas

The Doral team has established strong community connections and engaged many supported for the school narrowing the focus of our demographic area to Buda, Kyle, San Marcos, Wimberley and Lockhart. We have hosted six community information sessions and received feedback from prospective parents and community members through surveys, social media and online (see Attachment 4). Before each of the information sessions the Doral team also attended local events and made personal outreach efforts. Social media allowed for direct parent feedback what parents are looking for in a school.

Our Board Members spearheaded the community information sessions and attended community events and were available to answer any questions. Olivia Suarez assisted in the advertising campaigns and marketing strategies. Douglas Rodriguez met with community organizations as potential partners. Talisa Wilson met with parents and answered questions regarding curriculum and the internal structure of a Doral school. Kara Belew attended the community information sessions and spoke regarding Texas State standards in education and the importance of High-Quality education options such as Doral, to be made available to families. Krista Piferrer has met with and continues to build pivotal in building relationships with major stakeholders in the community, families and neighbors, as well as aiding in the social media and advertising strategies. We are also attending the Sunfield HOA meetings and giving continuing opportunities to engage. A few barriers faced with community and family engagement are the lack of options available to parents regarding educational choices in this region, so an explanation of what a charter school is, and correcting misinformation has been important.

Our community events have focused on ensuring parents understand the many attributes of a Doral campuses, including high-quality STEM program for all students, research-based student data monitoring, and preparing students for college, career, and military readiness. Doral is continuously looking to meet the needs of parents and students. All students can learn and Doral is willing to go the extra mile to meet their needs.

Parent and Community Members Role in the Development of Doral Academy of Texas

Parents and community members have played a pivotal role. Each meeting has time for comments, concerns or specific questions that families may have and also to provide a platform to speak about their desires for education (see Attachment 4, Public Meeting Agenda). We have also used surveys such as *"how satisfied are you with your child's current school?"* and *"how interested would you be in a STEM program for your child?"* (see Attachment 4, Community Surveys). Several retired teachers who reside within the Sunfield neighborhood are providing, feedback and see the need to have a STEM Charter School to serve the children in their area and have volunteered to support STEM education and our startup.

Partners in Establishing Doral Academy of Texas

Doral has also partnered with non-profit parent service organization, Families Empowered, and they have had firsthand communication with over 5,500 families in Central Texas and the surrounding areas regarding Doral and our proposed school. We anticipate working with them on their common application recruitment, participation in their school fair marketing opportunities, and in a regional "Open House" event scheduled for January 2021 *(see Attachment 4)*.

We are also working with the University of Texas at Austin and its Expanding Pathways in Computing (EPIC) and Texas Advanced Computing Center (TACC) programs to "broaden the participation of computing for every student regardless of race, gender, income, or location." UT's current innovative network WeTeach-CS currently serves hundreds of schools and educators across Texas (Texas Advanced Computing Center, 2019). (*see Attachment 4*).

Communication with SBOE, School District Leaders and Members of Texas Legislature

We have actively met with and continue to meet with school district leaders, members of Texas Legislature and State Board of Education members. Board Chair, Krista Piferrer met with SBOE member, **Marisa B. Perez-Diaz** and we have met with or have meetings scheduled with **State Rep. Erin Zweiner** (HD-45) through her Kyle District Office and invited the representative and staff to Doral's public information sessions. We also met with **Tom Maynard,** SBOE; Bo Kidd, Buda Chief of Police (** unelected official); Will Conley, Hays County Commissioner; Adriana Cruz, Greater San Marcos Partnership (**unelected officials); Joe Siedlecki & Heather Mauze, Texas Education Agency; **Senator Judith Zaffirini, Senator Donna Campbell, Rep. Jason Isaac**, SBOE Board Member **Donna Bahorich**, SBOE Board Member **Marty Rowley**, SBOE Board Member **Keven Ellis**, SBOE Board Member **Barbara Cargill**. SBOE Board Member **Ken Mercer**. All meetings included discussion of Doral's intention to apply for Central Texas, our record of academic achievement, diversity and success; as well as Doral's Blue Ribbons and recognitions and seeking advice about the process and community engagement.

We have also contacted the Superintendents and Board Presidents of each local ISD within our geographical boundary and sent Statements of Impact (see Attachment 5) as required by TEC §§12.1101. The Board Members of Doral have also personally contacted the Superintendents in an effort to discuss the proposed charter school further, including coordinating and offering meetings with: Hays CISD Superintendent **Dr. Eric Wright** (Dr. Wright responded and respectfully declined an in-person meeting); San Marcos CISD Superintendent **Michael Cardona** met with us at his office and had a productive conversation about the Doral model and vision, challenges and strengths in the San Marcos school district, as well as possible future 1882 partnerships; Lockhart ISD and Wimberley ISD Superintendents: An email was sent from Board Chair Krista Piferrer to the superintendents and requested to meet in-person to discuss the Doral model and desire to be an educational "force multiplier". No responses were received.

Public Meetings for Doral Academy of Texas

We held six public informational sessions for the community to date. The **first meeting** was on October 6, 2018 at the Buda Public Library. 19 separate families were in attendance. Of the 19 attendees, 11 resided with 5 miles of the Buda Public Library location, 6 resided with 10 miles of the location and 2 attendees resided within 20 miles of the location. Outreach efforts for this meeting included a Social Media ad campaign that reach 3,231 families within a 25-mile radius of Buda, TX, and a booth at a Buda Chamber of Commerce community event. The **second meeting** was on October 20, 2018 in conjunction with the Kyle Plum Creek Association's annual community event, Hootenanny on the Hill. We met with 13 additional families within the Kyle Plum Creek Neighborhood, a 5-mile radius, about the proposed charter school. Our **third meeting** was a full information session held on October 10th at the Buda Public Library. This meeting was partnered with a STEM night that the Buda Public Library hosted for Elementary aged students and their parents. We engaged with 16 new families who all resided within 5 miles of the location.

Attendees included, community members of Sunfield, current parents and a retired teacher from Hays CISD who has since volunteered with Doral for startup. Outreach efforts included social media campaigns, Eventbrite event page created, digital flyers, canvassing the Sunfield neighborhood, flyers posted at the Buda YMCA and local small businesses with 5 miles' proximity of the Public Library. Several board members also attended the Market in the Park event in Buda, TX on October 5th to invite the community. The **fourth informational session** was held on November 7th at the San Marcos Public Library. There were 27 attendees that included a school facilities developer, current parents and a homeschool educator who was excited about another option for her two school-aged children. All these attendees were well within 20 miles of the meeting location. Parents also expressed interest in ensuring Doral had programs to identify and retain high-quality teachers. Doral explained that our focus is on continuously developing our teaching staff and implementing research-based teacher effectiveness, salary, and mentoring programs recently adopted (including new reading and math goals and plan requirements) by the Texas Legislature in **House Bill 3**. In addition to ongoing social media, a mailer was sent out that included the proposed geographical cities to include 11,400 residences.

The **fifth informational session** was held on November 9th at the EVO Entertainment Center in Kyle, TX. There were 24 new families and community members that attended this session almost all of who were within 10 miles from the meeting location. This information session was scheduled to be two consecutive sessions for one hour each, but the attendees arrived at the first session and did not leave until the conclusion of the second session. Our Board Members answered many questions from current parents, community members and educators (see Attach 4, Evidence of Community Demand). Through this engagement we learned that parents are eager to provide all students, particularly low income, Hispanic and female student with high-quality STEM options. Parents were very interested in the Doral model of providing high-quality STEM lessons starting in Pre-K and leading to laboratory experiences. The **sixth informational session** was held on January 9th at the Sunfield Station, a community center in Sunfield, Buda. This location was recommended by community members in the Sunfield neighborhood who provided feedback regarding a request for a meeting to be held within their own neighborhood. This informational session that was attended by 32 families, all residing within 5-miles of the Sunfield Station community event center. The attendees were enthusiastic about the prospective STEM program potentially building in their neighborhood- many of which have school-aged children who would be interested in applying to Doral. One attendee was a current Principal of another school and expressed interest in the opportunity to seek employment at Doral.

Through these community engagements, Doral has learned that many parents want their upcoming 3rd grade students to attend Doral schools. As a result, we have increased its initial school grades from Pre-K - 2nd grade to now include 3rd grade at launch. In addition, parents emphasized the need to focus on the needs of English Learners and special needs students. To ensure parental involvement, Doral advertised meetings in both Spanish and English. At all of these meetings we had face-to-face engagement with a **total of 131 Families** from within the proposed boundaries.

REFERENCES: Doral Academy of Texas (2019) Generation 24 Application, Families Empowered. (2020), https://familiesempowered.org/

School Design

Mission, Vision, and Overview of School Design

Operator Plans for Growth

Proposed authorizer	Proposed school name	City	State	Grades served	Projected Open Date
Doral Academy of Texas, Inc.	**Doral Academy of Texas**	**Buda**	**TX**	**PK-8**	**August 2021**
Doral Academy of Texas, Inc.	**Doral Academy of Texas**	**Kyle**	**TX**	**PK-8**	**August 2024**

Doral Academy of Texas Strategic Vision: Doral currently operates high performing schools in Florida, Nevada and Colorado. Doral's model is a slow growth model that includes providing services in the areas of: curriculum, professional development, operations, back office support, legal, fiscal and compliance to all of its schools. The Doral Board has participated in Lone Star Governance Training and will adopt the required early education plan, with a focus on House Bill 3 (86th Legislature) programs, including putting high-quality teachers in every classroom, teacher mentoring, classroom management, data-driven personalized student plans, and parent engagement. In addition, Doral looks forward to participating in other Texas Education Agency opportunities including Math Innovation Zones, Transformation Zones, STEM and other programs.

Five Year Growth Plan: The five-year growth plan located in the table above indicates that Doral is requesting two campuses located in the City of Buda and the other in the City of Kyle. In year 1 Doral will open with grades Pre-K 4 through grade 3 adding a grade level each year until it completes its Pre-K – 8th grade. In year two, Doral will add on its first campus a 6th grade with 50 students. The second campus will begin in year 4. That campus will begin with Pre-K through grade 3 and also add grades each year through 8th grade.

Impact Goals: Above all, Doral is focused on ensuring all students are performing at or above grade level and continuously improving through the use of data to measure results. This model has proven itself in every school Doral has opened for over 20 years. Every Doral school in Florida has been rated an "A" by the Florida Department of Education. The Doral Academy of Technology (DAT), the school being replicated in Texas, has proficiency rates in ELA of 98%, Math 99%, Science 99% and Social Studies 100%. These far exceed both the district and state averages where DAT is located, and 98% low socioecomomic status. The state of Nevada rates its schools using a 1-5 STAR rating system. Of the 6 Doral elementary schools in Nevada, five are rated 5 STAR's and one rated a 4 STAR. Similar results are found among the 6 Doral middle schools with five rated 5 STAR's and one rated a 4 STAR. All of the Doral schools exceed both the district and state averages for proficiency in all tested areas. In Colorado, the Doral K-8 has a Performance Distinction rating. All of these have been achieved with a student population predominantly low socioeconomic and with high percentages of Hispanic children.

Challenges Ahead: While Doral has had outstanding results during its expansion, it has learned many lessons. One of the lessons learned is that finding a qualified leader for its schools is difficult. Another challenge has included ensuring the school offers the program and opportunities desired by parents and students. For example, in Florida many parents wanted their children to

have meaningful journalism and mass communications experience, so new classes and opportunities were established. Other challenges include recruitment of qualified staff, student recruitment, finding the right location for the school and learning the nuisances of the state standards.

Serving Texas Students: The core of what Doral schools do and represent is similar to the Effective Schools Framework in Texas. https://texasesf.org/ Doral identifies a clear vision, looks at the needs of the community it serves, develops a plan to meet those needs that includes SMART goals and objectives, sets progress monitoring goals, tailors its curriculum to meet the needs of individual students, establishes a culture of learning, assess its success and need for improvement, sets realistic expectations and provides professional development to staff on an ongoing basis. The Board of Doral Academy of Texas is so committed to this model that it has already participated in the Lone Star Governance training. This training has provided the Board an opportunity to build capacity even prior to submitting its application or opening the school.

Mission and Vision: The vision of Doral Academy of Texas is to set the standard for outstanding student achievement while preparing students to become creative problem solvers by emphasizing the interconnections between science, technology, engineering, and math; therefore, preparing students to be ready for the challenges of an ever-evolving world. The mission of Doral Academy of Texas is to deliver an exceptional educational experience that engages students in rigorous learning through STEM education, empowering them to be lifelong learners and successful future leaders. Doral Academy will provide: "opportunities to utilize varied learning styles throughout all courses; a safe, positive, and caring school environment conducive to learning;" (see www.doralacademyschools.org) "opportunities for students to experience success, learning, and leadership; differentiated instruction to meet the needs of all learners; data-driven, standards-based, and student-centered instruction; meaningful and innovative teaching to produce a lifelong passion for learning; reinforcement and reflection methods to assist students in making connections and develop higher order thinking skills by helping them analyze and synthesize data using depth of knowledge skills; hands-on, project-based, and multi-media instructional delivery methods; opportunities for students with language barriers, low performance, or special needs to review, revisit and reapply knowledge at their own pace, if needed, through intervention and after school tutoring aimed at raising achievement levels of students who perform poorly" *Id.*

Key Design Elements: Doral Academy of Texas will replicate the best practices being used at the Doral network's high performing schools. Doral Academy of Texas will incorporate principles driving essential school reform nationwide but tailored to Texas standards and the State's high expectations of governance, school operations and academics. As application of these practices has continually yielded success, below are some examples of research-based strategies that will be used at Doral Academy of Texas:

Community and Parental Involvement - A strong school-and-home-partnership is essential to success. Doral has an open-door policy for parental communication and Parents can also be involved through its "Parent Teacher Student Involvement" (PTSI) and "Excellence School Advisory Council" (EESAC), and other volunteer opportunities.

School Choice: The National Alliance for Public Charter Schools reported in the 2016- 17 school year, there were more than "6,900 charter schools, enrolling an estimated 3.1 million students. Over the past 10 years, enrollment in charter schools has nearly tripled from 1.2 million students in 2006-07 to an estimated 3.1 million in 2016-17." (See NAPCS statistics and Washingtonpost.com) Between 2015- 16 and 2016-17, estimated charter school enrollment "increased by over 200,000 students." Id. The estimated 7 percent growth in charter school

enrollment between fall 2015 and fall 2016 demonstrates "continued parental demand for high-quality educational options." Id. We believe that parents in these communities are a part of this movement.

High Expectations: The school atmosphere will embody the high performing school to be replicated, by pushing the students to strive for excellence. This preparatory environment drives the rigor within the school's academic curriculum.

Instructional Support: The curriculum at Doral Academy will be focused on measurable and very clear standards and expectations for student learning, and we will ensure core areas are addressed, as well as focusing on science, technology, engineering, and math. The TEKS standards provide a set of clear, consistent and strong academic standards for Doral teachers to develop lessons that challenge students to reach their highest potential. Teachers will be professionally supported and enabled to develop themselves professionally and in their academic course competencies. Horizontal and vertical planning takes place through professional learning communities (PLCs) within the school. Imbedded professional development in the form of weekly walkthroughs and instructional coaching will be a vital part of supporting the teachers as well. Administrators will use the Observe4Success software to create coaching notes and follow-up action items or suggestions for each teacher. Furthermore, teachers have the opportunity to participate in professional development at the school site as well as PD opportunities offered by the sponsor and other organizations. All curriculum used at the school will be fully aligned the state's standards: Texas Essential Knowledge and Skills (TEKS). The TEKS standards provide a set of clear, consistent and strong academic standards for Doral teachers to develop lessons that challenge students to reach their highest potential. The Doral curriculum is coordinated for high quality instruction and implements strategies, innovations and activities that are research-based and that facilitate student achievement.

Accountability: The school will participate in all required state assessments (STAAR) and develop measurable goals each year to ensure progress throughout the school year. These goals will be incorporated into a School Improvement and Strategic Plan. For example, if there is one area where STAAR scores do not reflect of the TEKS in one specific area, the Campus Improvement Plan will address how resources and time will be dedicated to improving this particular TEK or area. This could mean dedicating resources to supplemental curriculum, additional resources such as library books, guided reading sets or math manipulatives, and also looking at how the schedule and instructional staff can be manipulated to direct these resources toward the greatest need as shown by the data.

Gifted and At Risk: The school will have a STEM based theme that is easily transferable to work with both At Risk and gifted students. While teaching higher order thinking skills the program is also designed to make the curriculum interesting and relevant to students at all levels. Students who are struggling with math calculations may have STEM-lab activities which rely on completion of correct calculations in order to solve a problem while students who need acceleration and collaboration skills may be tasked with a problem without step-by-step guidance to move toward a solution. The U.S. Department of Education has re-emphasized the need for and called for greater expansion of STEM programs. "High-quality STEM education not only has the potential to foster curiosity and creativity in students, it is critical for U.S. economic growth." See Brown, Vaishnav & Waters, Education Week "ESSA Is a Big Piece of the STEM Equity Puzzle" (Nov. 30, 2017) also available at https://educationfirst. com/essa-big-piece-stem-equity-puzzle/. Doral Academy of TEXAS will bring STEM programming and opportunities to educationally and economically disadvantaged, and we note few STEM programs in the districts listed in our

proposed geographic boundaries, and for those programs that are offered, there are limited seats available and often a competitive (test-based) application process. The Texas Legislature and Texas Education Agency continue to dedicate significant resources to STEM education; recently, House Bill 3 (86th Texas Legislature), required that school and charter districts develop early education plans (with emphasis on math and reading) to ensure all 3rd graders are performing at grade level or above on the STAAR. Additionally, the Texas Education Agency is offering Math Innovation Zone and STEM school grant programs. DAT looks forward to participating in these STEM activities. Doral is aware that the Texas Legislature just passed House Bill 3. House Bill 3 focuses on school boards and systems adopting local teacher professional development and incentive programs that focus on using data, lesson planning, behavior management, and lesson planning and teacher pacing guides. In addition, teacher in elementary schools are required to participate in teacher academies that focus on teaching reading. House Bill 3 also offers programs that focus on teacher mentorship. Doral looks forward to using these Texas programs, as well as best practices and research for Doral's high performing schools to support our Texas teachers. In accordance with House Bill 3 and the Lone Star Governance School Board Leadership Program, Doral Academy of Texas will adopt a comprehensive Early Education plan and align system resources to achieve the DAT boards student outcome goals for each student group at each campus. In addition, Doral Academy of Texas will ensure there is a school improvement plan for each campus.

In addition, because Doral Academy of Texas will have a STEM model it has identified other key design elements that will be implemented within its program. These elements identified in Education Week Teacher in June of 2017 include the following: STEM lessons focused on real-world issues and problems, STEM lessons guided by the engineering design process, STEM lessons that immerse students in hands-on inquiry and open-ended exploration, STEM lessons that engage students in teamwork, STEM lessons provide rigorous math and science content and STEM lessons that contemplate multiple right answers and teach that failure is necessary to truly learning.

References:

Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

Portfolio Performance

Operators Current Portfolio: Doral Academy was founded in 1999 and currently operates fourteen schools in three states: Florida, Colorado and Nevada. Details of each school, year opened and grade levels are in the below tables. Doral currently has 14 schools (2 x K-5, 2 x Middle Schools, 2 x 9-12, 7 x K-8 and 1 x 6-12th Grades). This is distinguished from Doral Academy of Texas, the proposed Operator, that does not yet have any schools.

Authorizers Assessments of Operator's Performance: Doral Academy's network of schools in other states have all opened and experienced tremendous success. None have been cited for any performance deficiency or compliance violations resulting in authorizer intervention. Details of our network's performance are in the tables below and attachments. See Attachment 7: A Copy of each Doral Academy school Authorizer's most recent assessment of Doral schools. Best practices learned from the CMO in its replication will be implemented in Doral Academy of Texas.

Current or Past Litigation: Doral Academy of Texas, the proposed operator, has no prior or current litigation history. Litigation related to the CMO is included in the CMO Addendum and attachments.

In Table 1 provide descriptive and demographic data for all schools in the operator's portfolio.

Table 1. Descriptive and demographic data for all schools in the operator's portfolio.

Authorizer	**School name**	**City**	**State**	**Open Date**	**Grades served**	**% Low-income**	**% Af-Am**	**% Hispanic**	**% ELs**	**% SWD**
Miami Dade County Public Schools	Doral Academy	Miami	FL	'99	K-5	39.7 %	0%	92%	12 %	4.8%
MDCPS	Doral Academy H.S.	Miami	FL	2001	9-12	49.7 %	1%	91%	2%	3.7%
MDCPS	Doral Academy M.S.	Miami	FL	2003	6-8	46.9 %	0%	96%	3%	3.1%
MDCPS	Doral Academy of Tech.	Miami	FL	2011	6-8	38.3 %	0%	87%	0%	1.3%
MDCPS	Doral Perf.	Miami	FL	2005	9-12	43.7 %	0%	93%	0%	2.5%

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	Arts Academy									
MDCPS	Just Arts and Mgmt. M.S.	Miami	FL	2012	6	45%	0%	100%	0%	6.5%
NV Public Charter Authority	Doral Academy Saddle Campus	Las Vegas	NV	2013	K-8	19.15%	22.6%	21.7%	3.9%	8.8%
NV Public Charter Authority	Doral Academy Cactus Campus	Las Vegas	NV	2014	K-8	12.76%	4.6%	18.6%	2.9%	5.3%
NV Public Charter Authority	Doral Academy Fire Mesa Campus	Las Vegas	NV	2015	K-8	34.32%	9.7%	35.8%	3.7%	11.2%
NV Public Charter Authority	Doral Academy Red Rock E.S.	Las Vegas	NV	2016	K-5	14.51%	5%	20.7%	3.7%	9.37%
NV Public Charter Authority	Doral Academy Red Rock Upper High	Las Vegas	NV	2016	6-12	14.51%	5%	21.9%	1.4%	12.2%
NV Public Charter Authority	Doral Academy Pebble Campus	Las Vegas	NV	2017	K-8	25.74%	9%	21.7%	8.1%	8.8%
NV Public Charter	Doral Academy	Reno	NV	2017	K-8	4.32%	.24%	13.6%	.03%	11.5%

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Authority	Northern NV									
Jefferson County School District	Doral Academy CO	Westminster	CO	2016	K-9	42%	0%	57%	10%	12%

In Table 2, provide performance data for all schools in the operator's portfolio for the past three years. The format of the table may be modified to reflect the state's accountability system, but performance results should be disaggregated for the school's low-income students (FRL), African-American/Black students, Hispanic/Latinx students, English learners (ELs), and students with disabilities (SWD). The statewide average for all students should also be provided.

Table 2. Performance data for all schools in the operator's portfolio.

	2018-19 overall grade	**2018-19 Students meeting/ exceeding state standards**	**2017-18 overall grade**	**2017-18 Students meeting/ exceeding state standards**	**2016-17 overall grade**	**2016-17 Students meeting/ exceeding state standards**
Doral Academy	**A**	**Students (State): 2,846,857 Students (School): 1021 FRL: 39.7% Af-Am: 0% Hispanic: 92% Els: 12% SWD: 4.8%**	**A**	**Students (State): 2,833,115 Students (School): 1066 FRL: 41% Af-Am: 0% Hispanic: 92% Els: 12% SWD: 3.9%**	**A**	**Students (State): 2,817,076 Students (School): 1111 FRL: 44% Af-Am: 0% Hispanic: 92% Els: 16% SWD: 3.5%**
Doral Academy High School	**A**	**Students (School): 1794 FRL: 49.7% Af-Am: 1% Hispanic: 91%**	**A**	**Students (School): 1669 FRL: 50.1% Af-Am: 2% Hispanic: 90%**	**A**	**Students (School): 1718 FRL: 57.7% Af-Am: 2%**

	2018-19 overall grade	2018-19 Students meeting/ exceeding state standards	2017-18 overall grade	2017-18 Students meeting/ exceeding state standards	2016-17 overall grade	2016-17 Students meeting/ exceeding state standards
		Els: 2% SWD: 3.7%		**Els: 3% SWD: 3.7%**		**Hispanic: 90% Els: 4% SWD: 3.3%**
Doral Academy Charter Middle School	**A**	**Students (School): 1454 FRL: 46.9% Af-Am: 0% Hispanic: 96% Els: 3% SWD: 3.1%**	**A**	**Students (School): 1179 FRL: 47.5% Af-Am: 1% Hispanic: 95% Els: 2% SWD: 2.6%**	**A**	**Students (School): 1122 FRL: 54% Af-Am: 1% Hispanic: 92% Els: 5% SWD: 2.5%**
Doral Academy of Technology	**A**	**Students (School): 298 FRL: 39.8% Af-Am: 0% Hispanic: 87% Els: 0% SWD: 1.3%**	**A**	**Students (School): 213 FRL: 38.3% Af-Am: 0% Hispanic: 86% Els: 0% SWD: 2.3%**	**A**	**Students (School): 190 FRL: 46.9% Af-Am: 0% Hispanic: 94% Els: 0% SWD: 3%**
Doral Performing Arts & Entertainment Academy	**A**	**Students (School): 395 FRL: 43.7% Af-Am: 0% Hispanic: 93% Els: 0% SWD: 2.5%**	**A**	**Students (School): 386 FRL: 44.1% Af-Am: 0% Hispanic: 94% Els: 0% SWD: 2%**	**A**	**Students (School): 395 FRL: 48.6% Af-Am: 0% Hispanic: 95%**

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	2018-19 overall grade	2018-19 Students meeting/ exceeding state standards	2017-18 overall grade	2017-18 Students meeting/ exceeding state standards	2016-17 overall grade	2016-17 Students meeting/ exceeding state standards
						Els: 0% SWD: 1.5%
Just Arts and Management Charter Middle School	**A**	**Students (School): 221 FRL: 45% Af-Am: 0% Hispanic: 100% Els: 0% SWD: 6.5%**	**A**	**Students (School): 167 FRL: 40.9% Af-Am: 0% Hispanic: 100% Els: 0% SWD: 6.3%**	**A**	**Students (School): 140 FRL: 47% Af-Am: 0% Hispanic: 100% Els: 0% SWD: 4.7%**
Doral Academy Saddle Campus	**4 star ES/5 star MS**	**Students (School): 995 FRL:** ES ELA = 53.2% ES Math = 45.1% MS ELA = 54.5% MS Math = 22.6% **EL:** ES ELA = 30.0% ES Math = 10.0% MS ELA = 70.0% MS Math = 20.0% **SWD:**	**4 star ES/3 star MS**	**Students (School): 972 FRL:** ES ELA = N/A ES Math = N/A MS ELA = N/A MS Math = N/A **EL:** ES ELA = 63.6% ES Math = 68.1% MS ELA = 56.5% MS Math = 21.7% **SWD:**	**N/A**	**N/A**

	2018-19 overall grade	2018-19 Students meeting/ exceeding state standards	2017-18 overall grade	2017-18 Students meeting/ exceeding state standards	2016-17 overall grade	2016-17 Students meeting/ exceeding state standards
		ES ELA = 32.0% ES Math = 28.0% MS ELA = 8.5% MS Math = 5.7%		ES ELA = 36.8% ES Math = 34.2% MS ELA = 14.3% MS Math = 12.1%		
Doral Academy Cactus Campus	**5 star ES/5 star MS**	**Students (School): 1002** **FRL:** ES ELA = 50.0% ES Math = 55.5% MS ELA = 63.6% MS Math = 48.3% **EL:** ES ELA = 36.2% ES Math = 54.2% MS ELA = N/A MS Math = N/A **SWD:** ES ELA = 21.2% ES Math = 36.2% MS ELA = 34.2%	**4 star ES/the 5 star MS**	**Students (School): 997** **FRL:** ES ELA = N/A ES Math = N/A MS ELA = N/A MS Math = N/A **EL:** ES ELA = 70.5% ES Math = 76.4% MS ELA = 64.7% MS Math = 31.2% **SWD:** ES ELA = 44.1% ES Math = 50.0% MS ELA = 37.0%	**N/A**	**N/A**

	2018-19 overall grade	2018-19 Students meeting/ exceeding state standards	2017-18 overall grade	2017-18 Students meeting/ exceeding state standards	2016-17 overall grade	2016-17 Students meeting/ exceeding state standards
		MS Math = 18.6%		MS Math = 22.2%		
Doral Academy Fire Mesa Campus	**5 star ES/5 star MS**	**Students (School): 981** **FRL:** ES ELA = 59.2% ES Math = 45.6% MS ELA = 51.0% MS Math = 29.6% **EL:** ES ELA = 61.5% ES Math = 53.7% MS ELA = 41.6% MS Math = 25.0% **SWD:** ES ELA = 26.3% ES Math = 23.5% MS ELA = 22.5% MS Math = 9.5%	**3 star ES/4 star MS**	**Students (School): 985** **FRL:** ES ELA = 55.5% ES Math = 46.6% MS ELA = 50.0% MS Math = 21.4% **EL:** ES ELA = 33.3% ES Math = 46.6% MS ELA = 40.0% MS Math = 0% **SWD:** ES ELA = 28.5% ES Math = 25.7% MS ELA = 31.2% MS Math = 18.7%	**N/A**	**N/A**
Doral Academy	**5 star**	**Students (School):**	**5 star**	**Students (School):**		**N/A**

Generation 25: Doral Academy of Texas

	2018-19 overall grade	2018-19 Students meeting/ exceeding state standards	2017-18 overall grade	2017-18 Students meeting/ exceeding state standards	2016-17 overall grade	2016-17 Students meeting/ exceeding state standards
Red Rock Elementary		**1637 (ES/MS/HS)** **FRL:** ES ELA = 75.4% ES Math = 68.7% **EL:** ES ELA = 66.5% ES Math = 91.5% **SWD:** ES ELA = 40.3% ES Math = 52.2%		**1423 (ES/MS/HS)** **FRL:** ES ELA = N/A ES Math = N/A **EL:** ES ELA = 56.2% ES Math = 75% **SWD:** ES ELA = 28.5% ES Math = 42.8%	**N/A**	
Doral Academy Red Rock Upper High	**4 star MS**	**Students (School): 1637 (ES/MS/HS)** **FRL:** MS ELA = 56.2% MS Math = 35.0% **EL:** MS ELA = N/A MS Math = N/A **SWD:** MS ELA = 14.1%	**5 star MS**	**Students (School): 1423 (ES/MS/HS)** **FRL:** MS ELA = N/A MS Math = N/A **EL:** MS ELA = 56.2 MS Math = 31.2 **SWD:** MS ELA = 25.0%	**N/A**	**N/A**

	2018-19 overall grade	2018-19 Students meeting/ exceeding state standards	2017-18 overall grade	2017-18 Students meeting/ exceeding state standards	2016-17 overall grade	2016-17 Students meeting/ exceeding state standards
		MS Math = 14.5%		MS Math = 11.1%		
Doral Academy Pebble Campus	**5 star ES/5 star MS**	**Students (School): 920** **FRL:** ES ELA = 63.7% ES Math = 45.0% MS ELA = 62.0% MS Math = 39.2% **EL:** ES ELA = 50.0% ES Math = 40.0% MS ELA = 12.5% MS Math = 18.6% **SWD:** ES ELA = 23.5% ES Math = 17.6% MS ELA = 13.0% MS Math = 8.5%	**5 star ES/4 star MS**	**Students (School): 796** **FRL:** ES ELA = N/A ES Math = N/A MS ELA = N/A MS Math = N/A **EL:** ES ELA = 47.8% ES Math = 43.4% MS ELA = N/A MS Math = N/A **SWD:** ES ELA = 25.0% ES Math = 16.6% MS ELA = 10.0% MS Math = 10.0%	**N/A**	**N/A**
Doral Academy of Northern Nevada	**5 star ES/5 star MS**	**Students (School): 626** **FRL:**	**5 star ES/ MS Not Rated**	**Students (School): 161** **FRL:**	**N/A**	**N/A**

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	2018-19 overall grade	2018-19 Students meeting/ exceeding state standards	2017-18 overall grade	2017-18 Students meeting/ exceeding state standards	2016-17 overall grade	2016-17 Students meeting/ exceeding state standards
		ES ELA = 22.5% ES Math = 37.5% MS ELA = N/A MS Math = N/A **EL:** ES ELA = N/A ES Math = N/A MS ELA = N/A MS Math = N/A **SWD:** ES ELA = 37.0% ES Math = 44.3% MS ELA = 40.0% MS Math = 30.0%		ES ELA = N/A ES Math = N/A MS ELA = N/A MS Math = N/A **EL:** ES ELA = N/A ES Math = N/A MS ELA = N/A MS Math = N/A **SWD:** ES ELA = N/A ES Math = N/A MS ELA = N/A MS Math = N/A		
Doral Academy of Colorado	*(Colorado schools are designated at "Performance Plan" levels. The levels, highest to lowest are: Performance,*	**Students (School): 225** *Colorado provides the <u>mean percentile rank</u> and whether or not this*	**Performance Level**	**Students (School): 225** *Colorado provides the <u>mean percentile rank</u> and whether or not this*	**N/A**	**N/A**

	2018-19 overall grade	2018-19 Students meeting/ exceeding state standards	2017-18 overall grade	2017-18 Students meeting/ exceeding state standards	2016-17 overall grade	2016-17 Students meeting/ exceeding state standards
	Improvement, Priority Imp., and Turnaround) **Performance Level**	*meets state expectations:* **FRL:** ES ELA = 43 (Approaching) ES Math = 19 (Approaching) MS ELA = 55 (Meets) MS Math = 35 (Approaching) **EL:** ES ELA = N/A ES Math = N/A MS ELA = N/A MS Math = N/A **Minority Students:** ES ELA = 50 (Meets) ES Math = 20 (Approaching) MS ELA = 60 (Meets)		*meets state expectations:* **FRL:** ES ELA = 6 (Does not meet) ES Math = 33 (Approaching) MS ELA = 63 (Meets) MS Math = 38 (Approaching) **EL:** ES ELA = N/A ES Math = N/A MS ELA = N/A MS Math = N/A **Minority Students:** ES ELA = 28 (Approaching) ES Math = 30 (Approaching) MS ELA = 75 (Meets)		

	2018-19 overall grade	2018-19 Students meeting/ exceeding state standards	2017-18 overall grade	2017-18 Students meeting/ exceeding state standards	2016-17 overall grade	2016-17 Students meeting/ exceeding state standards
		MS Math = 14 (Does Not Meet) **SWD:** ES ELA = N/A ES Math = N/A MS ELA = N/A MS Math = N/A		MS Math = 33 (Approaching) **SWD:** ES ELA = N/A ES Math = N/A MS ELA = N/A MS Math = N/A		

Curriculum and Instruction

PreK

While the Texas State Board of Education does not adopt Texas Essential Knowledge and Skills for PreK, they do adopt PreK guidelines, which Doral Academy of Texas will ensure are utilized. Doral Academy of Texas will incorporate House Bill 3 and other Texas legislation supporting best practices and TEA guidance for high-quality PreK programs, including parental involvement. In PreK, courses offered will be Mathematics English Language Arts/Reading (including phonics, phonemic awareness), Science and Social Studies. Students will also participate in the physical education, health, wellness and character classes (including traditional PE as well as Classroom Yoga), Art, Music, and Theater.

Alignment with the Texas Essential Knowledge and Skills standards (including ELPS): All curriculum follows the Texas PreK standards; the Frog Street Curriculum is approved by the Texas State Board of Education to meet these standards. All teachers will ESL-certified to ensure that the English Language Proficiency Standards are mastered as well.

Differentiation for ELLs and students with disabilities: All teachers will have Texas ESL-certification in order to provide differentiation for English Language Learners. They will work with the students in small groups and sometimes one-on-one settings to monitor progress and provide instruction. Special education students will have the opportunity to use the Unique curriculum online as well as the IXL curriculum for remediation of unmastered TEKS. English Language Learners will have pull-out classes to reinforce their BICS and literacy skills while teachers work on CALPS within the content instructional setting. Special Education students will be receiving inclusion support, co-teaching, resource room support, content mastery support and/or special education classes depending on the determination of their ARD committee.

Instructional Materials: The school will utilize the Frog Street PreK Texas System (ISBN 9781601285331) which is listed in the Instructional Materials Current Adoption Bulletin. (https://tea4avfaulk.tea.texas.gov/ematevi/EMATREPORTS/RptInst/EM_CURR_ADPN.pdf)

For physical education, the school will modify the kindergarten SPARK curriculum from Gopher Sports. As required by Texas PreK Standards, the school will provide a physical education experience as close as possible to what is offered in grades K-3. For character education, the school will use the CHARACTER COUNTS! Early Childhood bundle. For classroom yoga, the school will utilize Yoga 4 Classrooms, described on the website as "an evidence-based yoga and mindfulness program for students that promotes social, emotional and physical health and wellness, learning readiness and a positive school climate" (www.yoga4classrooms.com

Kindergarten through Third Grade

Overview of Planned Curriculum, included Courses Offered: As required by the State Board of Education, the following subject areas will be taught and the for each subject area the instructional program will include all Texas Essential Knowledge and Skills: English Language Arts & Reading, Mathematics, Science, Social Studies, Health Education,

Physical Education, Fine Arts (Art, Music and Theater), Technology Applications. The School plans to offer Languages in subsequent years.

Alignment with the Texas Essential Knowledge and Skills standards (including ELPS) All curriculum follows the Texas standards; each specific set of instructional materials is approved by the Texas State Board of Education to meet these standards 100% and if the instructional materials do not meet 100% alignment then additional resources will be used. All teachers will ESL-certified to ensure that the English Language Proficiency Standards are mastered as well.

Differentiation for ELLs and students with disabilities: All teachers will have Texas ESL-certification in order to provide differentiation for English Language Learners. They will work with the students in small groups and sometimes one-on-one settings to monitor progress and provide instruction. Special education students will have the opportunity to use the Unique curriculum online as well as the IXL curriculum for remediation of unmastered TEKS. English Language Learners will have pull-out classes to reinforce their BICS and literacy skills while teachers work on CALPS within the content instructional setting. Special Education students will be receiving inclusion support, co-teaching, resource room support, content mastery support and/or special education classes depending on the determination of their ARD committee.

Instructional Materials to be used: All instructional materials, unless otherwise noted, are listed in the current SBOE Instructional Materials Current Adoption Bulletin. (https://tea4avfaulk.tea.texas.gov/ematevi/EMATREPORTS/RptInst/EM_CURR_ADPN.pdf)

Core Subjects: Math: Kinder: The school will utilize EnVisionMATH Texas 2.0 print consumable and digital (ISBN 9780328772520) published by Pearson Education, Inc., publishing as Scott Foresman. This curriculum meets 100% of the TEKs. First: The school will utilize EnVisionMATH Texas 2.0 print consumable and digital (ISBN 9780328772513) published by Pearson Education, Inc., publishing as Scott Foresman. This curriculum meets 100% of the TEKs. Second: The school will utilize EnVisionMATH Texas 2.0 print consumable and digital (ISBN 9780328772537) published by Pearson Education, Inc., publishing as Scott Foresman. This curriculum meets 100% of the TEKs. Third: The school will utilize EnVisionMATH Texas 2.0 print consumable and digital (ISBN 9780328772544) published by Pearson Education, Inc., publishing as Scott Foresman. This curriculum meets 100% of the TEKs.

ELAR: Kinder: The school will utilize Texas Wonders Grade K (ISBN 9780076938025) published by McGraw-Hill School Division. This curriculum meets 100% of the TEKS. This curriculum includes Reading, English Language Arts, spelling and handwriting. First: The school will utilize Texas Wonders Grade 1 (ISBN 9780076922284) published by McGraw-Hill School Division. This curriculum meets 100% of the TEKS. This curriculum includes Reading, English Language Arts, spelling and handwriting. Second: The school will utilize Texas Wonders Grade 2 (ISBN 9780076938032) published by McGraw-Hill School Division. This curriculum meets 100% of the TEKS. This curriculum includes Reading, English Language Arts, spelling and handwriting. Third: The school will utilize Texas Wonders Grade 3 (ISBN 9780076938049) published by McGraw-Hill School Division. This curriculum meets 100% of the TEKS. This curriculum includes Reading, English Language Arts, spelling and handwriting.

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Science: The school will utilize STEMscopes 2.0 Kindergarten Online + Print Edition (ISBN 9781630371043) published by Accelerate Learning, Inc. This curriculum meets 100% of the TEKs. First: The school will utilize STEMscopes 2.0 Grade 1 Online + Print Edition (ISBN 9781630371042) published by Accelerate Learning, Inc. This curriculum meets 100% of the TEKs. Second: The school will utilize STEMscopes 2.0 Grade 1 Online + Print Edition (ISBN 9781630371042) published by Accelerate Learning, Inc. This curriculum meets 100% of the TEKs. Third: The school will utilize STEMscopes 2.0 Grade 3 Online + Print Edition (ISBN 9781630371340) published by Accelerate Learning, Inc. This curriculum meets 100% of the TEKs. Kinder/First/Second/Third: In order to ensure that students have the tools, manipulatives and materials for hands-on science learning, the school will also utilize the FOSS – Full Option Science System – kits, Texas Edition (ISBs vary by grade level) created and published by Delta Education LLC.

Social Studies: Kinder: The school will utilize TX myWorld Here We Are (ISBN 9780134932811) print plus digital access published by Pearson Education, Inc., publishing as Scott Foresman. This curriculum meets 100% of the TEKs. Additionally, for social studies and reading enrichment, the school will utilize Texas Studies Weekly Kindergarten (ISBN 23297298) published by Studies Weekly, Inc., which meets 81.58% of the social studies TEKs. First: The school will utilize TX myWorld Making Our Way (ISBN 9780134932828) print plus digital access published by Pearson Education, Inc., publishing as Scott Foresman. This curriculum meets 100% of the TEKs. Additionally, for social studies and reading enrichment, the school will utilize Texas Studies Weekly Grade 1 (ISBN 23297271) published by Studies Weekly, Inc., which meets 64.71% of the social studies TEKs. Second: The school will utilize TX myWorld We Explore Texas (ISBN 9780134932835) print plus digital access published by Pearson Education, Inc., publishing as Scott Foresman. This curriculum meets 100% of the TEKs. Additionally, for social studies and reading enrichment, the school will utilize Texas Studies Weekly Grade 1 (ISBN 2329728X) published by Studies Weekly, Inc., which meets 77.19% of the social studies TEKs. Third: The school will utilize TX myWorld Building Our Communities (ISBN 9780134932842) print plus digital access published by Pearson Education, Inc., publishing as Scott Foresman. This curriculum meets 100% of the TEKs. Additionally, for social studies and reading enrichment, the school will utilize Texas Communities Studies Weekly – History & Heroes Grade 3 (ISBN 15440125) published by Studies Weekly, Inc., which meets 76.27% of the social studies TEKs.

Enrichment: Physical Education/Health/Wellness: The school will utilize the SPARK PE curriculum available through Gophersport. According to the publisher's website, "The SPARK PE curriculum is an evidence-based program that strives to foster environmental and behavioral change in children. The objective of this program is to teach students in grades K-12 how to develop healthy lifestyles, motor skills, movement knowledge, and social and personal skills" (www.gophersport.com/curriculum/spark) For classroom yoga, the school will utilize Yoga 4 Classrooms, described on the website as "an evidence-based yoga and mindfulness program for students that promotes social, emotional and physical health and wellness, learning readiness and a positive school climate" (www.yoga4classrooms.com) For Character Education, the school will use the CHARACTER COUNTS Daily Character Education Activities and Primary Lesson Plans. According to the website, CHARACTER COUNTS! "is a fully integrated student development

framework that incorporates the most critical research findings and current theories from all major research and evidence-based strategies" (www.charactercounts.org/program-overview/) Art, Music, Theater, and Technology Applications will be incorporated into the school day through a variety of curriculum and all TEKs will be covered.

Incorporation of Social and Emotional Learning: As described above, social and emotional learning will be incorporated daily into the model. The school will utilize the SPARK PE curriculum available through Gophersport. According to the publisher's website, "The SPARK PE curriculum is an evidence-based program that strives to foster environmental and behavioral change in children. The objective of this program is to teach students in grades K-12 how to develop healthy lifestyles, motor skills, movement knowledge, and social and personal skills" (www.gophersport.com/curriculum/spark) For classroom yoga, the school will utilize Yoga 4 Classrooms, described on the website as "an evidence-based yoga and mindfulness program for students that promotes social, emotional and physical health and wellness, learning readiness and a positive school climate" (www.yoga4classrooms.com For Character Education, the school will use the CHARACTER COUNTS Daily Character Education Activities and Primary Lesson Plans. According to the website, CHARACTER COUNTS! "is a fully integrated student development framework that incorporates the most critical research findings and current theories from all major research and evidence-based strategies" (www.charactercounts.org/program-overview/)

Board Evaluation of Curriculum: The board will require staff to prepare an annual report regarding the curriculum and instructional strategies and will use a quantitative rubric as well as qualitative surveys to determine how effective the curriculum and instruction has been and then the board will instruct the superintendent as to any needed changes. Additionally, the school will use only Texas-approved and adopted curricular materials and will update those materials as each new adoption period takes place.

Strategies for Assessment of Learning and Data-Driven Instruction

Measuring and Evaluating Students' Academic Progress: Administrators and faculty collaboratively will develop an instructional calendar with a timeline for addressing targeted strands as denoted in formative and summative assessments. The calendar will reflect item specification formats and the percentage of students who attained proficiency during prior year assessment. Through the use of the calendar, student assessment data will drive decisions for continuous improvement of teaching and the learning process. Data will be used to understand and improve school effectiveness by targeting benchmarks indicating which students need additional support to master specific grade level skills. The School Instructional Leadership team –consisting of the principal, assistant principal, grade level chairs, English as a Second Language, ESL and English for Speakers of other Languages, ESL teachers and Reading Coaches --- will monitor and analyze data to maintain a problem-solving system that brings out the best in our school, teachers, and our students. The leadership team will meet weekly to:

- Evaluate data and correlate to instructional decisions;
- Review progress monitoring data at the grade level and classroom level to identify students and their academic levels.
- Identify professional development to enhance students' achievement levels.
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Grade level chairs will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Each teacher will use data to determine the instructional focus of whole group lessons.

TEA Required Assessments: Doral Academy of Texas will participate in all applicable TEA-required assessments. Since the school is a K-8 the assessments listed below will be administered.
STARR (reading and mathematics, grades 3-8; writing at grades 4 and 7; science at grades 5 and 8; social studies at grade 8; end-of-course (EOC) assessments for English I, English II, Algebra I, biology and U.S history. (when applicable to middle school students); STARR Alternate
NAEP (National Assessment of Educational Progress) (potential): mathematics grades 4 and 8; reading grades 4 and 8; writing grades 4 and 8
TELPAS: Grades K-8 listening, speaking, reading and writing; TELPAS Alternate Grades 2-8 listening, speaking, reading and writing
CIRCLE Assessments: PreK
Progress Monitoring: TPRI and DIBELS
Summative Assessments
State of Texas Assessment of Academic Readiness (STAAR) & End-of-course (EOC) exams: assess knowledge of the grade level's Texas Essential of Knowledge and Skills (TEKS) for the grade level, including: 3rd-8th Grade: Reading and Mathematics; 4th & 7th Grade: Writing; 5th & 8th Grade: Science; 8th Grade Social studies. EOC is N/A as the school is PreK-8.
Formative Assessments

PreK: Circle Assessment: CIRCLE is a two part progress monitoring tool that includes direct and observation assessments. The ***direct assessments*** include the following indicators: rapid letter naming, letter sound correspondence, phonological awareness, rapid vocabulary, book & print awareness, story retell & comprehension, mathematics, science, and social studies. The observation assessments include the following indicators: social & emotional development, physical health & development, early writing, speech production & sentence skills, motivation to read and approaches to learning.
https://cliengage.org/public/tools/assessment/circle-progress-monitoring/
Kinder/1st: DIBELS focuses on mastery of phonics, phonemic awareness and fluency.
https://dibels.uoregon.edu/
Kinder-3rd Grade-----Fountas & Pinnell: F&P identifies specific literacy learning needs so that teachers can provide customized interventions.
https://www.fountasandpinnell.com/
K-5th Grade---Renaissance STAR Math and Renaissance STAR Reading Screeners
Both the Renaissance screeners are administered at each quarter. They identify student's levels of achievement, progress and mastery level of TEKS.
https://www.renaissance.com/products/star-assessments/

These assessments align with the school's curriculum, performance goals and Texas state standards (TEKS) because the data allows educators to identify what students have learned and how they apply the skills that are detailed in the student expectations of the TEKS, which is the state mandated curriculum. The TEKS are divided into three standards---Readiness, Supporting and Processing standards. These standards are important for students to demonstrate in proficiency in their current grade and skills sets needed to apply in future courses.
http://www.ecisd.org/sites/ecisd.org/files/readiness%2C%20process%20and%20supporting%20standards.pdf

Assessment Schedule: The assessment schedule that includes progress monitoring will take place in three cycles throughout the school year. During the first cycle in August and running through approximately November the students will take a baseline exam to determine their strengths and weaknesses in mathematics and reading. These assessments will guide the instructional practice of the teacher and help to create an instructional focus calendar tied to the pacing guide. The teacher will also begin the process of giving mini assessments every two weeks and that data will be added to a data base as described below. The second cycle of assessments will take place from November through February. Using the formative assessments described above to continue the process of progress monitoring and using that data to drive instruction. The final cycle will take place February and running until the end of the school year in June. That cycle culminates with the state required testing.

Data Collection and Analyzation: The data related to student academic progress is collected in several ways. Teachers will have a database that will be created for them using excel with their class and student information preloaded on the excel sheet. The classes will be divided by subject area such as reading, mathematics, science etc. When the teacher gives mini assessments (typically 10 questions or less) related to a particular TEKS standard the teacher will be able to enter the information on their individual class database. The data base using the number of items correct tracks the students' progress on each standard and question for the instructor (see the example below).

	% proficiency	36%					Pacing guide >>>>																		
							% of Correct Responses >>	61%	45%	11%	33%	85%	64%	61%	50%	52%	45%	19%	63%	30%
							Benchmarks >>	SS.7.C.1.8	SS.7.C.1.3	SS.7.C.2.12	SS.7.C.3.3	SS.7.C.1.9	SS.7.C.4.3	SS.7.C.2.2	SS.7.C.3.1	SS.7.C.3.7	SS.7.C.1.6	SS.7.C.2.12	SS.7.C.3.2	SS.7.C.4.1
							Reporting Categories >>	OP	OP	GP	OF	OP	GP	RR	OF	RR	OP	GP	OF	GP
							Question Number >>	1	2	3	4	5	6	7	8	9	10	11	12	13
							% of Correct Responses >>	61%	45%	11%	33%	85%	64%	61%	50%	52%	45%	19%	63%	30%
						506	Total Points Possible >>>	1	1	1	1	1	1	1	1	1	1	1	1	1
							Correct Response >>>	A	C	B	B	D	B	A	D	C	D	A	D	D
Row	Period	Teacher	LW-25	Student Name	Student ID	% Correct	RDSS	# Correct > Level	310	227	55	165	432	325	309	254	261	227	96	320	150
	6	BICHEL ALEXANDE		Gampel, Andres Mois	155477	82%	283	5	1	1	0	0	1	1	1	1	1	1	1	1	0
	4	SANCHEZ-LUMBER M		Vaccarobiemat, Dolor	178144	82%	250	4	1	1	0	0	1	1	1	1	1	1	1	1	1
	4	BICHEL ALEXANDE		Acevedo, Andrew	166979	78%	259	5	1	1	0	1	1	1	1	1	1	1	0	1	0
	2	SANCHEZ-LUMBER M		Chen, Anna Shuyi	434409	73%	255	5	1	1	0	1	1	1	1	1	0	1	0	1	0
91	4	SANCHEZ-LUMBER M		Camejo, Rebecca	120025	72%	252	5	1	1	0	0	1	1	1	0	1	1	1	1	1
104	5	BICHEL ALEXANDE		Lanza, Kassandra Ca	121255	72%	283	5	1	1	0	0	1	1	1	1	1	1	0	1	1
	5	BICHEL ALEXANDE		Riveron, Stephanie	154075	72%	252	5	1	1	0	0	1	0	0	1	1	1	0	1	1
	5	BICHEL ALEXANDE		Bernardo, Michelle La	155559	72%	283	5	1	1	0	0	1	0	1	1	1	1	0	1	1

Alignment w/Schools Curriculum

These mini assessments will be given by the teacher approximately every two weeks. The administration will also have access to the information each teacher enters. The teacher and administration then use the information from the assessments to determine what standards need to retaught and how to create a new pacing calendar to cover areas of weakness. The information also provides the teacher through an item analysis of each question how to group for pull-out tutoring and potential remediation. The chart embedded below (provided by Doral Academy,



Inc,) shows the data cycle that will be used by the school.

Should students fall below grade level as measured through various assessments and teacher observation the school will implement the RtI/MTSS Framework with a team of administrators, teachers, and specialists trained to meet the academic and behavioral needs of students. All students in Tier 1, receiving high-quality, research-based instruction, that is differentiated to meet individual needs and monitored, on a bi-weekly basis to identify learners who need additional support. Interventions include the core curriculum, whole-class instruction and interventions, school discipline policies and procedures, and positive behavior support. Monitoring includes state

assessments, Baseline and Midyear assessments, and classroom formal/informal assessments, summative/end of course assessments, observation data, conference records, and disciplinary data will be reviewed. Students not making progress in Reading and/or Math, and/or students with frequent behavioral concerns are identified as Tier 2. Students are provided more intensive instructional strategies through small group, individual support, pull-out, and target tutoring. Assessments at this level include behavior observations, intervention data and progress monitoring through tracking logs. Students in Tier 3 need more frequent, intense and individualized instructional support including, but not limited to daily pull-out, one-on-one support, behavior plan, individual counseling, intensive academic plans, and Functional Behavior Assessment. Teachers will be trained to monitor student progress and make data-driven decisions for effective delivery of instruction. Interventions will be initiated as soon as a student demonstrates deficits in reading, mathematics, or behavior. The team will match student needs to interventions.

Identifying and Meeting Learning Needs of Student: For students who continue to demonstrate vulnerability academically and behaviorally, Doral Academy of Texas will implement the Muti-tiered System of Support (MTSS). MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. MTSS has three important components: (1) Identify students; (2) Intervene; (3) Analyze. The School will employ this systems approach using data-driven problem-solving to maximize growth for all. The use of MTSS will support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need. *See* TEA PDF on Multi-Tiered Systems of Support. The interventions will be implemented via Response to Intervention (RtI) tiers. RtI refers to the practice of providing effective instruction and intervention across three tiers to all students. Assessment, progress monitoring, and data-driven decision making will ensure successful implementation of the tiers. Tier 2 includes Standards-Based Classroom Learning, Tier 2 includes Needs-Based Learning, and Tier 3 includes SST Driven Learning. *Id. on RtI.*

A Progress Monitoring Plan (PMP), which describes the current level of the students based on data from their assessments, the targeted interventions needed, the frequency in which the interventions will be administered, and the expected outcome or goal of the intervention will be created for students in Tiers 2 and 3.Parents, teachers, and administrators will: hold a meeting to create and sign the PMP; reconvene at least quarterly to monitor progress and review the plan; refer for possible special education placement if little to no progress is made. Should the selected interventions fail to be successful students may be referred for testing to determine if a disability exists and they require additional resources for learning or behavior that may be impacting learning. If necessary, an educational plan will be developed with input from the teacher, administrator, psychologist, parent and student if grade appropriate.

REFERENCES:

Doral Academy of Texas. (2019) Generation 24 Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

Supports for Special Populations

Special Populations: Doral will serve all students who qualify for Individual Education Plans under IDEA-B and other legislation. The SPEDtex Special Education Information Center identifies these disabilities as: Deaf/Hard of Hearing, Autism Spectrum Disorder, Deafblind, Emotional Disturbance, Intellectual Disability, Learning Disability, Multiple Disabilities, Non-Categorical Early Childhood, Orthopedic Impairment, Other Health Impairment, Speech and Language Impairment, Traumatic Brain Injury, and Visual Impairment. (https://www.spedtex.org/index.cfm/parent-resources/disabilities/)

In addition to students who qualify for special education services, Doral will serve students who qualify for a 504 plan with either a diagnosed medical condition or a diagnosis of dyslexia. Students who qualify as English Language Learners with an assessed category of Non English Speakers and Limited English Speakers will receive services as determined by the LPAC committee. Students identified as Gifted and Talented will also be served by Doral.

Results and Strategies for Els and Students with Disabilities: The 2018 academic performance data provided in the "Portfolio Performance" section for ELs and students with disabilities exceeds state and district English Language Arts averages. The ELs state average is 17% and the district is 19%. The Doral schools scored 53%, 56%, and 26% proficiency. The state and district averages for students with disabilities is 21% and 25%. The Doral schools scored 48%, 64%, 52%, and 60% proficiency. In the area of Mathematics, the ELs state average is 32% and the district is 38%. The Doral schools scored 63% and 75% proficiency. The state and district averages for students with disabilities is 28% and 30%. The Doral schools scored 52% and 62% proficiency. The 2019 academic performance data provided in the "Portfolio Performance" section for ELs and students with disabilities exceeds state and district English Language Arts averages. The ELs state average is 17% and the district is 19%. The Doral schools scored 33%, 44%, and 30% proficiency. The state and district averages for students with disabilities is 22% and 26%. The Doral schools scored 56%, 56%, 61%, and 53% proficiency. In the area of Mathematics, the ELs state average is 33% and the district is 38%. The Doral schools scored 54% and 90% proficiency. The state and district averages for students with disabilities is 30% and 32%. The Doral schools scored 50%, 71%, and 83% proficiency. It is the goal of Doral Academy of Texas to replicate similar student outcomes in Texas for our special populations.

Meeting Student Needs; Identification, Evaluation and Placement: Parents who suspect their child may have a disability should contact the Superintendent. Based on the area of concern, the child will be referred to the (Licensed Specialist in School Psychology (LSSP) or Speech-Language Pathologist (SLP) and/ or other related services staff - these may be professionals employed by the Charter School or under contract to the Charter School. The parent receives literature regarding the types of assessments proposed and written consent must be obtained before the assessment process may be initiated. The student must demonstrate educational need in order to qualify for special education services. Upon completion of the assessment, results will be reviewed by an ARD committee, to include the parents, teachers, a campus administrator, and evaluation staff. For all eligible students, the school will strive to help students with disabilities to grow as independently as possible. Our high-quality educators will hold high expectations and have a growth mindset for students with disabilities.

A three-tiered cyclical model will be in place to include (1) universal screening to identify at-risk students, (2) provide high quality research-based intervention with fidelity and (3) comprehensive assessment. This model aids to prevent misidentification of students within the district. Another tool to prevent disproportionality is Response to Intervention. Screening and progress monitoring empowers teachers to identify learning or behavioral challenges while the student is still in the general education classroom. *See* www.esc20.net RtI page.

Research Based Programs and Strategies: Doral Academy of Texas will continually assess each individual student's needs, reviewing available interventions to meet these needs, and review the research regarding the efficacy of these programs. Communication, collaboration, cooperation, evidence-based practices, focusing student learning on the TEKS and using the existing data efficiently are essential to the delivery of high-quality services for students with disabilities. Decisions for programs are driven by individual student's needs, research-based curriculum and intervention strategies.

Ensuring FAPE & LRE: The School will assure that it will provide an Individualized Education Plan (IEP) to assure each student receives a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) and that they make meaningful progress. Parents/Guardians will receive updated Procedural Safeguards each year to assist them in understanding their rights and the most updated special education processes. The annual ARD committee - made up of (at the minimum) an administrator, a special education teacher, a general education teacher, and a parent/guardian - is tasked with reviewing the student's disability, present levels of achievement, behavioral concerns, progress toward goals, and Least Restrictive Environment, and then making a determination in the best interest of the student and ensuring that a free and appropriate public education is provided in the least restrictive environment.

Monitoring and Evaluating Progress of IEP: Case managers and teachers will have oversight of each student's progress toward their Individualized Education Plan goals. This will be a partnership with the general education teacher to the degree set forth in the IEP. Staff will use teacher created assessments, observations and portfolio work to provide progress reports through the eSped software system concurrently with the school's issuance of report cards. In addition, students in grades three and up will take the STAAR test with accommodations as needed or the STAAR-ALT-2 assessment. Speech therapists, occupational therapists, and other service providers will also do a quarterly assessment of progress which will be reported through the eSped progress reporting module and issued concurrently with report cards.

Staffing Plan: The school will hire a special education case manager who is a Texas-certified special education teacher with case management experience. This case manager will assist the principal and superintendent with review of each student's Individualized Education Plan to determine how many certified teachers and paraprofessionals are required to fully meet each student's needs and these staff members will be hired as part of the Talent Management Process.

Meeting the needs of EL Students; Identification and Placement

A home language survey is included with the required registration documents. If any home language survey indicates that a language other than English is spoken in the student's home and/or that the student speaks another language other than English in the home, the student will take an

Initial English Language Proficiency Assessment. The state of Texas has mandated that all public schools shall use the LAS battery of assessments as the "Texas Statewide Language Proficiency Test Provider for English Learner Identification" (www.laslinks.com/texas/) The testing requirements and cut scores to determine EL status per Texas and Federal Guidelines. If a student receives a score which qualifies them as "fluent" they are not considered an English Language Learner. PreK and Kinder students will use the preLAS English Form C and the students in grades 1-5 will use the LAS Links Form A.

It is not expected that there will be 20 or more ELL students on any grade level in Year One of the school so a bilingual program will not be implemented yet. All students who qualify as ELLs will be placed in the classroom of an ESL-certified Texas teacher who will use strategies and curriculum designed to assist in language acquisition. Each student's accommodations and placements will be determined by the Language Proficiency Assessment Committee (LPAC). The LPAC's responsibilities include oversight of identification, placement, instructional methodologies and interventions, and annual review. (www.eeisd.ss4.sharpschool.com/)

Research Based Programs for EL Students: In Year One, the school will use an ESL model to provide support to ensure that ELs master grade level content and develop language proficiency. The ESL-certified teachers will work with the students using such strategies as total physical response to help develop their Basic Interpersonal Communicative Skills (BICS) and their Cognitive Academic Language Proficiency (CALPs). The interventions, curriculum and instructional methodologies will be set by the Language Proficiency Assessment Committee. Note that if a student is identified as both EL and qualifies for special education services, the ARD Committee and LPAC Committee will work together to meet the student's needs.

Equitable Access to all programs: In regard to curriculum, each EL's specific needs will be taken into account by the ESL-certified classroom teacher and the administrators. Curriculum such as the MyON products from Renaissance Learning will assist the students in meeting their goals. All students will have equitable access to extracurricular programs such as intramural sports and clubs. If a translator is needed, one will be provided. All communications sent home will be translated into the student's home language.

Monitoring and Evaluation of Els: Students who have exited the program will be monitored for two years to ensure that they continue to make adequate yearly progress. Every identified EL will re-take the LAS assessment at the end of the school year and students in STAAR-tested grades will take the LAS test at the middle of the year as well. In addition to the results of the TELPAS tests, the STAAR tests and grades received in content areas, the results of the LAS test will be reviewed to ensure that each student is making progress toward fluency. Students who are not successful will be provided with additional learning opportunities through pull-out classes to strengthen vocabulary and literacy skills, plus additional assistance through the Response to Intervention process.

Evaluating Plan Effectiveness: Each year staff will provide a report to the board regarding the progress of each EL student using student numbers with names redacted. The report will provide information regarding the progress shown in the LAS test from the beginning to the end of the year, as well as grades, screeners, and LPAC minutes. The report will also include results of the

TELPAS test as well and - for grades three and above - STAAR test results. The board and the superintendent will determine whether the students have made adequate yearly progress. Appropriate actions will be taken based on the results of this board evaluation.

Identifying and Meeting the Needs of Gifted/Talented Students

Strategies to Identify Gifted/Talented Students: Doral Academy of Texas plans to create a program and will comply with the applicable laws and state plans as suggested by Texas House Bill 3, Doral will adopt a program for G/T students which is consistent with the Texas State Plan for the Education of Gifted/Talented Students (State Plan) -revised in 2019 - which is set forth in Texas Education Code Section 29.123.
(https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education)

Research Based Programs & Gifted/Talented Students: Doral will be guided by the Texas State Plan for the Education of Gifted/Talented Students and will ensure that all identified GT students will be placed in the classroom of a GT-certified or GT-trained teacher with opportunities for leadership, collaboration and acceleration. The superintendent will be responsible for evaluating instructional programs to be used to ensure the needs of the gifted/talented students are met. To the extent state funding is not available specific for GT, the Board may modify the school's GT program and offerings as it deems appropriate.

School Culture and Safety

Planned Culture and Communication for Doral Academy of Texas

The planned culture of the Doral Academy of Texas is modeled after the Doral Academy of Technology (DAT) in Florida which is being replicated in Texas. The Doral Academy of Texas is a highly successful school that has been recognized nationally for its academic success. As one of the highest performing schools in Florida the culture, values, goals and expectations of that characterize the school help create a road map for the Doral Academy of Texas to follow.

Culture: The school's culture will be focused on a variety of areas that define the expectations for students, staff and parents. The culture will include the following elements:

High Expectations: The environment and atmosphere at the school will be one that pushes students to strive for excellence. The school will provide a rigorous curriculum within the academic program.

All Children can and will learn: Deeply founded in the culture of the school is the belief that all children have value and their value should.

Instructional Support: Teachers will be provided the necessary instructional support to be able to deliver the academic program to students through the creation of a professional learning community.

Parental Involvement: Parents will be welcome members of the school community and be provided various opportunities to participate in their children's education. These opportunities will manifest themselves in volunteering at the school, participating in PTSI or the School Advisory Council, and celebrating the success of the school.

Collaboration: Teachers, staff, administration and parents will be collaborators in the school's success. Keeping an open line of communication where risk is encouraged and ideas shared openly without the fear of reprisal.

Safety and Security: The school will create a culture where all students and staff feel a sense of security both in the physical and emotional sense. Walking through the doors of the Doral Academy of Texas will be a haven for students and staff with a sense of belonging.

Dedicated to promoting an exceptional educational experience with an
Obligation to ensure that our students engage in
Rigorous learning opportunities that will help them strive for
Academic achievement and a desire to be
Lifelong learners and successful leaders in their professional careers.
See https://www.doralacademyschools.org/ (Mission and Vision)

The Doral Academy of Texas will live the culture, values and beliefs that it shares with parents and students. A climate of trust will be established by the school leadership where there is mutual respect among all stakeholders. Teacher will carry themselves in a professional manner that respects their students, parents and peers. Within each classroom will be posted a set of values that will be reviewed with the students on an ongoing basis. Lessons will be developed to reinforce those values and expectations of school culture. The Board will open each meeting with an affirmation of these beliefs and use them as a guide to provide oversight to the school. IEach grade level will be responsible for creating appropriate lessons that teach an element of the school culture on a weekly basis.

Approach to Student Behavior: The school's discipline policy is described in the Code of Conduct (provided as an attachment to this document). The purpose of the Student Code of Conduct is set forth in section 4.1 of the Doral Student Handbook and Code of Conduct which complies with Texas Law. To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and habits of good citizenship must be both taught and modeled by faculty. To foster an orderly and distraction-free environment, Doral Academy has established this Student Code of Conduct ("the Code") in accordance with state law and the Doral Academy open-enrollment charter. The Code has been adopted by the Board of Directors, and provides information to parents and students regarding expectations for behavior, definitions of offenses and consequences of misconduct (clearly stating what leads to suspension or expulsion), and procedures for administering discipline including due process rights before expulsion or long-term suspension (beyond 5 days). In accordance with state law, the Code will be posted at each Doral Academy campus and/or will be available for review at the campus office. Parents will be notified of any violation that may result in a student being suspended or expelled from Doral Academy. Any expulsion recommendation will go before a hearing officer (usually the principal). Students have the right to be represented by an attorney, the right to present evidence and to see and challenge the school's evidence and to present their side. Any expulsion decision may be appealed to the Board of Directors. Students must be familiar with the standards set forth in the Student Code of Conduct, as well as campus and classroom rules.

The Code of Conduct defines most types and aspects of student behavior. For those not addressed, Doral Academy may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to students, and may or not constitute violations of the Code of Conduct. When students participate in extracurricular activities, they must follow the guidelines of those activities that further specify the organization's expectations for student behavior and consequences for misconduct including loss of participation.

Promotion of good discipline

Doral will implement Positive Behavioral Interventions and Supports (PBIS) to promote good discipline and provide tiered behavioral support and interventions for inappropriate behaviors. PBIS recognizes that students can only meet behavior expectations if they are taught the expectations and reinforced positively for following them. The PBIS practices Doral will implement will include:

1. Reviewing the Code of Student Conduct with students and clearly delineating how students are expected to behave in school;
2. Describing the consequences or disciplinary actions that will be taken when the Code of Student Conduct is violated and what consistent violations will lead to;
3. Using Early Warning Systems to identify students and prevent more serious behavior problems (excessive absences, fights, failing classes);
4. Providing instruction (in the classroom or during counseling groups/sessions) to teach appropriate behavior and replacement options for inappropriate behavior;

5. Creating individualized behavior contracts and Behavior Intervention Plans (BIPs) and closely monitoring the progress of the student to ensure the inappropriate behavior is reducing and the appropriate behavior is being positively reinforced; and
6. Administering school climate surveys to gather data from students to evaluate the effectiveness of PBIS within the school setting.

Tier I includes establishment of rules, routines, and physical arrangements that will be developed and taught by the staff to prevent initial occurrences of inappropriate behavior and target change. Doral will use tokens and all faculty and staff will distribute to students on a daily basis as incentives for positive behavior. The teacher will create a classroom token economy so that students have the opportunity to use the tokens earned (rewards of different values, extra time on favorite activities) and Doral will create a schoolwide token economy for larger rewards (ex: field trip, McDonalds lunch). Tier II will provide an extra layer of support for students who continue to struggle with behavior. Evidence-based interventions and instruction will be provided (EX: Social Skills Club led by the school guidance counselor to teacher students how to interact with their peers.) Tier III will be the most intensive level and will be implemented for students who need individualized supports and services due to frequent behavioral issues (EX: Consent for a Functional Behavioral Assessment and the creation of a Behavior Intervention Plan.)

The overall benefits of PBIS will include improving the school's culture, safety, academic performance, classroom management, and teacher retention. A reduction in discipline referrals and suspensions will occur while instructional time and student engagement will increase. Adopting PBIS will teach students appropriate social and emotional development and build social skills to prevent inappropriate behaviors.

Definitions of offenses: Please see the Student Code of Conduct which is submitted as an attachment to this application.

Communication of Discipline Policy to Students, Teachers and Parents: Students, teachers and parents will be provided with a copy of the Handbook and Code of Conduct at the beginning of each school year and will be required to sign an acknowledgement that they have read and they understand the school's discipline policy as set forth in the Code of Conduct. The Student Handbook and Code of Conduct will be posted on the Doral Academy website for review as well. Any student who registers after the beginning of the year will receive the Handbook and Code of Conduct and will also be required to sign the acknowledgement along with his/her parents.

Data Tracking: All removals and disciplinary actions will be reported and tracked in PEIMS following TEA Guidelines and PEIMS manual. The campus and district level leadership will periodically review data to look for trends and to ensure disciplinary actions and decisions are made in appropriate manners across student populations.

Uniform Policy: Tops: All students must wear a red polo shirt embroidered with the school name and logo. Shirts must be purchased from an authorized uniform vendor. Students may wear a Doral spirit T-Shirt on Fridays. Shirts must be tucked in at all times.
Bottoms: Students must wear navy blue slacks, Bermuda shorts, or skorts. The website will provide additional details on the acceptable style of slacks. Students must wear a belt at all times.

Shoes: Students must wear tennis shoes/sneakers/athletic shoes EVERY day due to PE, yoga and recess/outdoor play. Any color is acceptable.
Outerwear: Students may wear uniform sweatshirts, sweaters or jackets in Navy Blue. Outerwear must either have the Doral Academy logo on it and be purchased through an approved uniform vendor (which will be posted on the website) OR a solid Navy Blue with no logos or lettering. The dress code will be posted on the website and will be part of the Parent/Student Handbook.

Safety and Security Plan
The School will collaborate with all local authorities to provide the safest school environment possible for the staff and students. The school will incorporate all applicable and appropriate District-approved emergency efforts to maintain a safe school environment. Regular safety checks following best practices protocols will be undertaken as well. The Board will ensure SB11 and new laws on student safety and school security are complied with. The campus will be designed as a single point of entry facility where no one can enter the school other than through one single point. 3The school will establish a School Based Safety Team. As part of this team, one security officer (either a school employee or contractor) will be responsible for serving as the first point of contact for all visitors to the campus.

All persons who wish to enter the school building(s) during the school day must first have a completed Texas background check. Any person attending special events such as assemblies and programs must provide a Texas ID and be screened through the Raptor system each time they enter the campus. This includes all contractors and workmen. The school leader will have a Texas weather alert radio placed in the front office for constant monitoring of any potentially-dangerous weather conditions. The school will place security cameras around the perimeter of the campus and in common areas of the facility. These cameras will be monitored by security personnel and the school leader. No cameras will be placed in classrooms nor restrooms.

The administrative team will conduct on-going trainings for all staff relating to safety protocols and emergency action plans for emergency situations. Administrators will also make use of the local Educational Service Centers for training resources as well as the Texas School Safety Center. All staff members will be trained regarding procedures for disaster preparedness and Active Assailant Response plans outlining procedures for emergency situations and natural disasters. Monthly fire drills will be documented along with quarterly drills for all other emergency situations and natural disasters. A detailed security plan outlining all procedures will be established prior to school opening. The detailed plan will not be made available to the public in order to protect the safety of the students, teachers, and staff. Procedures and plans will be provided to teachers and the staff through the faculty handbook. Parents and community members will receive information regarding emergency procedures via newsletters, the parent handbook, and routinely scheduled school meetings.

See Attachment 9: Discipline Policy

Promotion and Graduation Requirements

Promotion Policies and Standards

PreK: All students who meet the age criteria for Kindergarten will be eligible for enrollment. There are no retention policies for PreK-4.

Grades Kinder and 1: Students who have mastered 80% of the TEKS in math and language arts will be eligible for promotion. The eligibility of Special Education students and English Language Learners will be determined by the Admission, Review & Dismissal Committee and the LPAC Committee, respectively.

Grades 2, and 4: In order to be eligible for promotion, students must have satisfactory performance in math and ELA, along with satisfactory performance in either Science or Social Studies. Satisfactory performance means an overall grade of 70 (on a scale of 100) plus demonstrated mastery of 80% of the subject area TEKs. The eligibility of Special Education students and English Language Learners will be determined by the Admission, Review & Dismissal Committee and the LPAC Committee, respectively.

Grade 5: In order to be eligible for promotion, students must have satisfactory performance in math and ELA, along with satisfactory performance in either Science or Social Studies. Satisfactory performance means an overall grade of 70 (on a scale of 100) plus demonstrated mastery of 80% of the subject area TEKs. The eligibility of Special Education students and English Language Learners will be determined by the Admission, Review & Dismissal Committee and the LPAC Committee, respectively. There is an additional requirement for promotion to Grade Six. According to the Texas Education Agency's Student Success Initiative, fifth grade students must perform satisfactorily on the math and reading STAAR tests. According to the Student Success Initiative, "a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after additional instruction." (https://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview/Student_Success_Initiative)

Communication of Promotion Policies and Standards: These requirements will be part of the Parent/Student handbook which will be posted online and made available in print at the beginning of each school year. Parents and students will be asked to review the handbook and sign acknowledgement of same. Parents of Special Education Students will receive an annual copy of the Procedural Safeguards which address promotion of students who qualify for services; parents of English Language Learners will receive information regarding promotion requirements as part of the LPAC process. All handbooks, policies and procedures will be made available in both English and Spanish.

High School Graduation Requirements: No high school is being proposed, however Doral Academy of Texas's work in Grades K-8th are aimed to prepare the students for middle school, high school and beyond. For eight graders there will be transition planning and preparation for

high school. Local high schools will be invited to talk to students about graduation plans that they offer to students, so that they are prepared for those options.

Systems in Place for Students At Risk: All students will be reviewed by the Response to Intervention Committee after the first quarter. RtI procedures with Tier 2 interventions, Tier 3 interventions, parent meetings and notifications, progress monitoring, etc. will be followed to ensure that each student receives the support needed. Additionally, students will be eligible for free after-school tutoring in areas of need as determined by their progress monitoring data and teacher recommendations.

Promotion and Graduation Standards for Students with Disabilities: The ARD Committee will sit as a Grade Placement committee to determine grade placement, promotion and graduation standards and criteria for students with disabilities. The ARD/GPC shall make individualized decisions for the specific student, and complying with federal and state law and guidelines. The parents will be involved in all these decisions both as a mandatory member of the ARD Committee and of the GPC.

Texas Law on GPA Calculation and Class Rank Texas law does not prescribe any specific mechanism for determining GPA or class rank and the Board understands that it has discretion and that such are a matter of local control. The Board is also aware of a growing trend of many school districts to not release class rank except for the top-10 percent. The Board will work with its CMO and with the Education Service Center to establish both a GPA policy, however we do not anticipate class rank to be an issue unless and until the school expands to high school grades. Most likely, these policies will align to the local School Districts so that students transferring in or out can have compatibility.

Family and Community Engagement

Family and Community Engagement at Existing Schools and Texas

Parental and community involvement at Doral is a fundamental. Doral encourages parents to be active participants in their child's education, gives the community ownership of a high-quality educational program, and teaches children to be civicminded and socially responsible. Parents and community members will participate through the parent/teacher group, Educational Excellence Advisory Council (EESAC), and other such committees. The Lone Star Governance Program requires school boards to meet with parents, teachers, students, and community members to determine student outcome goals, to train parents, teachers, and students, on Lone Star Governance, and include student's in board meetings. Doral Academy schools have successfully built programs that have aided in the bridge of communication and engagement between parents and community members and our schools. Each school has a program unique to the demographic area and community it serves with the same goal of creating a cooperative relationship between families and school through opportunities to work together with the teachers and the administration. Through open lines of communications, the school will encourage through the following endeavors: Open Houses, Career Fairs, and Family Day; School Website, Newsletters, and Event Calendar; PTSA: Parent Teacher Student Association; Community Service Projects; Parent Workshops; Volunteer Opportunities; Career Week and Family Day, and building on the successful model and programs built for family engagement that Doral Academy Schools have created, such as PIA (Parents In Action) etc.

Inclusion of non-English Language Families: Doral Academy of Texas will aim to be an inclusive environment in which families feel welcomed and invited into the aspects of their students learning as outlined in TEA's Effective Schools Framework (TEA's Effective Schools Framework, 2019). Doral will have on site staff who are bilingual, translation services, all reading materials sent home for parent notification in English and Spanish, parent surveys to collect data on languages spoken by parents to best accommodate their communication.

Distribution of Student's Academic Progress to Students and Families

The school will share information about students' academic progress with students and families by: Sending progress report every 3 weeks by placing the progress report in the student's homework folder. Student report cards will be distributed to parents every 9 weeks. If a student obtains an unsatisfactory grade in any subject, a teacher/parent meeting will be required. Parents will also have the ability to obtain student grade, attendance and discipline information any time they wish by accessing Parent Portal. Parent Portal is an electronic software that displays student's assignment and the grades the student obtained for those assignments. In addition, quarterly Parent/Teacher Conferences: These conferences will be hosted in the evenings at the school where parents can discuss topics that affect their children's educational progress. Doral will provide to the parent of each student written notice stating the qualifications of each teacher (TEC, 12.1111(a)(9). The school will also include a short-written biography of each full-time teacher. These biographies will include the Post-Secondary school they graduated, the degree they obtained, certificates and/or special competencies, years of professional experience, philosophy of education and any other relevant information. These short biographies will be included in the first newsletter and students first 3 weeks progress report that goes home at the beginning of each school year.

Generation 25: Doral Academy of Texas

Community Resources for Students and Parents: Doral Academy of Texas is currently seeking partnerships with community organizations that are committed to parental involvement and the education of the students of Texas. Doral Academy of Texas will be partnering with Families Empowered, a nonprofit organization focused on providing personalized support to parents in a way that honors their time and intellect in selecting the right school for their children. Families Empowered "communicates with parents in a way that is culturally sensitive, in their preferred language, and attuned to the deeply personal and important nature of educational decisions for families." *See* Families Empowered website. We will join with Families Empowered at their City-Wide School Choice events in an effort to educate families, specifically those of low-income and minority status to choose the best school for their student (see Attachment 10 <*Pending Letter of Intent*>). Families Empowered partners with GenerationSERVE, which is an organization that engages children in volunteerism and empowers them to make a positive impact in their communities. This service-learning program pairs education with service, allowing youth to learn about a community need alongside peers and apply what they have learned in the classroom to a project of their own.

Code.Org is a nonprofit organization "dedicated to expanding access to computer science in schools and increasing participation by women and underrepresented minorities." See Code.Org information. Doral Academy of Texas is also seeking partnership with Code.org. Code.org provides the leading curriculum for K-12 computer science in the largest school districts in the United States. Code.org increases "diversity in computer science by reaching students of all backgrounds where they are - at their skill-level," (*Ibid.)* in their schools, and in ways that inspire them to keep learning. Partnering with Code.org will provide extra learning opportunities for students, thus further promoting our STEM curriculum. The Director of Code.org for Central Texas is also the Director of Outreach with the University of Texas at Austin and has offered her support in the start-up of these programs for not only our students, but our teachers as well (see Attachment 10).

Education Service Center, Region 13 is committed serve as members of our educational community with their core values at heart: Service, Innovation, Excellence, Client-Centered, Integrity and Student-Focused (https://www4.esc13.net/) . They will be our Parent and Family Engagement and Adult Education partners by providing workshop session throughout the school year. Doral will work closely with the Education Service Center, Region 13 to provide Educational and Administrative Professional Development session for all our staff.

References: TEA's Effective Schools Framework. (2019). Lever 3, Action 4. https://texasesf.org/framework/prioritized-lever-3/

See Attachment 10 Evidence of Community Support

Leadership and Governance

Board Structure and Qualifications

Please note that all Board members have participated in Lone Star Governance

Proposed board member	Area of expertise	Brief description of experience in this area
Douglas Rodriguez	Leadership, Governance, Secondary Education, Curriculum, Assessment, Finance, Human Resources, Management	Mr. Rodriguez is an experienced educator. Former teacher, Assistant Principal, Principal and current College President. He was a Principal of a school being replicated with >$30 million dollar budget. He has opened 10 Doral schools around the country, including staffing.
Krista Piferrer	Community Involvement, Parental Involvement, Fundraising, Leadership, Governance	Ms. Piferrer has worked in communications and public affairs for 15 years, including as a spokesperson for the governors of Florida, Jeb Bush, and Texas, as well as Texas' senior US Senator, John Cornyn. She was a leader on the board of the San Antonio Chamber of Commerce, neem a senior warden at St. Elizabeth Episcopal Church in Buda.
Olivia Suarez	Marketing, Media Relations, Fundraising,	MS. Suarez is a multimedia professional and is media relations coordinator for the Texas Medical Association, She worked as a K-12 substitute teacher from Fall 2015 to Spring 2016, providing instruction in G/T, AP, and special education classes in addition to grade-level classes.
Kara Belew	Law, School Finance, Leadership, Governance, Education policy, Work force	Ms. Belew is TEA Lone Star Governance certified coach and specialists and helped

	policy, Management, Parental Involvement, Finance	develop the program. In this capacity, she co-founded Tenet Leadership, which trains hundreds of school board members each year. She is a leading Texas school finance expert. She served as the TEA's Deputy Commission of Finance, under Commissioner Morath. She led the state's $60 billion school finance system. She also served as an education policy advisor to Governor Greg Abbott and Governor Rick Perry.
TaLisa Wilson	Leadership, Elementary Education, Curriculum, Assessment, Finance, Human Resources, Management,	Ms. Wilson has worked in education for 24 years. She is currently a K-5th Grade Principal, District Coordinator of School Improvement (DCSI) and the Special Projects Director for the Brooks Academies of Texas district. In the area of ***leadership***, she has participated in the *University of Virginia's Darden/Curry Partnership for Leaders in Education (PLE)* Program. In the area of ***instruction*** and helping teachers build content knowledge, she has continuing education hours in *Texas Curriculum Management Program Cooperative (TCMPC) TEKS Resource System.* In the area of ***assisting staff to grow professionally***, she has been trained in *T-TESS and T-PESS and cognitive coaching.*

Governing Board Relationship Management: The Doral governing board is autonomous and self-directing over Texas charter school operations. Specifically, the Doral board has the sole responsibility and power to exercise its duties in a manner that ensures there is continuous improvement in student outcomes, compliance with Texas law and non-delegable board duties, and that the school system is meeting local community, students, and parents needs and is reflecting their local values, vision, and programmatic desires. The Board's key objective is to comply with House Bill 3's new requirements to adopt student outcome goals and plans, and monitoring student results by ensuring students can demonstrate they have learned the Texas Essential Knowledge and Skills.

Doral Academy of Texas, Inc. will enter into a CMO service with Doral Academy, Inc. (see attachments for draft agreement). At all times, the Doral Academy of Texas board will have primary and ultimate authority over Texas charter school operations, policy making, and governance and be self-selecting both for new board members and officers. Doral Academy, Inc., as the operator of high performing charter schools, is authorized by Texas law to be a member entity over the Doral Academy of Texas, Inc., charter holder board. According to Texas law, the Doral Academy, Inc., CMO has the authority to remove and replace Doral Academy of Texas, Inc., board members subject to Commissioner approval. The CMO is anticipated to exercise this authority only in circumstances where the best interest of students is not being met by the current board (or individual members), unlawful activity of a board member or other malfeasance has occurred, or where there is appearance of impropriety compromising the school's operations. Doral Academy, Inc., will only remove board members after obtaining the express consent of the TEA Commissioner of Education.

Governance Structure, Superintendent Relations & Engaging Key Stakeholders: The Doral Academy of Texas, Inc. Board of Directors is the ultimate policy-making body with the responsibility of operation and oversight of the School. The Doral Academy of Texas, Inc. Board of Directors has completed Texas Lone Star Governance and House Bill 3 student outcome goal training is in the process of implementing the Texas Education Agency's Lone Star Governance research-based framework. In accordance with the Texas Education Agency Lone Star Governance and House Bill 3 framework, the Board will work collaboratively with the superintendent, students, families, teachers, and the community to develop the vision and student outcome goals for early education reading and math and for college, career, and military readiness; the board will establish goal progress measures that align to each student outcome goal; the board will invest at least half its time focusing on achieving student outcome goals; the board will measure and communicate progress toward the goals; the board will delegate to the Superintendent operational authority to achieve the student outcome goals; and the board will promote the vision and goals to the community.

Currently, board member Kara Belew, is a Texas Certified School Board Trainer and Specialist and leading state authority on House Bill 3 school board requirements and Lone Star Governance. The Board will seek out grant and funding opportunities in accordance with House Bill 3; these opportunities include, but are not limited to Texas Education Agency/ House Bill 3 funds for differentiated pay for educators and pay-for-performance amounts for college, career, and military readiness, and extended day or extended year programs.

The Board of Directors will also perform the non-delegable duties prescribed by Texas Law or TEA Rule, including: Adopting House Bill 3 school board plans for early education and college, career, and military readiness and monitoring results, academic accountability, and financial accountability; Annually adopt and maintain an operating budget and amendments; Report its progress annually to all constituents; Hire and Fire the superintendent, oversee and evaluate the Superintendent on a yearly basis; Select the independent auditor, review and approve the audit report, including audit findings and recommendations and ensuring recommendations are implemented; Monitor any financial recovery plan in order to ensure compliance with same (if applicable); Report progress annually including at least the following components (i.e. Charter School Annual Report).

The Board of Directors will hire and oversee the superintendent. In accordance with Lone Star Governance, the superintendent will be supervised and evaluated by the governing board and shall report directly to the governing board. Consistent with Texas Lone Star Governance and House Bill 3 student outcome goal requirements, the Superintendent will be held accountable for achieving the board's student outcomes. Consistent with Texas Lone Star Governance, the superintendent, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school in compliance with authorizer and federal guidelines for the school's operation. The Board recognizes the Superintendent has, per TEA Rule, significant primary responsibility for staffing the schools and central office. The Board will ensure all nepotism and conflict of interest laws are fully complied with.

Governing structure and Facilitating the Charter School's Educational and Operational Success: In general, Board is implementing the TEA's Lone Star Governance program because TEA data shows that boards that implement it will continuously improve student outcomes. Specifically, research says practices that improve student outcomes include the board will working collaboratively with the superintendent, students, families, teachers, and the community to develop the vision and student outcome goals for early education reading and math and for college, career, and military readiness; the board establishing goal progress measures that align to each student outcome goal; the board investing at least half its time focusing on achieving student outcome goals; the board measuring and communicating progress toward the goals; the board delegating to the Superintendent operational authority to achieve the student outcome goals; the board promoting the vision and goals to the community. In addition, the board will rely on a Lone Star Governance coach, will continuously improve governance practices through the use of the Lone Star Governance Integrity Instrument, Board Time Tracker, and Board Self-Evaluation. The Board anticipates meetings will be held monthly for the first two years of operation and then move to quarterly, if possible, after full Lone Star Governance implementation. The board may have more meetings in months when the annual operating budget is to be adopted and to comply with applicable legal requirements (e.g., review Charter FIRST rating and hold public hearing on House Bill 3 early education and college, career, and military readiness required monitoring and reports and annual financial management report).

According to the applicant's bylaws included herein as Attachment 11, designated committees may be established by the board chair or the Board. Committees may include one or more directors from the governing board. The board chair, or designee, will appoint board members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board.

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Committees will keep minutes of its proceedings and will report briefly on its activities at each Board meeting.

Governing Board Training and Professional Development: The Board has completed Texas Lone Star Governance and House Bill 3 student outcome goal training is in the process of implementing the Texas Education Agency's LSG research-based framework. According to the Texas Education Agency, school board receiving Lone Star Governance training and implementing the framework automatically comply with nearly all state training requirements. Doral Academy of Texas, Inc., will have a full time Lone Star Governance coach for at least its first two years of operations, potentially provided by an Education Service Center. All new board members will be required to attend a Lone Star Governance two-day leadership training workshop within six months of joining the board and be responsible for implementing the Lone Star Governance Framework. The new Texas school board training rules and requirements, based on House Bill 3, are currently being adopted by the State Board of Education with an anticipated adoption date of January 2020. The Doral Academy of Texas Board, Inc., will comply with all State Board of Education Rules, including new training requirements on cyber security. Specifically, the Board will receive TAC 100.1102, training, and new training required by House Bill 3. The training may consist of at least 12 instructional hours in the areas of: basic school law including corporate director duties, basic school finance, health and safety issues, accountability requirements related to the use of public funds, accountability to the public, open meetings law, and public records law. Trainings will be provided by a TEA approved/registered course provider.

***Governing Board Code of Ethics and Conflict of Interest Policy*:** The Board and its members are committed to maintaining the highest standard of legal and ethical standards. It will administer the affairs of the corporation prudently and in the best interest of students. Board members will exercise good faith in all transactions involved in their duties. It is the policy of the board, as defined in Attachment 12: Code of Ethics and Conflict of Interest Policy, that the existence of any conflict of interest shall be disclosed before any transaction occurs. It is the responsibility of the individual governing board members to scrutinize their transactions, outside business interests and relationships for potential conflicts. Any potential or perceived conflict shall be immediately disclosed. Please refer to Attachment 12 for the full policy. The board will receive training on how to identify real or perceived conflicts of interest and will avoid the even the appearance of impropriety. It will at all times comply with state and federal conflict of interest laws including Chapters 171 and 176 of the Loc. Govt. Code and TEA related party transaction law under SB1454.

Parent and Student Relations and Grievances: The board will focus on establishing a vision that reflects the values of the parents, students, teachers, and communities, and will focus on establish student outcome goals and measuring progress, and will delegate other duties to the Superintendent. Where possible, the board will delegate "administrative procedures and practices at the school" to the Superintendent so that the Board's attention is not diverted from student outcomes, to issues like cafeteria schedules and lawn care, etc. *See* TEA's LSG.

For matters that are non-delegable to the Superintendent, the Board will have an objective process to hear objections to administrative procedures that is consistent with Texas law and best practice,

The Board recognizes that it has a non-delegable duty and final authority to hear employee grievances, citizen complaints, and parental concerns. It will develop a comprehensive hearing process that permits employees, parents and students to start their complaints with school administration and then appeal to the Board if unsatisfied. The Board's decision is final.

Tools to Assess and Promote Board Effectiveness: The Board will work collaboratively with the superintendent, students, families, teachers, and the community to develop the vision and student outcome goals for early education reading and math and for college, career, and military readiness; the board will establish goal progress measures that align to each student outcome goal; the board will invest at least half its time focusing on achieving student outcome goals; the board will measure and communicate progress toward the goals; the board will delegate to the Superintendent operational authority to achieve the student outcome goals; the board will promote the vision and goals to the community. The Board will develop early education and college, career, and military readiness plans and monitor results. .

Composition of Governing Board: The governing board currently consists of five (5) current board members, including four (4) board members who are domiciled in Texas. At no time will the governing board consist of fewer than three (3) members. Applicant Bylaws are included herein as Attachment 11. The Board may increase the members by amending the Bylaws and charter.

Board Member Skills and Qualifications: In addition to the above, detailed biographies and resumes of each member of the Board are included in Attachment 13

Please see included herein as Attachment 14: Organizational Charts

Superintendent: Support, Development & Evaluation

According to American Association of School Administrator contributor and retired superintendent Donald Stewart "The relationship between a superintendent and the school board is unique. When that relationship is most effective the two entities function as a focused team. While the relationship is rooted in partnership and shared goals, it is a foolish superintendent who forgets that the collective board is his or her boss. It is this unique twofold relationship that makes it vitally important that both partners have a clear understanding of the evaluation process." See http://www.aasa.org/SchoolAdministratorArticle.aspx?id=6656.

The Board will develop a comprehensive performance appraisal and evaluation process, with input from the superintendent, including appropriate goals, objectives and other criteria from the top down culminating in a 360-degree evaluation instrument, which will generate real data, not just subjective beliefs of the board individually. This data can be analyzed and evaluated for impact, importance and validity. This process will also be deeply informed by the White Paper published by the American Association of School Administrators on Evaluating the Superintendent. This white paper is available at www.aasa.org/.../AASA_White_Paper_on_Superintendent_Evaluation.pdf

Through the development of the above described evaluation instrument, it is the boards hope that the overall process will assist in: "identifying and prioritizing school system goals; guiding the

professional growth of the superintendent; defining the board's expectations of the superintendent; clarifying the roles of the board and superintendent; enhancing superintendent/board communications; enhancing the planning process; improving educational performance; and reviewing the overall effectiveness of the school."
See http://www.aasa.org/SchoolAdministratorArticle.aspx?id=6672

The evaluation instrument will contain specific metrics, listed in the above prompt but also tied to the AASA White Paper, including specific metrics based on or evolving from the following AASA Sample Metrics contained in the AASA Whitepaper: Evaluating the Superintendent, pages 29-38, available at www.aasa.org/.../AASA_White_Paper_on_Superintendent_Evaluation.pdf, as follows:
A) Policy and Board Governance/Relations Domain B) Planning and Assessment Domain (Including Business and Finance) C) Instructional Leadership Domain (including Staff Relations) D) Organizational Management Domain (Including Business and Finance) E) Communication and Community Relations Domain F) Professionalism Domain Id. , see also DiPaola, M. F. & Stronge, J. H. (2003). The superintendent evaluation handbook. Lanham, MD: Scarecrow Press/AASA.

Specific measurements, such as those contained in the Appendix in the above cited whitepaper, will be developed by the board with input from the superintendent. See the Instructional Leadership domains, contained in the AASA's White Paper/ See www.aasa.org/.../AASA_White_Paper_on_Superintendent_Evaluation.pdf (Appendix) (2010).
The Board will also look to TEA, TASB, TCSA, TASBO and TASA for resources on effective evaluation instruments. Please see Attachment 15: Leadership Evaluation Tool(s)
Additional References for Board Structure and Qualifications Section:
Doral Academy of Texas. (2019) Generation 24 Charter Application for Doral Academy of Texas http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

See Attachments 11 (Bylaws) 12 (Code of Ethics) 12 (Resumes and Biographical Affidavits) 14 (Org Charts) and 15 (Superintendent Evaluation Tools)

Proposed Superintendent Qualifications

The superintendent has not yet been identified. Attachment 17 provides the job description, qualifications, and performance expectations for the position. The Board is looking for an experienced and dynamic individual who fully embraces the Board's vision for Doral Academy of Texas. Foremost, the candidate must have a can-do attitude and no-excuses approach to student outcomes. The selected candidate must reside in Texas at the time they are employed. In accordance with TEA Rule and IRS guidance, they can only be paid what is fair and reasonable and cannot be paid an amount that is excessive, based on qualifications, experience, duties, and what peer organzations pay for comparable work. The hiring process will also comply with the Public Information and Open Meetings Acts posting of lone finalist and 21-day wait until hiring process. Here is a brief description of the hiring timeline and process the Board plans to use:

Timeline for Recruitment and Selection: Upon notice of selection for a charter (July or August 2020) the Board and legal counsel will post the position and initiate a national search using tools such as www.texasisd.com, WorkMonger. Schoolspring, etc. Legal counsel and a search firm may be used. Candidates will be screened and interviews will be conducted in the Fall 2020. Follow-up interview may occur. We expect to name a lone finalist in December to be hired beginning Jan 1, 2021.

Criteria: See job description (attachment 17), the criteria will include: Texas Superintendent's Certification or equivalent certification or experience; 3-5 years as an instructional leader of multiple schools; Record of success in academics; Ability to implement the decisions, policies and procedures set by the board of directors; Excellent problem-solving skills and communication skills; Knowledge of school finance/budgeting, school facilities, technology, human resources, operations and community relations.

The proposed starting salary for the superintendent will be $100,000 per year. This figure was agreed upon by the board after reviewing the superintendent salary information on TEA's website (https://rptsvr1.tea.texas.gov/adhocrpt/adpea.html).

See REFERENCES:
Doral Academy of Texas. (2019) Generation 24 Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

See Attachment 17 (Job Description). Attachment 16 N/A

Proposed Instructional Leadership Team

Doral Academy of Texas Network Leadership Team & staff responsibilities:
The following instructional professionals within the Doral network will assist with startup:

Carlos Ferralls – Head of Schools; Eleonora Cuesta – Lead
Principal East; Bridget Phillips – Lead Principal West; Jennifer Regalado Accreditation Liaison
Yvette Tamargo – School Improvement; Debbie Tomasetti – Professional Development
Danielle Marshall – Data Analysis & Technology; Angela Orr – Data Analysis & Technology
Kelly Rafalski – Special Needs Population; Arley Blanco – Special Needs Population
Kimberly Hammond – School Operations; Bethany Farmer – Health, Wellness & Safety
and Rodney Saunders – Community Relations & Website

The school leader will become part of the Doral Leadership Institute. The Institute is a comprehensive leadership program designed to prepare instructional leaders. The program is designed to provide every school leader in our network with effective leadership development opportunities that will assist them in equipping every student for success. The program includes a series of modules covering: Budget (The Principal as the CEO), Marketing, Curriculum, Human resources/ Personnel, Leadership, School Legal issues, and Facilities. The modules are led by highly effective school leaders that are currently on the job, content area experts in the specific fields (including Attorneys, budget analysts, marketing experts and policy experts). The modules consist of 8 sessions of 8 hours conducted over a year and a 20-hour internship. The school leader will also be part of the Doral Principal's Coalition. Attending monthly meeting with Doral principals across the entire network with professional development allowing for the exchange of ideas and best practices from Doral schools. Located within Attachment 18 and are highlighted four individuals that have a broad range of experiences in school development and leadership. This team will be responsible of successfully launching Doral Academy of Texas: Bridgette Phillips is the Executive Director of Doral Schools in Nevada; Liliana L. Salazar is the National Director of Special Education and Student Support for Academica; Carlos Ferralls has led Doral Academy Preparatory School to be one of the top performing schools in the county, state, nation and internationally; Hermes Ortiz, Data Coordinator is responsible to provide support across the organization on data analysis for operational and strategic purposes. Attachment 19 has the job descriptions and qualifications for each of the key positions that will successfully open the school. The instructional leadership team and members will also be evaluated using P-TESS (Texas Principal Evaluation and Support System) or a future locally developed system. *See* Attachment 20.

Attachment 18: N/A Attachment 19: Job Descriptions or Qualifications for School's Instructional Leadership Team. Attachment 20: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team

Proposed Financial and Operations Leadership Teams

We will utilize experienced external school finance and operations experts, including Academica, the Education Service Centers, legal counsel and others to ensure all financial compliance and operations are fully aligned with legal requirements, accounting requirements and most importantly—focused on student success. Doral Academy anticipates hiring Academica, one of the nation's longest-serving and most successful educational service organizations. Academica has been successfully managing the finances and business operations of Texas charter schools since September 2006 providing PEIMS management and support, accounting, bookkeeping, budgeting, procurement, compliance, human resources management and support, marketing, and facilities support and consulting.

Operations Leadership Team

Academica's Texas support service team is led by Daniel Diaz (acting COO for Academica Management SW). Mr. Diaz has been working with Academica and been responsible for its' operations in Texas since August 2014. He also functions as Academica's Director of Community Relations and Special Projects. Prior to joining Academica, Mr. Diaz was in banking for eleven years as Market Manager at a regional bank. He earned his Bachelor's Degree in Marketing and International Business from Florida International University in 1994 and his Master's Degree in Business Administration from the University of Miami in 2000. An operational plan will be implemented to ensure the school is ready to open its initial campus in the city of Buda for the 2021 school year.

Doral Academy of Texas's Operations Leadership Team:

- Daniel Diaz – Chief Operating Officer – Working with Academica since August 2014
  - Lisa Smith – Board Liaison and Communications – Working with Academica and Brooks Academy since August 2015
    - Master of Arts in Human Services Counseling - Liberty University
    - Bachelor of Science in Human Service Management – University of Phoenix
  - Jason Robaina – Marketing Manager -Working with Academica since March 2019
    - Bachelor's Degree in Advertising Management – University of Miami
  - Julie De Clouette – Human Resource Manager – Working with Academica since August 2015
    - B.S. Business / Human Resources – Western Governor's University
  - Triana Trevino – Payroll Specialist – Working with Academica since 2016
    - Bachelor of Science in Business Administration – University of Phoenix
  - Heriberto Zapata – Facilities Coordinator – Working with Academica since May 2017
    - Bachelor of Science in Kinesiology – Angelo State University

See Attachment 22 for resumes and bios for the above Operations Team Members

The team has broad depth and experience providing school operations service and support to Texas charter schools and schools nationally.

Financial Leadership Team

Academica's Chief Financial Officer, Ana Martinez will serve as Doral Academy of Texas's contracted Chief Financial Officer where she will be a fiduciary to the Board and the charter school under Texas law. Ms. Martinez has been responsible for the integrity and financial

operations and compliance with accounting requirements for over 140 charters schools throughout the Country.

Doral Academy of Texas's Financial Leadership Team:

- Ana Martinez – Chief Financial Officer – Working with Academica since 2004
  - Norma Garcia – Accounting / Finance Specialist – Working with Academica in accounting since August 2015
    - Bachelor of Liberal Arts and Sciences in Sociology – University of Florida
  - Guadalupe Zapata – Procurement Manager - Working with Academica since December 2011
    - Working in Accounting in educational environments since 1993
  - Florencio Zepeda – Director of Federal Programs /PEIMS/ Child Nutrition – Working with Academica and Brooks Academy since 2016
    - Doctorate in Educational Administration – University of Texas at Austin
    - Master of Public Administration – University of Texas at Pan American
    - Bachelor of Arts – University of Texas at Pan American

See Attachment 21 for resumes and bios for the above Financial Team Members. The team has broad depth and experience providing school finance service and support to Texas charter schools and schools nationally including budget development, budget support, financial management and accounting and internal controls, as well as philanthropic and fundraising. This team is not a novice team, they have navigated the Texas Charter FIRST system and also know and have been trained on the new Charter School Performance Framework.

PEIMS Coordinator

Academica's Director of Federal Programs / PEIMS / Child Nutrition, Florencio Zepeda, Jr. has been working with the Academica team since 2016 and has over 27 years of experience working with PEIMS for Texas Charters Schools and several ISDs over PEIMS and federal programs. His low error rate and attention to detail has been paramount to aiding schools in securing funding and reporting accurate information to the Texas Education Agency. His knowledge of the Agency's codes and expectations has helped schools successfully submit annual reporting's required for compliance. Mr. Zepeda will work closely with the Doral Academy of Texas Superintendent to ensure all the proper policies and procedures are implemented to ensure compliance. His detailed resume is in Attachment 22. Having a veteran expert on PEIMS will be a major advantage to the school and a key component of our success.

The whole of the Finance and Operations Team described above and in Attachments 21 and 22 have broad experience with school launch, from real estate and facilities acquisition and construction, to staffing up a school. This separates this application from most others as we have a full team with deep experience and proven ability to successfully open, staff-up and manage schools in compliance with Texas regulations for charter schools. And once up and running, they have deep experience in policy crafting and implementation of procedures, ensuring procurement and contracts are effectively administered and they are already helping many schools with school safety requirements under SB11. This gives Doral Academy of Texas a significant head start so that the focus can be on student success.

Performance Management

Academic Performance Indicators: The Charter School Performance Framework (CSPF) focuses on closing achievement gaps for all students and aligns with the Texas A-F Academic Accountability System. Therefore, the Board and school leadership team will focus on getting A and B grades in the Texas A-F Academic Accountability System domains, with a focus on Domain III, Closing the Gaps. To that end, the Board and school leadership team already completed the TEA's Lone Star Governance and House Bill 3 coaching program and are currently receiving on-going coaching and support. We understand the Texas A-F Academic Accountability system requirements and CSPF point system, and the Board includes, Kara Belew, who helped design the Texas A-F Academic Accountability System and is a state-certified school board coach and specialist.

The Board with the Superintendent, will adopt five "student academic achievement SMART goals." Each SMART goal will be specific, measurable, achievable, result-focused, and time-bound. Further, as required by HB 3, the goals will include: (1) five years of Charter School District 3rd-grade reading goals, as assessed on STAAR, with disaggregated campus goals for all student groups in Closing the Gaps, Domain III, including English Language Learners/Bilingual students; (2) five years of charter school district 3rd-grade math goals, as assessed on STAAR, with disaggregated goals for all student groups in Closing the Gaps, Domain III, for five years for each campus including English Language Learners/Bilingual students; and (3) five years of college, career- and military-readiness goals. In addition, as a STEM school, the board anticipates adopting a (4) goal that concentrates on student science performance as measured by the STAAR, and a (5) goal-focused specifically on CSPF point system achievement to monitor campus grades.

The Board's five academic achievement base year goals will initially consider, in part, the 2019-20 academic achievements in the surrounding school districts in the Texas A-F Academic Accountability System. Based on this data, for example, the 3rd-grade reading goal is anticipated to be the following for the first year of operation: in June 2019-20, 50 percent of 3rd-grade students are reading at grade level, by June 2020-21, it will be 55 percent, using the STAAR assessment. The Charter School District goal target will then be established for each disaggregated student group, for five years at each campus, in Domain III, Closing the Gaps, including a target for English Language Learners. For example, a disaggregated goal is anticipated to be: 40 percent of 3rd grade English Language Learning students are reading at grade level in June 2019-20; by June 2020-21, it will be 45 percent using the STAAR assessment.

The School Board will adopt "goal progress measures" for each of its five SMART student academic achievement school board goals. The Board will then monitor its student academic achievement goal progress measures at least three times per year. The goal progress monitoring schedule shall be made public and utilized by the entire school system to monitor progress. Specifically, student performance will likely be measured three times using a baseline, interim, and final assessment, as well as after the release of A-F Academic Accountability data in June, with final Texas grades letters in August.

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Success will be measured by receiving a passing score or above on the CSPF on all indicators. Further, success will be measured based on receiving the desired "A" student performance in the Texas A-F System and correlated CPSF points, and most importantly, success means helping economically disadvantaged students perform the best in the state and nation on state and national tests, including the SAT, ACT, and AP, and successfully completing college.

The Superintendent and school leadership team will be responsible for meeting the Board's LSG and CSPF goals and progress measures. Progress made will be publicly reported as part of the School Board's HB3 required early education and college-career- and military readiness plans and reports. In this way, the school board, Superintendent, school leadership team, principal, and teachers will all align to the same student achievement SMART goals. At the campus level, the school leadership team will look at both leading and lag indicators in determining if students are on track to meeting the LSG and CSPF goal requirements. Assessment data will be collected and reviewed by the teacher and school leadership teams on a near-weekly basis, depending on the subject and "exit ticket" collection. Students needing additional support will be provided with a variety of interventions, including tutoring.

If any of the student groups are failing to meet annual targets established by the School Board, it will trigger Board action. The Board will request that the Superintendent adjust operations to achieve student achievement goals. If the Superintendent cannot meet the required goals, the Board will consider removing the Superintendent. Further, the Board will support the Superintendent in taking difficult actions to improve student performance, including but not limited to the replacement of the leadership team, removal of the principal, and/or teachers who are not highly effective. Further, the Board will consistently self-evaluate if it is spending 50% of its time on meeting its established LSG and CSPF goals and progress measures.

All public education entities should be continuously improving student outcomes; whether a student group is high performing or low performing, there is always room for improvement. Each SMART goal adopted by the Board will increase student performance year-over-year for each subgroup at each school for five consecutive years, continuously. The focus will be to improve in both growth (Domain II) and absolute performance (Domain I), along with closing achievement gaps (Domain III).

Financial performance indicators & Financial Compliance: The CSPF financial framework indicators are evaluated in the Charter FIRST). With our operations and finance team, we will maintain high-quality financial management practices and meet the requirements of Charter FIRST. Specifically, focus will be on related indicators including, short-term solvency: cash on hand, ratio of current assets to current liabilities, and long-term solvency: revenues equals or exceeds expenses and debt service coverage ratio. The Board, operations team and finance team described above have a deep bench with the nuances of both the CSPF and Charter FIRST giving the school and the Board an advantage. These matters will be discussed and reported to the Board at monthly meetings, including budget to actual, cash on hand, the ratio of assets to liabilities, and the ability to pay for any debt obligations. The School Board will adopt a budget prior to the school

year. The School Board anticipates a review of "budget to actual" and other financial information at monthly or quarterly board meetings, as well as a review of significant capital budget items. They will monitor critical FIRST indicators for compliance and work to accurately predict the number and type of students that will be attending Doral and make financial adjustments if average daily attendance (ADA) numbers are significantly different than budgeted, anticipated, or submitted to TEA.

Thresholds that will determine success or failure & Performance Monitoring

Success will be measured be receiving a passing score in the CSPF financial framework on all indicators and receiving an A grade of 90% or higher in the Charter FIRST system. Failure would be measured in failing any indicator on CSPF or receiving a B or lower grade in the Charter FIRST system. We will work to improve continuously in financial management, Charter FIRST grade, and points earned in the CSPF framework on a year-over-year basis. For example, Doral Academy will seek to earn an "A" rating, but potentially move from "A -" 90% to "A+" 100% compliance, as necessary. If Doral fails a Charter FIRST or CSPF indicator, it will trigger immediate corrective or remedial action by the Board, Superintendent and leadership team. Specific efforts will be made to determine what caused the non-compliance, and to address any issues that resulted in non-compliance, including difficult management or personal changes. In addition, as necessary, the Board will review the Superintendent's performance and the performance of any third party operator, such as Academica, that is supporting financial efforts. The indicators of Charter FIRST and CSPF will be reviewed on a monthly or quarterly basis, or as necessary. Our Board members have the expertise and capacity to lead the review and to understand the performance indicators and to make decisions with the Superintendent toward success: Mr. Douglas Rodriguez a board member, has been an Assistant Principal, Principal and currently Doral College President. He understands school financial performance and operations. Ms. TaLisa Wilson is the Principal of Brooks Academy Oaks in San Antonio Texas. She has vast experience in school administration and operations. She understands the data and impact of CSPF and Charter FIRST on the classroom and school. Krista Piferrer has served on many nonprofit boards and in public service in highly regulated areas. Board Member Kara Belew is a school finance expert, CPA and attorney. She is a LSG trainer as indicated above and former TEA Deputy Commissioner of Finance. She is also a subject matter expert on HB3 and Charter FIRST. The Board will monitor performance through a School Finance and Financial Compliance Committee that will meet in between board meetings and more often as necessary to provide feedback to the administration and to monitor best practices, implementation of the Board's directives and to ensure the schools are meeting the needs of students.

All the available data will ultimately be used to identify growth opportunities and so that the Board can make informed and meaningful decisions that focus on student outcomes.

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

Talent Management and Development

Talent Management

Strategy, plans, and timeline to recruit, hire staff

The School will ensure that faculty members are qualified professional personnel. Accordingly, the School will recruit instructional staff and para-professionals and through various local and national teacher job fairs including those organized by the regional education service centers, TCSA job postings, Indeed.com and SchoolSpring.com as well as recruitment through education placement service provider workmonger.com (based in Austin, Texas).

The school will coordinate efforts to partner with higher educational and other school-workforce institutions, including nearby Texas State University-San Marcos, to serve as a host school for interns whenever possible and organize other efforts to attract in-field experts to serve as paraprofessionals. Recruitment efforts for other staff members will also include attending local and national job fairs, advertisements in local newspapers, the school's website, social media ads, job posting websites such as indeed.com and SchoolSpring.com, presentations and fliers at local community organizations, trade associations, and via word of mouth.

The Superintendent will be responsible for interviewing and hiring staff members. Outreach to local area community organizations will provide opportunities to all members of the community served by the school. The school not only provides opportunities to children, but also to adults through employment. The CMO will assist the school with outreach for staff recruitment and will assist the superintendent/principal with the interview and hiring process. Non-instructional staff, such as custodial and clerical staff will be evaluated and will receive feedback on their performance via in-house assessment tools and individual conferences with their supervisor.

The school will look for candidates who demonstrate the following qualifications: Educational background: Bachelor's Degree or higher in field; State Certification for the required position where possible; Excellent presentation and interpersonal skills; Satisfactory recommendation and/or evaluations from previous employer; Personal characteristics, knowledge, and belief in the school's mission; An ability and motivation to work as part of a team in a small-school setting with parental involvement, and; References/Letters of Recommendation.

The Superintendent will recruit teachers and may appoint a committee to screen highly qualified and certified teachers. This committee develops an interview questionnaire for specific positions, conducts initial screening interviews and makes recommendations to the Superintendent. The Superintendent reviews recommendations, conducts final interview, and makes all final hiring decisions within the scope of the budget, as approved by the Governing Board.

Procedures for hiring and dismissing school personnel, including conducting criminal background checks.

In accordance with Texas law, all personnel and any contractor that may have contact with students must undergone a full criminal background check, name based and fingerprinting where required by law before they can begin employment in accordance with Education Code Chapter 22. Any applicant with a criminal history or criminal records that prohibits them from employment at a charter school or school district will be rejected. The Board will also ensure that the Superintendent (who oversees all hiring and firing) has procedures in place to ensure student safety

with respect to contractors, and that all contractors or vendors sign certificates under Chapter 22 regarding criminal history checks and prohibitions on any of their personnel. The team understand that this is a major safety concern of TEA. Additionally, all employees will be verified through the new TEA list of educators and school employees who have engaged in misconduct and SBEC certifications and records will be verified. In accordance with SB7 (2015) if there are any concerns, including frequent job-hopping, we will also have the Superintendent or Principal verify work history and references of any past or prior school employers and specifically ask about any educator misconduct.

The school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring enthusiasm and commitment and who are fully invested in charter schools and the Doral education model.

Employees are expected to comply with the Texas code of ethics and professional standards for educators, whether they are certified or not, and will observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the School may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

ELL & SpEd Teachers

The School will employ teachers and aids with proper certifications available to serve English Learners and SPED students with disabilities to the extent required by law. The school teaching staff will include certified SPED Teachers with demonstrated experience in providing support and services to children with disabilities. The SPED Teachers will be employees of the School and will at a minimum possess full certification in special education and additional certifications in core subjects where required. The School will employ service providers who meet all licensure and/or certification requirements that apply to the related services area.

Effectiveness of Talent Management Plan

Student assessment and performance data will be used to not only evaluate the effectiveness of the school's talent management plan but more importantly to inform instruction and continuous improvement efforts.

Strategies to be utilized in the event of unforeseen staff shortages

In the event that there are staff shortages that cannot be filled by direct-hire, the Superintendent will work with school teachers and staff members to reassign duties to ensure the smooth running of school operations. The CMO may also assist the school by sending members from the network schools to the new school for assistance, particularly during the planning year and startup operations year-one. Being part of a larger network offers the school a multitude of resources including staffing support. The School will also make contact with third-party contractors/outsourcing firms and seek quotes/proposals from same in accordance with board procurement policies, for any specialized areas or staff positions that cannot be filled directly. This may include a variety of classified personnel positions.

See Attachments 23 – School Staffing Charts & 24 - Supplemental HR information forms

Professional Development and Evaluation

In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high-quality instructors by implementing a comprehensive Professional Development Plan. The school will support the professional development needs of all professional staff by facilitating the attainment of continuing education credits and offering trainings. Professional development will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as leader/trainer to the remainder of the staff upon their return to the School. Appropriate and relevant school wide Professional Development will also occur on teacher planning days as well as on early release dates. All faculty and staff will participate in workshops for Professional Development, and administration will coordinate and track Professional Development. Doral Academy, Inc. (CMO) will also prepare staff development meetings in which the School will participate. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs. The extent to which professional development will delivered will depend on the needs of the staff as a whole and those who require individual attention. For example, a staff member who receives an unsatisfactory evaluation may work with a mentor individually or attend specific professional development to remediate an area of weakness.

In addition to school wide Professional Development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its compatibility to ensuring the Professional Development exercise will serve to benefit the student, and a timeframe in which the staff exercise should occur. All IPDPs will be approved by the
Principal, or his/her designee, at such time the principal may elect to recommend additional recommended Professional Development.

New and returning teachers will come together the week before school begins to meet, collaborate, connect with mentors, and participate in a gamut of professional learning opportunities to prepare them for the upcoming school year. In addition to the beginning teacher training and mentoring sessions addressed previously, all faculty and staff will participate in the Opening of Schools presentations, as follows:

- School Mission & Vision - All personnel will participate in a school-wide mission and vision discussion and learn the Schools program and philosophy.
- Curriculum Implementation by Subject/Specialty - Teachers will participate in individual department trainings related to curriculum implementation, TEKS standards and statewide assessment implementation, with special emphasis on incorporating digital resources.
- School Literacy Plan - Teachers will receive literacy plan training and learn specific strategies to differentiate and individualize instruction and will create targeted instructional lessons and maximize instructional time.
- Data-Driven Decision-Making – The principal will collaborate with teachers to analyze and disaggregate school data and to use this data to generate school improvement plans and to target needs to address student achievement.

- Plan book-Teachers will be guided through the creation of lesson plans and they will review what needs to be included such as the objective/topic, strategies, learner accommodations, etc.
- Safety and Security-Safety and security training will instruct staff on daily safety procedures, and how to prevent and protect the staff on how to handle emergency situations, and to recognize potential threats in accordance with the school safety plan.
- Finance and Activities-The staff will review the procedures for the planning of activities and corresponding financial documentation required for the varied activities.
- School Discipline Plan-Classroom-based discipline plans will be discussed and approved; school-wide discipline procedures also be outlined and clarified.
- Student Support-The faculty and staff related to student support will provide guidance and step-by-step procedures on the following topics:
    - Exceptional Student Education Teachers will be guided through the IEPs of their students and teachers will be made aware of the accommodations required to address the needs of each learner.
    - English Language Learners (ELL) Teachers will be provided with guidance and resources to help address the unique academic and social needs of English Language Learners.
    - Crisis Management - Teachers will be guided through the steps to take with students that are in crisis.

Appropriate and relevant school wide training will occur on teacher planning dates. The School-wide PD plan will be ongoing, sustained, and inquiry-based and provide focused, deep learning and built upon prior learning, resulting in increased student learning. Professional Developments to be offered at the School throughout the year:

- School-wide Data Chats 4 Hours. School-level data chats will occur at the beginning of the school year, release of interim assessments, release of state progress monitoring assessments, and release of any school-wide internal assessments. They will consist of review and analysis of current student progress, appropriate interventions, and a mutually agreed upon follow up plan.
- Literacy Plan and School Initiatives 6 Hours. School literacy plan, reading focus calendars for content areas, best practices and instructional strategies.
- Student Support 3 Hours - ESE, ELL, RtI, counseling, crisis intervention and tolerance processes will be outlined and changes and/or updates provided, as needed.
- Curriculum 6 Hours. Department meetings addressing data, trends, strategies, instructional focus calendars, and pacing on standards. Staff will participate in school-initiated and other relevant and necessary PD, with a member of the administrative team assisting and monitoring the staff development process. In-house workshops will be held monthly in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns. Early release days will allow for team collaboration to discuss student progress, conduct team and school-level data chats, and provide opportunity for common planning both vertically and horizontally.

The teacher daily schedule in Attachment 27 indicates that teachers will have a daily uninterrupted planning period each day. In addition, from 3:00 p.m. until 3:45 p.m. time has set aside within the schedule for common planning, professional development, PLC's, faculty meetings and conferences. The proposed school annual calendar (Attachment 26) allocates 7 days prior to the school year starting for professional development and teacher planning. In addition, the annual calendar allocates various days throughout the school year for staff development. In cases where a staff member may require additional professional development the principal has the discretion of providing additional days outside of the

Doral Academy of Texas will use the Texas Teacher Evaluation and Support System (T-TESS). Board Member, Talisa Wilson is familiar with T-TESS and will offer extensive knowledge on T-TESS in her use at her own campus and within the many trainings she performs.
Teachers will be rated in the following areas:

- **Planning dimension** (Standards Alignment; Data and Assessment; Knowledge of Students; Activities)
- **Instruction Dimension** (Achieving Expectations; Content Knowledge and Expertise; Communication; Differentiation; Monitor and Adjust)
- **Learning Environment** (Classroom Environment, Routines and Procedures; Managing Student Behavior; Classroom Culture)
- **Professional Practices and Responsibilities** (Professional Demeanor and Ethics; Goal Setting; Professional Development; _School Community Involvement

Within each of the dimensions and subcategories teachers will receive a rating of: distinguished, accomplished, proficient, developing or improvement needed. A copy of the evaluation tool is located in Attachment 25 of the application. For teachers who fail to meet evaluation standards, the school will provide a comprehensive system to support remediation of deficient instructional skills. Teachers will be assigned a mentor who will work with them in a safe and collaborative environment to help build positive teaching practices. Teachers will be given release time to observe and plan with master teachers. During this process teachers will have formative assessments to improve their teaching preparation. They will be provided written feedback on informal observations through an ongoing system of support. The teacher will be provided progress monitoring tools for their students to check for student understanding of skills taught. The teacher will also be asked to provide self-reflection feedback on their teaching. This feedback will be used for peer input and it will focus on developing the instructional practice of the teacher. The administrator will ensure that any and all supports during the remediation process are conducted with fidelity and in a manner that is non-threating and encourages growth and mastering of the teaching profession.

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

See Attachment 25: Teacher Evaluation Tool(s)

Retention

Strategy, Plans and Timeline to Retain Instructional Staff and High Performing Teachers. The above Professional Development will be used to develop and retain high quality teachers. As Sir Richard Branson is attributed as saying "Train people well enough they can leave. Treat them well enough so they don't want to." We will follow the "7 Quick Strategies for Retaining Teachers": (1) Create a supportive management environment; (2) Provide leadership opportunities; (3) Establish a mentoring program; (4) Improve the work environment; (5) Keep up with ed-tech; (6) Community involvement and outreach; (7) Incentive programs. *See GWU* Grad. School of Education. https://gsehd.gwu.edu/articles/7-quick-strategies-retaining-teachers

Regarding the work environment: "The culture of a work environment may begin with leadership, but it also involves resources and flexibility. Are teachers assigned in the areas of their certifications and expertise? Are textbooks and computers plentiful enough for all who need them? Are classrooms and hallways clean, safe and in good repair? Can staffing and scheduling be adapted when needed, even in innovative ways like job sharing? All these attributes and more – from class size to whether classroom supplies are readily available – influence teacher retention." *Id.* To create a supportive management environment we will follow the same research by the "National Association of Secondary School Principals shows that the single most important aspect of a school's culture is the leadership and management style of the principal. In a 2001 study, the Philadelphia Education Fund found that schools had lower teacher turnover when the principal:

- Had an open-door office policy
- Met with new or incoming teachers
- Allowed latitude in decision-making
- Made communication a priority
- Supported teachers on disciplinary issues
- Created a respectful environment for all students and teachers

See http://www.naesp.org/sites/default/files/LeadershipMatters.pdf

The school will offer competitive salaries and be able to access the new Teacher Incentive Allotment (TIA) in part as the school has adopted T-TESS. We will survey local district compensation to ensure we can be competitive. Retention bonuses will also be considered by the Board to be paid-out between October and February, so that timing incentivizes retention.

Retention Rates: Doral Academy Charter Schools have teacher retention rates of +90% over the last two years. Teachers at Doral schools are also encouraged to pursue higher education degrees and grow into leadership positions within their respective schools. Doral Academy will assist the proposed school in maintaining a stable teaching staff. Doral Academy of Texas aspires to have a similar retention rate to that of the currently schools operated by Doral Academy.

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

Operational and Financial Plans

School Calendar and Schedule

Proposed Annual School Calendar

The school calendar has been prepared to include at least 75,600 but optimally 78,300 minutes of instruction for the year, broken down into 435-minute school days. The first day of school will be August 11 and the last day of school will be May 27. Holidays include Labor Day, Thanksgiving (one week), Winter Break (two weeks), Martin Luther King, Jr. Day, President's Day, Spring Break (one week), April 15 and 18, and Memorial Day. In addition to 180 school days, there are 12 teacher staff development days/work days planned. The year is broken into four quarters. Quarter one is 42 days, quarter two is 44 days, quarter three is 47 days and quarter 4 is 47 days (see Attachment 26).

Structure of School Schedule in Alignment with Doral Academy Program

The school day Includes 435 minutes beginning at 7:45 a.m. and ending at 3 p.m.; this school day includes a 30-minute lunch, 15-minute recess, and 400 minutes of instruction. Students receive 120 minutes of ELAR in kindergarten daily and grades 1-3 receive 135 minutes of ELAR a day. Kinder, first and second grades receive 90 minutes of math per day; third grade receives 120 minutes of math per day. For science and social studies in kindergarten there is 40 minutes per day, plus activities are integrated into 60 minutes of center time. For grades 1 and 2 there is 90 minutes of science and social studies per day and for grade three there is 60 minutes of science and social studies per day.

The proposed schedule is designed to align to the programmatic needs of Doral and provides for optimum time to engage with students to focus on their learning and success.

See Attachment; 26 Proposed Calendar (Annual) and

Attachment 27: School Schedule for Day and Week: Teacher and Student Versions

Student Recruitment and Enrollment

Student Recruitment and Marketing Efforts

The school will be open to all children who are eligible to attend grades K-8 (approximately 5 to 14 years of age). These will be our targeted student populations for recruitment. Doral Academy of Texas began marketing the proposed school in 2017 by establishing an official website, Social Media accounts and communications with community members and families.

Projected Timeline

Winter 2017- Winter 2019

Website and Social Media Accounts Created; Ongoing Awareness Campaign and Community Meetings within the Sunfield Neighborhood. Attendance at community events in proposed demographic areas including; Kyle, Buda, San Marcos and Wimberley.

January 2019 – ongoing

Update Website; Engage in community events; Partner with community organizations; Create strategic marketing plan and calendar; Plan community information sessions; Create brochures, direct mails, flyers

July–- Dec. 2019

Host community information session; Send out direct mail/email blast/ social media ads regarding the opening of the school for the 2021 school year *if approved;

January 2020 – August 2020

Continue hosting community meetings and attending community events including Hays County Moms February Community event. Continued engagement and updates through social media accounts. Continued email newsletters regarding application progress to subscribed families.

September 2020 – November 2020

Advertisements for upcoming Application period, to include paid social media posts, paid Nextdoor Neighborhood ap ads, community billboard campaign, direct mailers, ads in Community Impact newsletter and digital ads through Community Impact website, ad through Austin Kids' Directory, sponsored Doral booths at all community events within Wimberley, Kyle, Buda, San Marcos and Lockhart, partnership with Families Empowered and mentions on their website and Social Media and continued ad in El Mundo Newspaper, the only Hispanic Bilingual newspaper in Central Texas.

November 2020- February 2021

Application window will be open for new families to apply for the Fall 2021 School Year, Parent Information Sessions held; continued advertisements through established channels.

February 2021

Doral Academy of Texas Lottery 1 held. Families will be notified and offered the opportunity to complete enrollment for the Fall 2021 School Year.

February 2021-August 2021

Registration for the Fall 2021 School Year open upon availability of seats. If grade level at capacity, consecutive lotteries will be held to fill seats and establish wait lists.

Recruitment Strategies for Targeted Populations to Ensure Equitable Access

The school will use a comprehensive outreach and marketing measures to ensure all prospective students and parents, from all segments of the community, have equal access to apply and enroll as per state law and Department of Education nonregulatory guidance. Initial advertising and

recruitment plans will focus on community engagement. Doral Academy of Texas has already held community meetings at the local Cabela's, one of the town's central marketplaces, and has attended various community events. Please refer to section "Outreach and Public Meetings" for further details on the ongoing community engagement and recruitment campaign. This ongoing campaign will use community resources and leaders from the surrounding area, including the Board of Directors, to gauge parent interest and inform parents about the school. The school will use social media and the school's website to share information about the schools impending opening and enrollment. Social media targeted ads will continue to be launched.

Additional recruitment and marketing events will consist of but are not limited to:
Grassroots Campaign
Discussions with community stakeholders/leaders representing all local racial/ethnic groups, church groups, civic groups and community action agencies and service organizations, parents, parent organizations, etc., to assist in disseminating information about the school. The school will host informational meetings and open-houses to all interested in attending near the schools proposed location. Neighborhood block walks with advertising materials will also be included in the grassroots campaign.

Public Awareness Campaigns
Direct mail campaigns will target all households within the approved geographic boundary. The school will maintain an updated website with information on the educational program. Once approved, the school will share enrollment timelines and registration procedures on its website as well. Digital and social media advertising will be used to reach a broad audience through ads, e.g. Facebook/Instagram, Google, all of which will direct parents to the school's website. Promotional flyers and/or postcards will be distributed via direct mail and/or directly to community groups to ensure that harder-to-reach families (e.g. single-parent households and families, low socio-economics, etc.) receive full information and opportunity to apply for admission and to enroll if admitted. Promotional materials and announcements will be made available in multiple languages and disseminated to local community organizations.

The school believes that through tactical implementation of these ongoing strategies, the target enrollment will be reached. Doral Academy of Texas will cast a broad net for student recruitment, so that students from all segments of the community, including economically disadvantaged and minorities, have opportunity to apply for admission and seek enrollment. Doral Academy of Texas will also partner with Families Empowered, a non-profit Parent Service Organization that hosts several school choice fairs and Open House events with a target demographic of economically disadvantaged families. We will partner with them in their marketing of the 2021 shared application, Applyaustin.org for schools in Central Texas.

Recruitment Strategies Evaluation
The effectiveness of recruitment strategies prior to the approval of the application are being measured by the number of parent interest forms completed online, number of hits on the website, and number of attendees as the community outreach meetings. For Year 1, the effectiveness of recruitment strategies will be based on the number of students enrolled. The Year1 target/expected enrollment is 330 students with a breakdown of 88 students per grade level in grades Kindergarten through First Grade and 66 students in grades Second and Third, PreK 4 will have 22 students in

the one classroom designated. Target student enrollment numbers would help the Board of Directors keep track of the effectiveness of the recruitment strategies and for adjusting them where necessary. The Board of Directors expects to have over half of the year 1 enrollment target enrolled by the first lottery period, around 165 students by March, 2021. At the start of 2021 year, a push for enrollment will be conducted which should lead the school to meet its target of 330 by May 2021. Doral Academy of Texas understands the requirement to serve no fewer than 100 students by the opening of Fall 2021 in accordance with 19 TAC 100.1015(b)(1)(D).

If enrollment numbers are lower than expected 4-6 months prior to school opening, the Board of Directors will revisit the marketing plan with the help of the CMO. The budget will be reviewed and funds will be assigned to boost tactics that have been most successful. A key component to the marketing plan will be tracking how families have heard about the school. Through this tracking, the Board of Directors can revise the plan moving forward and push for more enrollment through the most successful pathways (i.e. social media ads, community events, etc.). In the unlikely event that revenues are lower than anticipated in Year 1 due to lower enrollment, the Superintendent will decrease staff and expenses proportionally to the student decrease. The Superintendent will work with his/her board and the CMO to develop a plan to reduce expenditures

Admissions and Enrollment Policy

Doral Academy of Texas admission and enrollment policy can be found on **Attachment 28.** The school will have an open-enrollment policy and any eligible student who submits a timely application, unless the number of applications exceeds the seats available, may be considered for admission regardless of academic ability, the district of residence or any other prohibited factor. Students with history of criminal offenses, adjudications or listed discipline violations and discipline histories under TEC chapter 37, may not be admitted as permitted by current law. A lottery may be conducted if more applicants apply then seats available, and if not, seats will be filled on a first-come first-served basis.

REFERENCES:

Doral Academy of Texas. (2019) Generation 24 Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

See Attachment 28: School Admission and Enrollment Policy

Facility Acquisition

1. Has the applicant identified a specific location for at least one campus in Year 1?	Yes ☒ No ☐

IF THE RESPONSE TO THE QUESTION ABOVE WAS "NO," SKIP TO THE NEXT SECTION, "FACILITY NOT IDENTIFIED."

Facility Identified

1. If the response to the question above was "yes," enter the physical address of the identified campus facility to be used during Year 1 in the box below.

Physical Address of Facility:	10-acre site located on Fire Cracker Drive in the Sunfield development.

2. Does the applicant currently own the property, plan to purchase it, or plan to lease it?
Currently Own ☐ Purchase ☐ Lease ☒

3. Has the building been issued a certificate of occupancy for educational use?	Yes ☐ No ☒

The Doral Academy of Texas Board has partnered with Academica one of the Nation's leading Educational Service and Support Providers and Turner-Agassi Charter School Facilities Fund (TACSFF) one of the largest charter school developers. This team will assist the Board in identifying the best location for their first and second campuses in Hays County. According to the U.S. Census Bureau, in 2017 Hays County was the fourth fastest growing county in the country. From 2016 to 2017, Hays County grew from 204,365 to 214,485, a 5% year-over-year change. The Doral Board and TACSFF coupled this information with maps of where future housing growth is occurring and identified the preferred site in one of the largest master planned communities in the area, Sunfield. It is centrally located within the Sunfield development in the City of Buda and in close proximity to I-35 (major highway) which will facilitate student drop off and pick up for local families and those families commuting to work.

The property that has been secured for the school's first campus is a 10-acre site located on Fire Cracker Drive in the Sunfield development. TACSFF has it under contract and will acquire, develop, and lease the school facilities, if the charter is awarded, and be completed for the 2021 school year. The 10-acre site is large enough to support the programmatic needs of the facility and will also provide ample fields, play space, parking, and circulation for drop off and pick up. The building is being designed to accommodate approximately 861 students with approximately 39 classrooms measuring 700 square feet each, administrative support space,

restrooms, library/media center, cafeteria, and a gymnasium per the school program. Currently, it is estimated the building will be about 74,000 square feet. The resulting building will be granted a Certificate of Occupancy with an "E" Occupancy by the local authorities to allow use as a public educational space.

In order to be sensitive to the school's budget and accommodate the projected growth, the project will be completed in two phases. The first phase will include all of the site improvements and new construction of the building to house the school for its first two years of operations and accommodate its projected 468 students with 22 classrooms, administration, library/media center, cafeteria, and outdoor play areas. The second phase will include a building with the remaining 17 classrooms and a gymnasium to meet DAT's full programmatic needs. The construction plans for Phase 1 will be completed by July 2020. A building permit is expected by September 2020 and will be concurrent with the closing of the purchase of the site. Construction will take approximately nine months and the campus will be completed by June of 2021 for an opening date in August 2021. As part of the lease that will be negotiated, DAT will have the option to purchase the property in the fourth year of the lease. This structure should provide property tax exemption and will avoid a long-term lease, and should place the property under public ownership as soon as possible. All leases and legal documents will be negotiated at arms-length, with no related party violations, and lease payments must be at or below fair market value as required by Texas law. The leasehold will be public property held in trust, and once purchased by the school, will be public property of this state held in trust.

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Charter Application http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

Facility Not Identified

1. Does the applicant intend to lease or purchase a property?
Lease ☐ Purchase ☐

NOT APPLICABLE

Transportation

Doral Academy of Texas does not plan to provide daily bus transportation. It is expected that students will walk to school (which is anticipated as we are locating in walkable area with neighborhoods) or be transported by parents or through car-pools. The school will have before- and after-school care available for families who need extended day care. Funds that would have been directed toward bus transportation will be used for academic services instead to enhance the educational success of the students. No public transportation vouchers will be provided as there is not an adequate public transportation system (yet) in Hays County. In the event that a special education student's IEP calls for transportation services, two options will be offered. First, if the parent is willing and able to drive the student to/from school, the parent will be compensated for mileage or other arrangements will be made to work with the family to cover transportation costs. If this is not possible or practical, the services of First Student Transportation will be used to provide SPED Transportation and meeting all FAPE needs while on the bus. First Student has a special division for transportating children with varying disabilities. (https://firststudentinc.com/partner-with-us/developmental-disabilities/).

For special events such as field trips and athletic events, Doral Academy of Texas will use the services of a service such as First Student Transportation (https://firststudentinc.com/partner-with-us/rent-first-charter/) or Daisy Charters and Shuttles (https://www.daisycharters.com).

Start-up Plan

Anticipated Start Up Costs

Administration & Staff	$100,214
Contracted Services	$15,000
Total School Operations	$38,250
Total Start-Up Costs	$153,464

The School will apply for a planning grant, as provided by the Charter School Program Start-Up Grant program. If awarded, the CSP grant will be used to cover allowable start-up costs which may be incurred prior to receiving state funding. However, if the start-up grant is not awarded, the school has identified a non-profit lender that will provide a line of credit to support the opening expenditures. The initial start-up costs for the school will be nominal, as shown above and as documented on the Start-Up Budget worksheet of Attachment FOG 10. The school will receive substantial administrative support from the CMO during the start-up year that will include a marketing team that will set-up and implement the school's marketing plan to meet its enrollment objectives. Once the Board selects its school leader, the CMO will begin a training program for the new leader to ensure the Doral model is implemented with fidelity.

Monitoring Implementation of Start Up Plan & Costs

The Board of Directors is committed to the governance and management of the school and to providing continuing oversight of school operations including the creation, adoption and implementation of the start-up plan and associated budget, budget amendments, and appropriate policies to ensure "best practices" and legal compliance from inception. The Board of Directors will meet periodically (at least quarterly but likely monthly or more frequently as needed) to ensure that the timelines and milestones listed in the start-up plan are being met and to monitor progress of tasks. Modifications will be made to the plan to adjust to any advances or delays, as needed. The CMO will work with the Board of Directors and to be selected School Superintendent to ensure that the tasks are being met in a timely manner and will report to the Board periodically with updates on tasks assigned to the CMO team.

The Board of Directors will conduct its business pursuant to the highest ethical standards. The application ethical standards through board oversight focused on: management practices; organizational structure; hiring and promotional practices; training and education; employee, customer, vendor and community relationships; and policies and procedures, provides an environment that is conducive to the success of the school. As such, the Board of Directors will adopt a Conflict of Interest and Ethics policy and an "Anti-Fraud Policy and Response Program" that will support the board's commitment to protecting property and public funds, emphasizing the need for accurate financial reporting. This will include reporting mechanisms both over the phone and online and allow for anonymous reporting. The Board of Directors will establish internal controls to mitigate against and to detect fraud, misappropriations or other irregularities. Any reports or complaints received will be investigated, following appropriate protocols and the Board's legal counsel or special counsel/investigators may be engaged where appropriate. The Board will also regularly review the CMO's work and performance, to ensure contractual

obligations and expectations are met, including review of financial records and program operations under the CMO's direction. The Governing Board "shall annually adopt and maintain an operating budget," per Texas law, and retain the services of a certified public accountant/independent auditor for the annual independent financial audit and review (AFR) and will consider and review the audit report for approval, including audit findings and recommendations.

Detailed start-up plan included herein as Attachment 31

Detailed Start Up Plan

The Board of Directors, in consultation with its advisors, counsel and educational consultants, as well as input from community members and reviewing practices of other local schools and workforce needs, has overseen the development of the following proposed start-up timeline:

PROJECTED START-UP TIMELINE

Obtained	Applying for and securing appropriate legal status
Ongoing	Facility Search by Board of Directors, CMO, TACSFF
January 2020	Submission of charter school application proposal by Doral Academy of Texas, Inc.
Obtained	Identifying facility by Board of Directors, CMO, TACSFF
Jan – March 2020	Evaluation Phase 1 – TEA
March – May 2020	Evaluation Phase 2 – TEA
June 2020	Application Approval – TEA
July – Sept. 2020	School to work with TEA to resolve any potential issues Contract Issued
July – August 2020	TACSFF Enters into Facility Purchase Contract Lease negotiations with board and execution of facility lease Student Recruitment Commences by Board of Directors, CMO
Winter 2020	CSP Grant Solicitation by Board of Directors with CMO support
December – Jan 2021	Recruitment of Superintendent and Head of School/Principal/Teachers; Continued Student Recruitment by Board of Directors with CMO support
February - March 2021	Superintendent/Principal selection and hiring by the Board Finalizing curriculum and other instructional materials by the Board; Student Recruitment continued
July 2020 – May 2021	Marketing and Student Recruitment continued
Jan – March 2021	Recruitment of Faculty and Staff continued
March 15th	Student Registration Begins
March 30th	Student Enrollment Students who have registered will be officially enrolled. If number of applicants exceeds capacity then a lottery will be conducted.
May 1st	Second Registration Period Begins Vendor Contracts Finalized (food service, uniforms, etc)

May 15th	Students who have registered will be officially enrolled. If number of applicants exceeds capacity, Lottery will be conducted.
May- June	Curriculum Planning and Purchasing of Materials Technology and School Furniture Purchasing Finalize Faculty and Staff Hiring by: Board of Directors and CMO; Teacher fingerprinting, drug-testing, and background checks
June- July	Final preparation of Facilities; Board of Directors Training/Fingerprinting as needed; Finalize transportation and food service plans
July	Conduct Final Facilities and Safety Inspections; Staff Training; Finalize Registrations and Master Schedule
August 2021	Textbook and Furniture distribution and inventory; Final Curriculum Review with lead staff; Faculty Orientation Workshops – PD Student/Parent Orientations; Classes Commence as per TEA Calendar.

The School will adjust the expenses, including and not limited to personnel and operations, if the anticipated revenues are lower than expected due to lower enrollment, changes in state funding, and/or other reasons beyond the control of the school. The school's CMO, Doral Academy, Inc., has significant experience and resources in assisting charter schools in all phases of development, including managing the school's revenues and financial needs in the 'start-up" phase and long-term. All personnel will be compensated as required by the FLSA and Texas Labor Code. The Board will secure funding as needed. The Board of Directors and Superintendent will collaborate with Doral Academy, Inc. to ensure the budget aligns with revenues received by the School.

Financial Planning

1. Identify the fiscal year for the **sponsoring entity**.	
July 1-June 30 ☒	September 1-August 31 ☐
2. Identify the fiscal year for the proposed **charter school**.	
July 1-June 30 ☒	September 1-August 31 ☐

Although Doral Academy of Texas ("DAT") anticipates procuring the management services of Academica Management SW, LLC ("Academica"), the following discussion sets aside this potential business arrangement and discusses DAT's planned activities for each area. In the event that DAT and Academica agree to a mutually beneficial business arrangement, DAT and Academica will collaborate to jointly address each area as discussed below.

FINANCIAL MANAGEMENT SYSTEM.

DAT shall begin the development of its financial management system by first obtaining an understanding of the applicable legal requirements. In this regard, DAT has identified the Business Organizations Code (notably, §§ 22.352 and 22.353 and Subchapter J), Education Code (primarily, §§ 12.1053, 12.107, 12.121 and 12.128), Texas Administrative Code (especially, in Title 19, §§ 100.1043, 100.1047, 100.1063, 100.1101 and 100.1205), Code of Federal Regulations (largely, Title 2, Part 200) and Financial Accountability System Resource Guide (chiefly, Modules 2 and 3) as the fundamental legal authorities upon which to establish its system of internal controls. With these legal requirements as the backdrop, DAT's Board of Directors (Board), in collaboration with corporate officers and legal counsel, will develop and adopt policies to govern DAT's financial operations. In doing so, the DAT Board will ensure that its policies are consistent with applicable law and rule so that policy may provide the framework to facilitate organizational compliance. Notably, the DAT Board will consider the adoption of policies for the following, but not necessarily only, financial management activities.

- Activity funds, including campus-based and student fundraising
- Allowable and prohibited uses of funds
- Authorized use of corporate accounts
- Budgeting
- Capital and non-capital assets
- Covered positions requiring an employer contribution into the Teacher Retirement System of Texas
- Federal grants administration
- Interested and related party transactions, especially addressing Senate Bill 1454 (86th Texas Legislature (Regular Session))
- Investment of funds
- Purchasing and contracting, including public works (construction services) contracts, procurement of professional services and purchasing not subject to state purchasing laws and or federal procurement standards

As each policy is developed and adopted by the DAT Board, corporate officers will also develop and adopt administrative procedures and standardized finance forms (e.g., purchase requisition) to facilitate compliance with DAT Board policy and applicable legal requirements. To the degree that DAT Board policy does not address specific (i.e., detailed) legal requirements, corporate officers will develop comprehensive administrative procedures to fill in any gaps for which DAT Board policy is simply not suited. As DAT works on its policies and procedures, it will develop training modules appropriate to each level of staff, focusing the greater part of the training to providing direction and guidance to staff primarily responsible for performing duties and responsibilities directly related to DAT's fiscal operations. As each component of the system of internal controls described above is addressed, DAT will specifically include the following content in its policies, procedures and practices.

Financial Planning

During its planning period, 2020-2021 ("Year 0"), DAT will develop the Year 1, 2021-2022, operating plan, begin its enrollment of students, start to hire personnel, and procure property, goods and services. As these start-up activities are undertaken, DAT will refine the budgetary information contained in the Financial Plan Workbook (Attachment 32) for Year 1 to address changes to the academic program, account for a variance in student enrollment exceeding five percent (5%), and attend to any payroll and non-payroll costs exceeding established parameters. Importantly, DAT will use the state aid template provided by TEA and other available state funding guidance to prepare a more accurate estimate of state aid than the one provided on the SOF worksheet of Attachment 32. Additionally, DAT will identify and apply for federal formula funding and prepare an estimate for said funding. The preparation of an accurate estimate in state aid and federal funding will inform the Board's decision for the adoption of annual operating budget.

Once an operating plan has been developed and a more precise estimate of student enrollment has been determined, DAT will prepare a final Year 1 operating budget, which the Board will consider, revise as appropriate and necessary, and adopt. As actual commitments for the employment of personnel are made, property, goods and services are procured, and projected costs are establish based upon vendor quotes and offers for employment, the Board will consider amending the adopted budget. Since financial planning typically has both short-range (e.g., quarterly or annual) goals and long-range (e.g., three-year, five-year and ten-year) goals, DAT will monitor the status of organizational compliance with the budget, particularly as TEA publishes the Summary of Finances for DAT. As appropriate and necessary, the Board will amend the Year 1 operating budget to ensure that the school attains a favorable financial condition and obtains favorable results of operations and cash flows.

During the Spring semester of Year 1, DAT will begin the process of preparing the operating plan and corresponding budget for the 2022-2023 school year (Year 2) that takes into consideration the lessons learned during the school's inaugural year. This process will begin with the preparation of a planning calendar identifying key tasks, assigning said tasks to staff, and establishing a timeline for the completion of the plan and budget. As returning students and staff are identified, student academic performance is received, the assessment of student and other organizational needs is obtained, and compliance and other operational feedback is gathered, DAT will incorporate the information collected into the preparation of the Year 2 operating plan and budget. Significantly, DAT will use the updated state aid template provided by TEA and current state funding guidance to prepare an estimate in state aid, particularly for sources of funding for which DAT may not have been at first eligible to receive (e.g., teacher incentive allotment). Once

all of this information has been incorporated into the Year 2 budget, the Board will consider the proposed budget, make appropriate inquiries, direct necessary adjustments and ultimately adopt the budget. A process similar to that described above will be adopted in policy. As DAT and the Board learn how best to manage the school's finances, the process described above will be refined and proper amendments to the policy will be adopted.

Accounting

DAT will organize the roles pertaining to the accounting of funds and property to provide the proper segregation of duties for the following activities, some of which relate to purchasing and payroll:

A. Initiation of a transaction (e.g., laptop purchase, laptop disposal);
B. Approval of a transaction;
C. Receipt of goods and services;
D. Physical custody and control of property;
E. Record keeping for transactions and property;
F. Reconciliation of records; and
G. Reporting.

Through its policies, the Board will authorize certain positions (e.g., CEO/Superintendent) to approve the initial obligation and expenditure of funds and use of property, subject to the Board's final authority to approve the obligation and expenditure of funds and the use property. Moreover, the Board will establish the thresholds that trigger formal procurement processes requiring the Board's direct involvement and oversight. Lastly, the Board will provide direction to DAT staff on the type of financial and other reporting that it will require to facilitate the proper discharge of its fiduciary duty to oversee the school's finances. As stipulated in Board policy, the CEO/Superintendent shall prepare or cause to be prepared an administrative procedures manual that identifies the steps that will be taken by DAT staff to implement Board policy and that takes into consider TEA regulatory requirements and policy guidance, as well as public school best practices.

Purchasing

To facilitate compliance with applicable law, the Board will adopt a policy governing the purchase of goods and services, particularly for public works and professional services and the use of federal funds. Additionally, although not specifically required to conform with any specific requirement, the Board will establish parameters in its purchasing policy governing the use of funds for the purchase of goods and services other than for public works and professional services and relating to the use of federal funds (the "General Purchasing Policy"). In the General Purchasing Policy, the Board will identify the authorized purchasing methods, provide thresholds to trigger progressively formal purchasing methods and establishing the local requirement for the Board's direct participation and approval of the contracts awarded. In the General Purchasing Policy, the Board will require that the CEO/Superintendent (or designee) to prepare a purchasing manual to implement Board policy and comply with applicable legal requirements. Importantly, the CEO/Superintendent (or designee) will adopt procedures to mitigate the risk of abuse, fraud and waste in the purchase of goods and services. Accordingly, as may be required, the Board and DAT officers will complete a Local Government Officer Conflicts Disclosure Statement (Form

CIS), which will be posted on the DAT website pursuant to applicable state law. (See discussion concerning Financial Transparency below.)

Payroll

As part of its oversight of personnel costs, the Board will adopt a compensation plan in conjunction with the annual operating budget. In the compensation plan, the Board will identify the salaries, wages and fringe benefits that will be provided to DAT employees. Additionally, in the adopted budget, the Board will identify the number and types of positions that will be employed at the school. To ensure budgetary compliance, the CEO/Superintendent will approve each individual employed in a position authorized by the Board and the individual's compensation, as established under the compensation plan. DAT will maintain records to document payroll transactions at each step of an individual's employment process.

Financial Reporting

To ensure the timely submission of required financial reports to TEA and other oversight agencies, DAT staff will adopt an administrative procedure that identifies reporting requirements and the dates by when such reports must be filed. DAT staff will then report to the CEO/Superintendent on the filing of the required reports.

In accordance with local policy, DAT staff will prepare financial and other reports to the Board disclosing DAT's financial condition, results of operations (i.e., revenues and expenses) and cash flows. Additionally, DAT staff will provide information concerning outstanding invoices, purchases and compliance with fiscal requirements (e.g., Financial Integrity Rating System of Texas).

The Board will consider the qualifications of certified public accountants and approve the engagement of an independent auditor. The independent auditor will present the annual financial and compliance report to the Board for its review and approval (or disapproval). If the auditor discloses noncompliance or weaknesses in internal controls, the Board will require that the CEO/Superintendent also provide a corrective action plan to address the auditor's findings.

ROLES AND RESPONSIBILITIES.

Consistent with the requirements set forth in Texas Administrative Code, Title 19 ("19 Tex. Admin. Code"), Section 100.1033(b)(14)(C), the Board will have final authority to:

(i) adopt fiscal policies;
(ii) adopt and amend the annual operating budget, including a compensation plan;
(iii) approve the obligation and expenditure of funds, including the procurement of goods and services;
(iv) approve the use of property, including its disposition;
(v) approve the annual financial and compliance report; and
(vi) employ, supervise and discipline the CEO/Superintendent.

As effectuated at 19 Tex. Admin. Code §100.1033(b)(14)(D), the CEO/Superintendent will have final authority to:

(i) organize DAT's central administrative functions;
(ii) approve reports and data submissions to local, state and federal agencies; and
(iii) employ, supervise and discipline DAT officers and employees.

Additionally, through policy and administrative procedure, the Board and school's administrative team will further delineate their respective roles by observing that the Board's role is to direct the strategic operations of the organization and oversee DAT through policy, the adoption of an annual operating budget, the approval of transactions meeting predetermined

thresholds and the review of the annual financial and compliance report and reports prepared by staff to facilitate the Board's oversight function. As appropriate and necessary, the Board may provide management direction to address deficiencies, correct missteps and mitigate risks. In contrast, DAT's administrative team's role will be to implement Board policy, comply with applicable law, manage the daily operation of the organization, timely submit regulatory reports, address inquiries from oversight agencies and periodically report the results of the work performed to the Board, TEA and other stakeholders. Additionally, to prevent catastrophic consequences, DAT's administrative team will implement corrective actions to address issues requiring a more immediate intervention and resolution.

FINANCIAL TRANSPARENCY.

With the assistance of legal counsel, the Board will develop and adopt a policy conforming to applicable state law requiring the posting of certain information to DAT's website, including financial information. Once adopted, DAT will use the policy on required website postings to prepare a "Financial Transparency" website that lists and provides the following required postings, as applicable, relating to the school's finances, in addition to how said information is otherwise required to be disclosed, posted and published under applicable state law:

(a) In accordance with Texas Government Code ("Tex. Gov't. Code") Section 551.056, the notice of and agenda for any meeting of the Board;

(b) As set forth at Texas Local Government Code ("Tex. Local Gov't. Code") Section 176.009, each Board member's and each charter school officer's completed Local Government Officer Conflicts Disclosure Statement (Form CIS) and each vendor's completed Conflict of Interest Questionnaire (Form CIQ);

(c) Pursuant to Tex. Gov't. Code §551.006, the online message board, or equivalent, through which Board members and school staff communicate or exchange information about public business or policy;

(d) As stipulated at Texas Education Code ("Tex. Ed. Code") Section 12.136, the superintendent's salary;

(e) Commensurate with 19 Tex. Admin. Code §100.1032(2)(K) and Tex. Ed. Code §44.0051, the budget adopted by the Board for the last three (3) fiscal years;

(f) As mandated under Tex. Local Gov't. Code §140.005 and as authorized in Module 2 of the Financial Accountability System Resource Guide, the annual financial statement or, alternatively, the Statement of Activities included in the annual financial and compliance report; and

(g) Consistent with 19 Tex. Admin. Code §100.1032(2)K), the annual financial and compliance report.

As new legal requirements to post information are enacted into law or adopted in rule, DAT will amend its policy on required website postings and update its website accordingly.

In addition to posting the above information on its website, DAT will distribute the annual financial management report required under 19 Tex. Admin. Code §109.1001(q) to the parents, taxpayers, news media and other interested stakeholders that attend the public hearing at which the Board is required to provide the public an opportunity to comment on the report. Also, as established under Tex. Ed. Code §12.1052, Tex. Gov't. Code Chapter 441, Subchapter J, the Local Government Records Act and the Public Information Act, DAT shall provide all of the above and other financial information to any person submitting a written request.

Besides posting the above information on its website, DAT will consider posting said information on social media and sending emails to individuals and organizations providing their email address for the distribution of this type of information. Also, beyond the minimally required information that must be posted, DAT will also consider posting the following information on its website:

(i) The minutes to the meetings of the Board;
(ii) The policies adopted by the Board;
(iii) DAT's organizational chart;
(iv) The annual operating plan;
(v) The Charter FIRST ratings;
(vi) The amended budgets;
(vii) Requests for bids, proposals and qualifications;
(viii) Contracts issued to vendors;
(ix) The check register for non-payroll transactions; and
(x) The superintendent's contract.

Recognizing that the establishment and maintenance of information on a website has a financial cost associated with it, DAT's consideration of what information to post on its website will be guided by a cost-benefit analysis. In this regard, DAT will considering adding information to its website when the demands of its constituents for said information is not being effectively and efficiently addressed by other means and when the cost of providing the information of interest to its constituents on its website is clearly outweighed by the benefit of keeping its constituents informed and of maintaining a reduced administrative burden.

Finally, to enable its constituents to see into the business affairs of the school, the Board will conduct its meetings at which the adoption and amendment of the annual operating budget and the annual financial and compliance report are to be considered at a meeting properly convened in accordance with the Texas Open Meetings Act ("TOMA"). Similarly, the Board will conduct properly convened meetings at which the Board will consider any bids, proposals or qualifications of bidders and offerors responding to formal solicitations for the procurement of goods and services issued by DAT. Moreover, the Board will convene meetings under the TOMA to consider the superintendent's compensation and DAT's contract with Doral Academy, Inc. Thus, in this manner, any interested individual or organization will be afforded the opportunity to learn how the Board and DAT management are conducting the school's financial affairs.

SHARED/CENTRALIZED SUPPORT SERVICES.

As discussed in the Proposed Financial and Operations Leadership Teams narrative, starting in Year 1, DAT anticipates outsourcing its operational support and financial management functions, including accounting, budgeting, facilities support and consulting, fiscal compliance, human resources management and support, marketing, PEIMS management and support, and procurement. The cost for these services is included on the Start-Up, Y1, & Assumptions worksheet in the Financial Plan Workbook, Attachment 32 (the "Assumptions worksheet") as the Management Company Fee line item. Specifically, DAT anticipates this cost to be $750 per student, or $239,250 in Year 1. In making the decision to contract for the management services identified above, DAT has determined that it would benefit its students to have the school focus on the instructional program to be provided to them and to defer the operational, back office functions to an organization having personnel with the collective experience to perform this

important work efficiently, effectively and expeditiously. To this end, DAT will contract with an organization experienced performing this type of work for charter holders and schools.
In addition to the management services noted above, DAT will incur an annual affiliation fee of one percent of per pupil funding beginning in Year 1 for the use, reproduction and display of Doral Academy, Inc. trademarks. This fee is included on the Assumptions worksheet and amounts to $30,120 in Year 1. As discussed in the Performance Management narrative, for this fee, Doral Academy, Inc. will monitor the conduct and performance of DAT's charter school and provide assistance in onsite principal and teacher training, classroom management critique and assessment, technology training, and other areas. In making the decision to utilize these services, DAT determined that it would be in the best interest of the students to leverage the experienced operator's existing network of experienced professionals and systems to provide quality professional development and provide timely feedback on classroom practices

Additionally, DAT anticipates that it will award a contract to a third-party vendor for its food nutrition program. The projected cost of $146,433 for this contract is noted on the Food Service/School Lunch line item on the Assumptions worksheet. In deciding to contract with a service provider, DAT determined that procuring the services of an experienced vendor that has working knowledge of child nutrition requirements with the capacity to provide quality, wholesome meals to students will better benefit its students. In this regard, DAT will seek a vendor that has prior experience working with Texas public schools to provide meals to students and that has the financial wherewithal, qualified personnel and infrastructure to provide meals meeting the needs of students and the applicable federal, state and local requirements. Moreover, DAT will ensure that the vendor has the appropriate health and other certificates and has not received unfavorable reports regarding the food that it has prepared. Lastly, consistent with the procurement requirements promulgated in Section 17 of the applicable Administrator's Reference Manual issued by the Texas Department of Agriculture, DAT will competitively procure the services of a qualified vendor to commence in Year 1.

As disclosed on the Special Ed Services line item on the Assumptions worksheet, DAT projects that it will procure contracted special education services at a cost of $42,069 in Year 1 to address the unique needs of students with disabilities that require specialized attention. Through these contracted services, DAT will address the requirements established in each student's individualized education program ("IEP"). Importantly, beginning in Year 1, DAT will seek an independent contractor(s) that has experience working with special education students in the instructional arrangement identified in their IEP and that has the necessary licensing and certifications to work with students. Although these services are not necessarily subject to the Professional Services Procurement Act and the amount in question is below the simplified acquisition threshold for federal procurements, DAT will nonetheless prepare a simple solicitation identifying the specific qualifications that it will require to address the unique needs of its special education students, as documented in the students' IEP. With the specific qualifications in hand, DAT will solicit offers from qualified service providers and select a provider(s) with the requisite credentials.

On the Nurse Services line item for the Assumptions worksheet, DAT projects a cost of $55,000 for Year 1, which it anticipates will increase thereafter along with increases in student enrollment. In order to provide the nursing care that students may require, DAT determined that it would be best to seek a licensed professional in accordance with the Professional Services Procurement Act. Thus, DAT will issue a request for qualifications seeking a service provider that

has prior experience providing nursing services to public school students and that has remained abreast of current licensing and school nursing care requirements.

In accordance with 19 Tex. Admin. Code §§ 100.1047(c) and 109.23, DAT will procure the audit services of a certified public accounting ("CPA") firm that is a member of the American Institute of CPAs Governmental Audit Quality Center ("GAQC"), meets the requirements for continued GAQC membership and "collectively [has] the knowledge, skills, and experience to be competent for the audit being conducted, including thorough knowledge of the government auditing requirements and: (i) Texas public school district environment; or (ii) public sector; or (iii) nonprofit sector." Moreover, as further stipulated in §109.23(d)(1), the independent auditor "must: (A) be associated with a certified public accountancy…firm that has a current valid license issued by the Texas State Board of Public Accountancy; (B) be a certified public accountant with a current valid license issued by the Texas State Board of Public Accountancy, as required under the Texas Education Code, §44.008; and (C) adhere to the generally accepted auditing standards (GAAS), adopted by the American Institute of CPAs…, as amended, and the generally accepted government auditing standards (GAGAS), adopted by the US Government Accountability Office, as amended." To this end, DAT will issue a request for qualifications to select a qualified CPA firm and independent auditor. As noted on the Accounting/Audit line item on the Assumptions worksheet, DAT projects the cost for these audit services to be $25,000 in Year 1. Consistent with state rule, DAT will have an audit performed each year by the CPA.

Lastly, DAT will hire a law firm at a projected cost of $10,000 in Year 1, as disclosed on the Legal line item on the Assumptions worksheet. The law firm hired will provide legal advisory and litigation services to address Board policy development, advise the Board and CEO/Superintendent on the proper conduct of the school's affairs, assist with the preparation of administrative procedures, settle and litigate staff and student issues, aid with the investigation of internal complaints and regulatory agency inquiries and perform various other legal matters. To ensure that any legal matters that arise are properly addressed, DAT will seek a law firm having the collective competency to work through legal issues relating to student enrollment and conduct, special education ARD committee meetings and IEP development and implementation, staff hiring, discipline and termination, corporate and charter amendments, use of public funds and property, federal grants administration, regulatory filings (particularly IRS submissions), and compliance with local, state and federal law pertaining to all of these areas and other aspects of law applicable to public schools.

For any contracted service, DAT will ensure that the selected contractors comply with Tex. Ed. Code §22.0834 relating to criminal history record information reviews.

FINANCIAL PLAN WORKBOOK.

Refer to Attachment 32.

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, Doral Academy of Texas FOG 10 Financial Plan Workbook.xlsx.

BUDGET NARRATIVE.

Refer to Attachment 33.

EVIDENCE OF DORAL ACADEMY, INC.'S FINANCIAL STATUS.

Refer to Attachment 35 for Doral Academy, Inc.'s financial audit reports and management letters for the last three years.

Refer to Attachment 36 for Doral Academy, Inc.'s most recent internal financial statements.

Refer to Attachment 37 for Doral Academy, Inc.'s most recently filed Form 990.

PLANNED FUNDRAISING EFFORTS.

Although DAT has two board members, Krista Piferrer and Olivia Suarez, whose areas of expertise include fundraising, DAT does not have any planned fundraising efforts.

LIABILITY INSURANCE.

Being that Tex. Ed. Code §12.1053 or other applicable state law does not require that DAT procure insurance by any competitive method, DAT will procure the following types of insurance in accordance with the Board's policy relating to purchasing and contracting, which will be considered and adopted if and after an open-enrollment charter is awarded:

(1) Commercial general liability,
(2) Director's and officer's liability,
(3) Commercial property,
(4) Commercial automobile,
(5) Worker's compensation, and
(6) Professional liability.

Although not required to do so under state law, the Board may consider instructing DAT to competitively procure the types of insurance listed above. In doing so, the Board may consider following one of the purchasing methods, or a derivative thereof, set forth in Tex. Ed. Code §44.031(a) if the Board determines that such an approach may provide best value to the school. The above notwithstanding, DAT will prepare written specifications for the types of insurance listed above, as further delineated in Attachment 38, after considering more closely the risks that each type of insurance is to cover and the school's needs for coverage of said risks. To this end, DAT may consider procuring the services of an insurance consultant if it determines that such services would provide best value to the school. In considering the services of an insurance consultant and the preparation of specifications for the procurement of insurance coverage, DAT will rely upon the prior experience and work of Doral Academy, Inc. and may inquire of other Texas charter schools regarding their experience and existing relationships with insurance consultants and/or insurance providers. In any event, DAT will use the written specifications to prepare either a formal (e.g., request for bids) or informal (e.g., request for quotes) solicitation that includes the school's standard terms and conditions prepared by DAT's legal counsel. Although other factors may be considered, DAT will select an insurance provider(s) for each type of insurance coverage based primarily, or solely, on price and whose response to the solicitation conforms to the school's written specifications. Nonetheless, DAT may consider other factors (e.g., extent to which the insurance policy offered meet's DAT's needs) in selecting and awarding a contract for insurance. If a formal solicitation (e.g., request for proposals) is issued, DAT will evaluate each proposal received pursuant to the evaluation criteria and rubric included therewith. For purposes of this application, the amount of $19,140 is included for insurance in cell F21 on the Start-Up, Y1, & Assumptions worksheet of Attachment 32, Financial Plan Workbook. Also, refer to Attachment 38, for the list of the types of insurance coverage DAT will secure, including a description of the levels of coverage.

Optional Bonus Points

Proven Superior Performance

The data charts that are provided in Attachment 39 show the academic performance of Doral Schools in both Nevada and Florida. Public schools in Florida and Nevada are rated based on overall student achievement in ELA, mathematics, science and in Florida social studies. In addition, each state measures the annual growth of students with Florida having a category of measuring the lowest 25% of students in each school. Each state reports data by sub groups to include English Language Learners (ELL), Free and Reduced Lunch (FRL), Students with Disabilities (SWD), white, Hispanic, black, Asian, multi-racial, American Indian and Pacific Islander. In Florida, the data indicates that 100% of Doral Schools in absolute achievement outperformed Miami-Dade County by substantial margins. For example, Miami-Dade had an ELA proficiency rate of 61 while Doral Schools had proficiency rates between 85%-98% proficient. The State of Florida proficiency rates for each county ranged from 34%-75%. In comparing ELA student growth in Miami-Dade and Florida for the lowest 25% Doral Schools far exceeded both. Miami-Dade had 47% show growth and Florida ranged from 33% to 55%. Doral Schools ranged from 56%-83%. In mathematics you will find that Doral Schools demonstrated superior performance in absolute student achievement. See below:

Miami-Dade 62%
State of Florida 40%-80%
Doral Schools 85%-99%

In mathematics student growth Doral again demonstrated superior performance over both Miami-Dade and Florida. See below:

Miami-Dade 47%
Florida 38%-58%
Doral Schools 62%-80%

In Nevada Doral Schools are achieving similar results and outpacing the district and state in nearly every category measured in the accountability system. The overall proficiency rates in ELA for Doral Schools in elementary and middle schools rage from 61.6%-80%. The state had an overall proficiency rates of 50.3% in elementary and 48.9% in middle schools. The Clark County School District in which Doral Schools are located had 49.1% proficiency in elementary schools and 46.5% in middle schools.

In mathematics Doral Schools again outperformed the state and district in absolute achievement.

Doral Elementary Schools 65.3% average
State of Nevada 43.8%
Clark County Schools 41.8%
Doral Middle Schools 48.3% average
State of Nevada 33.2%
Clark County School District 30.6%

In ELA elementary student growth Doral Schools again outperformed both the district and State of Nevada as seen below:

Doral Elementary Schools 60.25%

State of Nevada 46.2%
Clark County School District 48.1%
Doral Middle Schools 54.1%
State of Nevada 50%
Clark County School District 49%

In mathematics student growth Doral Schools again out performed both the state and school district in growth as indicated below:

Doral Elementary Schools 63.1%
State of Nevada 46%
Clark County School District 49%
Doral Middle Schools 54.1%
State of Nevada 44%
Clark County School District 49%

Percentage of campuses that demonstrated superior performance, in either absolute achievement or student growth, in relation to comparable campuses within their occupying district(s) during the most recently published academic performance period.

In Florida 100% of Doral campuses demonstrated absolute achievement and growth in relation to their occupying district (Miami-Dade County).

In Nevada 100% of Doral campuses demonstrated absolute achievement and growth in relation to their occupying district (Clarke County).

The extent to which Black/African American and Hispanic students demonstrated greater absolute achievement or academic improvement in relation to comparable peers enrolled in the occupying district(s) during the most recently published academic performance period.

The chart below shows comparisons of student achievement for Black African American and Hispanic students enrolled in occupying school districts of Clark County and Miami-Dade.

School or District	ELA Black/African American Proficiency Rates	ELA Hispanic Proficiency Rates	Math Black/African American Proficiency Rates	Math Hispanic Proficiency Rates
Doral Schools Miami-Dade	65%	89.3%	68%	91.75%
Miami-Dade County	40%	61%	44%	64%
Doral Schools Clark County	48.6%	63.1%	41.5%	47.0%
Clark County Schools	30.0	41.4	18.3	29.2

School or	ELL Proficiency Rates	Dyslexia Proficiency Rates	Homelessness	Foster Care	Gifted and Talented	Special Education	Migrant Proficiency Rates

District			Proficiency Rates	Proficiency Rates	Proficiency Rates	Proficiency Rates	
Clark County Schools Math	15.1%	N/A	N/A	20.6%	N/A	9.8%	N/A
Clark County Schools Reading	16.6%	N/A	N/A	27.6%	N/A	12.5%	N/A
Doral Schools Clark County Math	38.66%	N/A	N/A	N/A	N/A	24%	N/A
Doral Schools Clark County ELA	43.56%	N/A	N/A	N/A	N/A	25.41%	N/A
Miami-Dade County Math	38%	N/A	40.7	N/A	N/A	32%	45.8
Miami-Dade County ELA	19%	N/A	38.4	N/A	N/A	26%	32.9
Doral Schools Miami-Dade Math	74.6	N/A	N/A	N/A	N/A	67%	N/A
Doral Schools Miami-Dade ELA	35.6%	N/A	N/A	N/A	N/A	56.5%	N/A

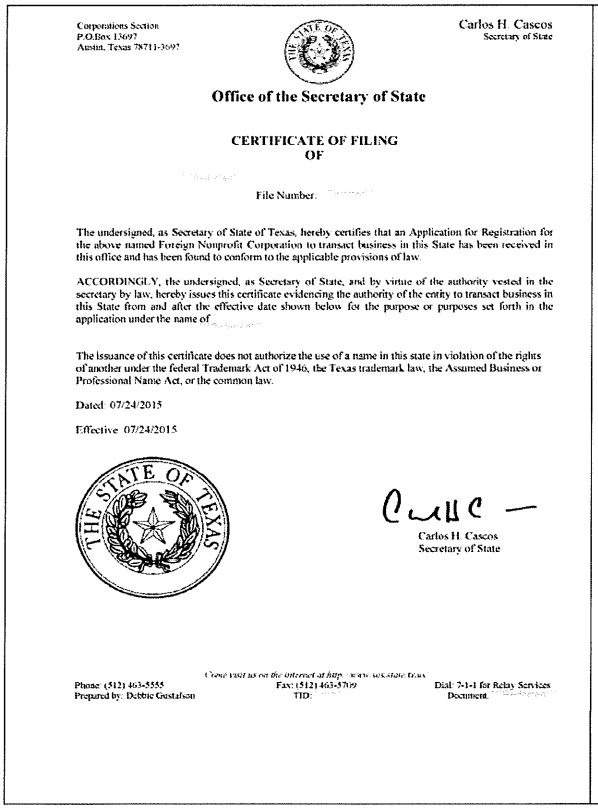
All Doral Schools in both Clark County Nevada and Miami-Dade Florida outperformed the school district in the sub groups mentioned above in which data was available.

Attachments

Attachment 1: Articles of Incorporation

Provide the original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation (and any restated Articles of Incorporation and Articles of Amendment). If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation and the Certificate of Filing in place of the Articles of Incorporation. All forms submitted to the state must be dated prior to **January 21, 2020.**

Texas Certificate of Filing



Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Carlos H. Cascos
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

File Number:

The undersigned, as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign Nonprofit Corporation to transact business in this State has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing the authority of the entity to transact business in this State from and after the effective date shown below for the purpose or purposes set forth in the application under the name of

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 07/24/2015

Effective: 07/24/2015

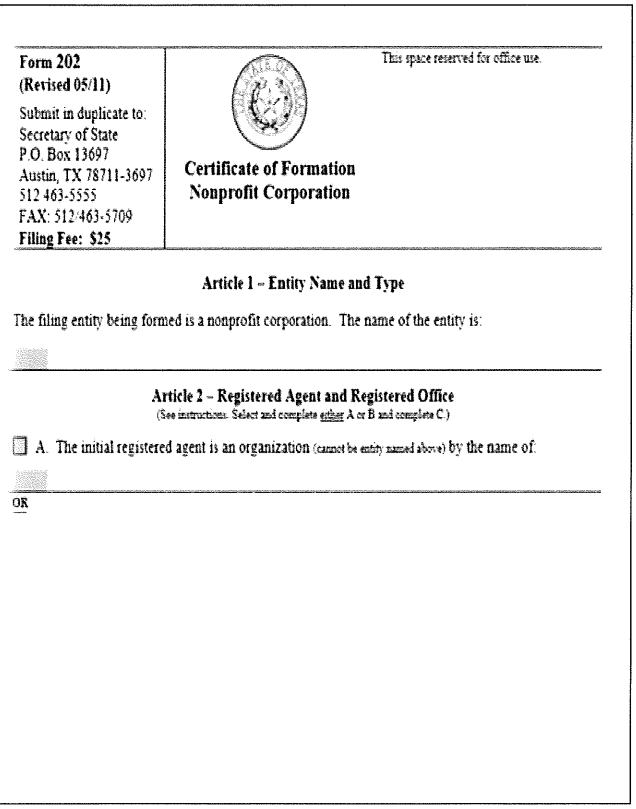
Carlos H. Cascos
Secretary of State

Phone: (512) 463-5555
Prepared by: Debbie Gustafson

Fax: (512) 463-5709
TID:

Dial: 7-1-1 for Relay Services
Document:

Texas Certificate of Formation



Form 202
(Revised 05/11)

Submit in duplicate to:
Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
512 463-5555
FAX: 512/463-5709
Filing Fee: $25

This space reserved for office use.

Certificate of Formation
Nonprofit Corporation

Article 1 – Entity Name and Type

The filing entity being formed is a nonprofit corporation. The name of the entity is:

Article 2 – Registered Agent and Registered Office
(See instructions. Select and complete either A or B and complete C.)

☐ A. The initial registered agent is an organization (cannot be entity named above) by the name of:

OR

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Rolando B. Pablos
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Doral Academy of Texas
File Number: 803093393

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 08/15/2018

Effective: 08/15/2018

Rolando B. Pablos
Secretary of State

FILED
In the Office of the
Secretary of State of Texas
AUG 15 2018
Corporations Section

CERTIFICATE OF FORMATION OF DORAL ACADEMY OF TEXAS

The undersigned natural person, of the age of eighteen (18) years or more, acting as organizer of a Corporation under the Texas Business Organizations Code, adopts the following Certificate of Formation.

ARTICLE I

The name of the corporation is Doral Academy of Texas. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 845 Proton Road, San Antonio, Texas 78258 and the name of its registered agent at such address is Schulman, Lopez, Hoffer & Adelstein, L.L.P.

ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The names and address of the current Directors are:

Douglas Rodriguez
845 Proton Road
San Antonio, Texas 78258

Olivia Suarez
845 Proton Road
San Antonio, Texas 78258

Krista Piferrer
845 Proton Road
San Antonio, Texas 78258

Daniel Guerrero
845 Proton Road
San Antonio, Texas 78258

ARTICLE IV

The Corporation's sole corporate member shall be Doral Academy, Inc., whose power and authority shall be provided for in the Bylaws.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation

is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences.

The Corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the Corporation solely through the furthering of the primary purposes of the Corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.

ARTICLE VII

The name and street address of the organizer is Joseph E. Hoffer, 845 Proton Road, San Antonio, Texas 78258.

ARTICLE VIII

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

ARTICLE IX

The initial Bylaws of the Corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its sole corporate member.

ARTICLE X

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

(a) a breach of a director's duty of loyalty to the Corporation;

(b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;

(c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or

(d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE XI

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code , and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XII

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: August 15, 2018

Doral Academy of Texas

By: */s/ Joseph E. Hoffer*
Joseph E. Hoffer, Organizer

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Rolando B. Pablos
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Doral Academy of Texas
803093393

The undersigned, as Secretary of State of Texas, hereby certifies that a Restated Certificate of Formation for the above named domestic nonprofit corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

Dated: 12/06/2018

Effective: 12/06/2018

Rolando B. Pablos
Secretary of State

FILED
In the Office of the
Secretary of State of Texas
DEC 06 2018
Corporations Section

AMENDED AND RESTATED CERTIFICATE OF FORMATION OF DORAL ACADEMY OF TEXAS

1. **DORAL ACADEMY OF TEXAS**, a Texas nonprofit corporation (the "Corporation"), pursuant to the provisions of Sections 22.105 to 22.108 of the Texas Business Organizations Code, hereby adopts this Amended and Restated Certificate of Formation which accurately copies the Certificate of Formation as amended by such Amended and Restated Certificate of Formation as hereinafter set forth.

2. The Certificate of Formation of the Corporation is amended and restated in its entirety by this Amended and Restated Certificate of Formation, as summarized below:

Article III, Directors, has been amended.
Article VII, the Organizer, has been removed.
Articles VIII-XII have been renumber accordingly.

3. Each such amendment made by this Amended and Restated Certificate of Formation has been effected in conformity with the provisions of the Texas Business Organizations Code and the Corporation's governing documents and was duly adopted by unanimous written consent of the directors of the Corporation.

4. The Amended and Restated Certificate of Formation of the Corporation accurately states the text of the Certificate of Formation being restated and each amendment to the Certificate of Formation being restated that is in effect, and as further amended by the Amended and Restated Certificate of Formation. The attached Amended and Restated Certificate of Formation does not contain any other change in the Certificate of Formation being restated except for the information permitted to be omitted by the provisions of the Texas Business Organizations Code applicable to the filing entity.

[remainder of this page intentionally left blank]

CERTIFICATE OF FORMATION
OF
DORAL ACADEMY OF TEXAS

The undersigned natural person, of the age of eighteen (18) years or more, acting as organizer of a Corporation under the Texas Business Organizations Code, adopts the following Certificate of Formation.

ARTICLE I

The name of the corporation is Doral Academy of Texas. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 845 Proton Road, San Antonio, Texas 78258 and the name of its registered agent at such address is Schulman, Lopez, Hoffer & Adelstein, L.L.P.

ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The names and address of the current Directors are:

Douglas Rodriguez
845 Proton Road
San Antonio, Texas 78258

Krista Piferrer
845 Proton Road
San Antonio, Texas 78258

Olivia Suarez
845 Proton Road
San Antonio, Texas 78258

Daniel Guerrero
845 Proton Road
San Antonio, Texas 78258

Kara Belew
845 Proton Road
San Antonio, Texas 78258

ARTICLE IV

The Corporation's sole corporate member shall be Doral Academy, Inc., whose power and authority shall be provided for in the Bylaws.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences.

The Corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the Corporation solely through the furthering of the primary purposes of the Corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.

ARTICLE VII

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

ARTICLE VIII

The initial Bylaws of the Corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its sole corporate member.

ARTICLE IX

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

(a) a breach of a director's duty of loyalty to the Corporation;

(b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;

(c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or

(d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE X

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code , and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XI

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated:

Doral Academy of Texas

By: _____
Krista Piferrer, Director

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Ruth R. Hughs
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Doral Academy of Texas
803093393

The undersigned, as Secretary of State of Texas, hereby certifies that a Restated Certificate of Formation for the above named domestic nonprofit corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

Dated: 01/16/2020

Effective: 01/16/2020

Ruth R. Hughs
Secretary of State

AMENDED AND RESTATED CERTIFICATE OF FORMATION OF DORAL ACADEMY OF TEXAS

FILED
In the Office of the
Secretary of State of Texas
JAN 16 2020
Corporations Section

1. **DORAL ACADEMY OF TEXAS**, a Texas nonprofit corporation (the "Corporation"), pursuant to the provisions of Sections 22.105 to 22.108 of the Texas Business Organizations Code, hereby adopts this Amended and Restated Certificate of Formation which accurately copies the Certificate of Formation as amended by such Amended and Restated Certificate of Formation as hereinafter set forth.

2. The Certificate of Formation of the Corporation is amended and restated in its entirety by this Amended and Restated Certificate of Formation, as summarized below:

Article III, Directors, has been amended.

3. Each such amendment made by this Amended and Restated Certificate of Formation has been effected in conformity with the provisions of the Texas Business Organizations Code and the Corporation's governing documents and was duly adopted by unanimous written consent of the directors of the Corporation.

4. The Amended and Restated Certificate of Formation of the Corporation accurately states the text of the Certificate of Formation being restated and each amendment to the Certificate of Formation being restated that is in effect, and as further amended by the Amended and Restated Certificate of Formation. The attached Amended and Restated Certificate of Formation does not contain any other change in the Certificate of Formation being restated except for the information permitted to be omitted by the provisions of the Texas Business Organizations Code applicable to the filing entity.

[remainder of this page intentionally left blank]

CERTIFICATE OF FORMATION
OF
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San Antonio, Texas 78258

Krista Piferrer
845 Proton Road
San Antonio, Texas 78258

Olivia Suarez
845 Proton Road
San Antonio, Texas 78258

Talisa Wilson
845 Proton Road
San Antonio, Texas 78258

Kara Belew
845 Proton Road
San Antonio, Texas 78258

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Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

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ARTICLE VII

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(c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or

(d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE X

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code , and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XI

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: January 16, 2020

Doral Academy of Texas

By: *Krista Piferrer*
Krista Piferrer, Director

Attachment 2: 501(c)(3) Determination Letter

Provide the 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

If the applicant does not have the 501(c)(3) Determination Letter at the time of application submission, at a minimum, provide documentation to demonstrate that an IRS Form 1023 was submitted by **January 21, 2020.**

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the 501(c)(3) Determination Letter issued by the IRS granting the entity nonprofit status, no later than **May 15, 2020**, in order to be deemed an eligible entity and scheduled for an applicant capacity interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAR 2 2 2019

DORAL ACADEMY OF TEXAS
845 PROTON RD
SAN ANTONIO, TX 78258

Employer Identification Number:
83-1616657
DLN:
17053275324018
Contact Person:
PAULA J MOLL-MALONE ID# 31262
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
August 15, 2018
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Director, Exempt Organizations
Rulings and Agreements

Letter 947

Attachment 3: Applicant Information Session Documentation

Provide the *Proof of Attendance* documentation the applicant received at the conclusion of the Applicant Information Session attended in October or November 2019. Applicants who attended both sessions need only submit one document.

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on October 18, 2019 and November 1, 2019. Applicants were required to attend one of those sessions. Each session provided details about: (1) applying for (and holding) a charter in the state of Texas; (2) the contents of the Request for Application documents; and (3) application preparation and submission requirements for both electronic and hard copy versions of the application documents.

For an application to be deemed complete, at least one member of the governing board of the sponsoring entity requesting the charter **must** have attended one of the sessions and signed the *Proof of Attendance* document. The individual(s) with primary responsibility for preparing and submitting the application should also attend one of these required information sessions.

GEN25 APP INFO SESSION
NOV 1 '19 AM9:22

Texas Education Agency
Division of Charter School Administration

Generation Twenty-Five Applicant Information Session Registration Form

This form should be saved locally and must be completed using Adobe Acrobat. Preview Mode, the default program for working with PDF files on a Mac, will not work correctly. The completed form should be submitted as an attachment to charterapplication@tea.texas.gov along with the completed application.

Attendance by one governing board member of the sponsoring entity is required. Proof of attendance will be provided to attendees for inclusion as Attachment 3 in the submitted application.

Each session will provide details about applying for and holding a charter in the state of Texas, the contents of the RFA, the application preparation guidelines and submission requirements for both electronic and hard copy application documents.

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: Doral Academy of Texas

Sponsoring Entity Name *as reflected on the 501(c)(3) form*: Doral Academy of Texas

Application Contact Name: Krista Piferrer

Title/Role: Doral Academy of Texas Board Chair

Email: info@doralacademytx.com Phone: 210.388.0288

Board Member Attending: Kara Belew

Board Member Attending: Olivia Suarez

Board Member Attending: Talisa Wilson

Board Member Attending: Non-Board Member: Jason Robaina

Board Member Attending: Non-Board Member: Lisa Smith

Date of Session:

☐ Friday, October 18, 2019, 8:00 a.m. - 4:30 p.m.

☒ Friday, November 1, 2019, 8:00 a.m. - 4:30 p.m.

Submit the completed form at least 24 hours prior to the session indicated above to charterapplication@tea.texas.gov.

If you have any questions about the sessions or registration, please contact:
John Garland at 512-463-3533 or John.Garland@tea.texas.gov
Drue Ann Wise at 512-463-3419 or DrueAnn.Wise@tea.texas.gov

Attachment 4: Evidence of Community Demand

Provide the following:

- ***Evidence of support***. Provide documentation of any of the following outreach strategies and related results: (1) advertising content; (2) community outreach surveys; (3) social media campaigns; and (4) any additional documentation that demonstrates community demand for the proposed charter school.
- ***Meeting Agenda***. The formal agenda that was followed during each public meeting.
- ***Public meeting protocol***. This is the script or list of questions that were prepared and presented at the public meeting. Do **NOT** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.
- ***Letter(s) of support***. Provide (if any) non-financial letters of support from individuals, organizations, officials, etc.

11. Comments you would like to add with support for our proposed Public Charter School

Doral Academy of Texas Community Survey

13	09:19	Active	Ideas
Responses	Average time to complete	Status	

1. How many school age children in household?

[redacted]

2. Ages of students

[redacted]

3. How satisfied are you with your current school?

13	3
Responses	Average Number

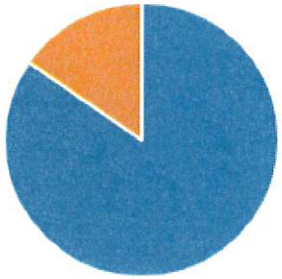
4. How interested are you in a Tuition-Free STEM Charter School coming to your community?

13
Responses

4.31
Average Number

5. If a Tuition-Free Nationally Recognized, Charter School came to my community, I would be interested in enrolling my child

Yes	11
No	2
Not sure	0



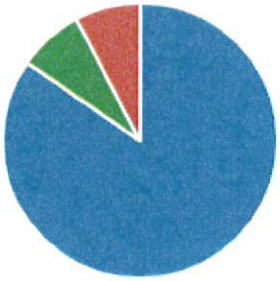
6. Current zip code of residence

13
Responses

[redacted]

7. Which best describes your role:

Parent	11
Community Member	0
Educator	1
Other	1



8. Name

13
Responses

[redacted]

9. Email address

13

Responses

Latest Responses

[redacted]

10. Address

13

Responses

[redacted]

11. Comments you would like to add with support for our proposed Public Charter School

1

Responses

Latest Responses

"I am looking for a school what is well round with Spanish, art, sports, ...

Responder

Respondent 1

00:47
Time to complete

1. How many school age children in household? *

[redacted]

2. Ages of students *

[redacted]

3. How satisfied are you with your current school? *

Scale: 1 for Extremely Unsatisfied and 5 for Extremely Satisfied

1 2 3 4 5

4. How interested are you in a Tuition-Free STEM Charter School coming to your community? *

Scale: 1 for Completely Uninterested and 5 for Extremely Interested

1 2 3 4 5

5. If a Tuition-Free Nationally Recognized, Charter School came to my community, I would be interested in enrolling my child *

[redacted]

- (●) Yes
- ( ) No
- ( ) Not sure

6. Current zip code of residence *

[redacted]

7. Which best describes your role: *

- (●) Parent
- ( ) Community Member
- ( ) Educator
- ( ) Other

8. Name *

[redacted]

9. Email address *

[redacted]

10. Address *

[redacted]

[redacted]

Responder

Respondent 2

01:01
Time to complete

1. How many school age children in household? *

[redacted]

2. Ages of students *

[redacted]

3. How satisfied are you with your current school? *

Scale: 1 for Extremely Unsatisfied and 5 for Extremely Satisfied

1 2 3 4 5

4. How interested are you in a Tuition-Free STEM Charter School coming to your community? *

Scale: 1 for Completely Uninterested and 5 for Extremely Interested

1 2 3 4 5

5. If a Tuition-Free Nationally Recognized, Charter School came to my community, I would be interested in enrolling my child *

- (●) Yes
- ( ) No
- ( ) Not sure

6. Current zip code of residence *

[redacted]

7. Which best describes your role: *

- ( ) Parent
- ( ) Community Member
- ( ) Educator
- (●) Home Educator

8. Name *

[redacted]

9. Email address *

[redacted]

10. Address *

[redacted]

[redacted]

Responder

Respondent 3

05:19
Time to complete

1. How many school age children in household? *

[redacted]

2. Ages of students *

[redacted]

3. How satisfied are you with your current school? *

Scale: 1 for Extremely Unsatisfied and 5 for Extremely Satisfied

1 2 3 4 5

4. How interested are you in a Tuition-Free STEM Charter School coming to your community? *

Scale: 1 for Completely Uninterested and 5 for Extremely Interested

1 2 3 4 5

5. If a Tuition-Free Nationally Recognized, Charter School came to my community, I would be interested in enrolling my child *

- (•) Yes
- ( ) No
- ( ) Not sure

6. Current zip code of residence *

[redacted]

7. Which best describes your role: *

- (•) Parent
- ( ) Community Member
- ( ) Educator
- ( ) Other

8. Name *

[redacted]

9. Email address *

[redacted]

10. Address *

[redacted]

Responder

Respondent 4

93:48
Time to complete

1. How many school age children in household? *

[redacted]

2. Ages of students *

[redacted]

3. How satisfied are you with your current school? *

Scale: 1 for Extremely Unsatisfied and 5 for Extremely Satisfied

1 2 3 4 5

4. How interested are you in a Tuition-Free STEM Charter School coming to your community? *

Scale: 1 for Completely Uninterested and 5 for Extremely Interested

1 2 3 4 5

5. If a Tuition-Free Nationally Recognized, Charter School came to my community, I would be interested in enrolling my child *

- (•) Yes
- ( ) No
- ( ) Not sure

6. Current zip code of residence *

[redacted]

7. Which best describes your role: *

- (•) Parent
- ( ) Community Member
- ( ) Educator
- ( ) Other

8. Name *

[redacted]

9. Email address *

[redacted]

10. Address *

[redacted]

ack

View results

Responder

Respondent 5

02:10
Time to complete

1. How many school age children in household? *

[redacted]

2. Ages of students *

[redacted]

3. How satisfied are you with your current school? *

Scale: 1 for Extremely Unsatisfied and 5 for Extremely Satisfied

1 2 3 4 5

4. How interested are you in a Tuition-Free STEM Charter School coming to your community? *

Scale: 1 for Completely Uninterested and 5 for Extremely Interested

1 2 3 4 5

Responder

Respondent 6

01:24
Time to complete

1. How many school age children in household? *

[redacted]

2. Ages of students *

[redacted]

3. How satisfied are you with your current school? *

Scale: 1 for Extremely Unsatisfied and 5 for Extremely Satisfied

1 2 3 4 5

4. How interested are you in a Tuition-Free STEM Charter School coming to your community? *

Scale: 1 for Completely Uninterested and 5 for Extremely Interested

1 2 3 4 5

5. If a Tuition-Free Nationally Recognized, Charter School came to my community, I would be interested in enrolling my child *

[redacted]

- (•) Yes
- ( ) No
- ( ) Not sure

6. Current zip code of residence *

[redacted]

7. Which best describes your role: *

- (•) Parent
- ( ) Community Member
- ( ) Educator
- ( ) Other

8. Name *

[redacted]

9. Email address *

[redacted]

10. Address *

[redacted]

Responder

Respondent 7

00:54
Time to complete

1. How many school age children in household? *

[redacted]

2. Ages of students *

[redacted]

3. How satisfied are you with your current school? *

Scale: 1 for Extremely Unsatisfied and 5 for Extremely Satisfied

1 2 3 4 5

4. How interested are you in a Tuition-Free STEM Charter School coming to your community? *

Scale: 1 for Completely Uninterested and 5 for Extremely Interested

1 2 3 4 5

5. If a Tuition-Free Nationally Recognized, Charter School came to my community, I would be interested in enrolling my child *

- (●) Yes
- ( ) No
- ( ) Not sure

6. Current zip code of residence *

[redacted]

7. Which best describes your role: *

- (●) Parent
- ( ) Community Member
- ( ) Educator
- ( ) Other

8. Name *

[redacted]

9. Email address *

[redacted]

10. Address *

[redacted]

Responder

Respondent 8

08:11
Time to complete

1. How many school age children in household? *

[redacted]

2. Ages of students *

[redacted]

3. How satisfied are you with your current school? *

Scale: 1 for Extremely Unsatisfied and 5 for Extremely Satisfied

1 2 3 4 5

4. How interested are you in a Tuition-Free STEM Charter School coming to your community? *

Scale: 1 for Completely Uninterested and 5 for Extremely Interested

1 2 3 4 5

5. If a Tuition-Free Nationally Recognized, Charter School came to my community, I would be interested in enrolling my child *

- (●) Yes
- ( ) No
- ( ) Not sure

6. Current zip code of residence *

[redacted]

7. Which best describes your role: *

- (●) Parent
- ( ) Community Member
- ( ) Educator
- ( ) Other

8. Name *

[redacted]

9. Email address *

[redacted]

10. Address *

[redacted]

ıck

View results

Responder

Respondent 1

00:50
Time to complete

1. Name

[redacted]

2. Grade of student(s)

[redacted]

3. Why would you like Doral Academy of Texas to come to your community?

Adds another competitive school with emphasis on curriculum that can lead the future of our kids.

Doral Academy of Texas Community Support

6	01:10	Active
Responses	Average time to complete	Status

ack

View results

Responder

Respondent 2

00:43
Time to complete

1. Name

[redacted]

2. Grade of student(s)

[redacted]

3. Why would you like Doral Academy of Texas to come to your community?

Waiting for it!

Doral Academy of Texas Community Support

6	01:10	Active
Responses	Average time to complete	Status

1. Name

ack

View results

Responder

Respondent 3

01:37
Time to complete

1. Name

[redacted]

2. Grade of student(s)

[redacted]

3. Why would you like Doral Academy of Texas to come to your community?

My son would thrive in a stem focused school. I love the idea of a charter, but don't want to only focus on reading and writing in the early years like some other charters.

Doral Academy of Texas Community Support

6	01:10	Active
Responses	Average time to complete	Status

ack

View results

Responder

Respondent 4

01:09
Time to complete

1. Name

[redacted]

2. Grade of student(s)

[redacted]

3. Why would you like Doral Academy of Texas to come to your community?

Have other excellent educational options. Lago Vista community.

Doral Academy of Texas Community Support

6	01:10	Active
Responses	Average time to complete	Status

1. Name

[redacted]

ack

View results

Responder

Respondent 5

00:58
Time to complete

1. Name

[redacted]

2. Grade of student(s)

[redacted]

3. Why would you like Doral Academy of Texas to come to your community?

I think STEM along with the arts is very important

Doral Academy of Texas Community Support

6	01:10	Active
Responses	Average time to complete	Status

1. Name

ack

View results

Responder

Respondent 6

01:44
Time to complete

1. Name

[redacted]

2. Grade of student(s)

[redacted]

3. Why would you like Doral Academy of Texas to come to your community?

Need a competent school in [redacted]

Doral Academy of Texas Community Support

6	01:10	Active
Responses	Average time to complete	Status

1. Name



Do you want your Pre-K-8th grader to attend a nationally recognized and award-winning math and science program in a Tuition-Free Public Charter School near you?

We are excited to become part of the community serving: Kyle, Buda, Wimberley, San Marcos & Lockhart

- **Tuition-Free** Public Charter School
- Modeled after the nationally recognized, award-winning charter school network, **Doral Academy, Inc.**
- Science, Technology, Engineering & Math focus (STEM)
- Opening **Fall of 2021**

For more information or to learn how to register your child visit **www.doralacademytx.com**

Informational Sessions:

October 10TH, 4:30 P.M.-6:30 P.M.
Buda Public Library
405 E. Loop Street,
Building 101
Buda, TX 78610

November 7TH, 5:30 P.M.-7:00 P.M.
San Marcos Public Library
625 E Hopkins St,
San Marcos TX 78666

November 9TH, 11:00 A.M.-1:00 P.M.
EVO Entertainment Center
3200 Kyle Crossing
Kyle, TX 78640

DORAL ACADEMY OF TEXAS

[redacted]



Pizza GRATIS y mas regalos!

¿Desea que su estudiante de Pre-K a 8 grados asista a un programa de ciencias y matemáticas nacionalmente reconocido a en una Escuela Pública Charter sin matricula cerca de usted?

Esperamos ser parte de su comunidad:
Kyle, Buda, Wimberley, San Marcos & Lockhart.

- Escuela Pública Charter **GRATUITA!**
- Siguiendo el modelo de reconocimiento nacional, galardonada red de escuelas charter, **Doral Academy, Inc.**
- Ciencia, Tecnología, Ingeniería y Matemáticas (STEM)
- Apertura **Otoño de 2021**

Sesiónes Informativas:

Octubre 10, 4:30 P.M.-6:30 P.M.
Biblioteca Publica de Buda
405 E. Loop Street,
Building 101
Buda, TX 78610

Noviembre 7, 5:30 P.M.-7:00 P.M.
Biblioteca Pública San Marcos
625 E Hopkins St,
San Marcos TX 78666

Noviembre 9, 11:00 A.M.-1:00 P.M.
EVO Entertainment Center
3200 Kyle Crossing
Kyle, TX 78640

Para mas información de nuestra escuela y cómo registrar a su hijo o hija en
www.doralacademytx.com

Doral

DORAL ACADEMY
OF TEXAS

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2 pages have been withheld

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CONTACT INFORMATION:
Doral Academy of Texas
info@doralacademytx.com

RELEASE DATE:
October 8, 2019

Doral Academy of Texas Secures Location in Sunfield Community for New Campus!

A High-Performing, Tuition-Free Charter School Network is coming to your community Aug. 2021!

Buda, TX October 8, 2019 — Doral Academy of Texas (DAT) has secured a location for their new campus in the Sunfield community. DAT is modeled after National Blue Ribbon School network Doral Academy, Inc. and is a tuition-free public charter school. The school will be open to grades Pre-K through 8th grade. DAT plans to serve families living in Hays County, Wimberley, Lockhart and San Marcos.

Doral Academy of Texas public charter school is applying for a charter through the Texas Education Agency. DAT plans to bring a proven, high-performing STEM - Science, Technology, Engineering and Mathematics - education to the students of Hays County and surrounding areas. The school plans on opening in August of 2021, pending approval from TEA.

Doral Academy is hosting community informational sessions over the next two months. All community members are encouraged to attend to learn about DAT.

Date: Thursday, October 10, 2019
Time: 4:30pm-6:30pm
Location: Buda Public Library

Date: Thursday, November 7, 2019
Time: 5:30pm-7:00pm
Location: San Marcos Public Library

Date: Saturday, November 9, 2019
Time: 11:00am-1:00pm
Location: EVO Entertainment Center, Kyle TX

For more information, visit www.doralacademytx.com.
To learn about the Doral Academy, Inc. network of charter schools visit, doralacademyschools.org.

###

SUBJECT: UPDATE: Doral Academy of Texas

Dear Families and Supporters,

Our Doral Academy of Texas Governing Board wanted to provide you with an update on where we are in the process of opening DAT.

Doral Academy of Texas was not selected for a charter this last application cycle. **However, leadership from the Texas Education Agency personally reached out to us and strongly encouraged Doral Academy to apply again – *which we plan to do!***

Based on TEA's feedback, we are going to lean forward in painting the picture of the unique "Doral experience." The public charter school we want to bring to you is part of a National Blue Ribbon Award winning system that expects – and equips – students to meet high standards for achievement.

Ninety-seven percent of graduates in Doral's flagship school in Florida head to the Ivy Leagues and other colleges and universities, and others go on to serve in our military with integrity and distinction.

We've now secured a building site in Buda adjacent to the Sunfield neighborhood. This site will give us room to build a state-of-the-art K-8th grade campus that'll include a sports field, gymnasium and other amenities, while also being an easy drop-off and pick-up location for parents.

In the next several months we'll be holding informational meetings throughout Buda, Kyle and San Marcos. We need strong community support for our school, so please make sure to attend… and bring other parents looking for a nationally recognized school for their kids!

Here are a few other ways you can help our application:

- Send us an email explaining what Doral could mean for your child or other children in your community that we can share with grant reviewers (info@doralacademytx.com).
- *Then* post about your support on Facebook, Instagram or other social media (and tag us @DoralTX)
- Tell us about community events you think would be good for Doral to set-up a booth and meet with folks.
- Spread the word among other parents, grandparents and others involved with children!

Our Texas board members are working hard to bring Doral Academy to the students in our community. We're not only your neighbors, but also parents, mentors and educators. We know how amazing this could be for our area!

So be sure to stop by an upcoming event and say howdy when you see us around town. We will be posting updates on events on our social media. Follow up on Facebook @DoralTX and Instagram @DoralAcademyTX

Onward!

[redacted]

DISCOVER

DORAL ACADEMY
OF TEXAS

We are excited to become part of the community serving:
Esperamos ser parte de su comunidad:

Kyle, Buda, Wimberley, San Marcos & Lockhart

- **Tuition-Free** Public Charter School
- Modeled after the **nationally recognized**, award-winning charter school network, **Doral Academy, Inc.**
- Science, Technology, Engineering & Math focus **(STEM)**
- Opening **Fall of 2021**

- *Escuela Pública Charter* ***gratuita!***
- *Siguiendo el modelo de* ***reconocimiento nacional,*** *galardonada red de escuelas charter, Doral Academy, Inc.*
- *Ciencia, Tecnología, Ingeniería y Matemáticas* ***(STEM)***
- *Apertura* ***Otoño de 2021***

For more information or to learn how to register your child visit:
Para mas información de nuestra escuela y cómo registrar a su hijo o hija en:

www.doralacademytx.com

DORAL ACADEMY OF TEXAS

152

FREE Pizza and Door Prizes!

JOIN US

Informational Sessions:
Sesiones Informativas:

Pizza GRATIS y Regalos!

November 7TH, 5:30 P.M.-7:00 P.M.
San Marcos Public Library
625 E Hopkins St,
San Marcos TX 78666

November 9TH, 11:00 A.M.-1:00 P.M.
EVO Entertainment Center
3200 Kyle Crossing
Kyle, TX 78640

PRESORT
FIRST CLASS
U.S. POSTAGE
PAID
MIAMI, FL
PERMIT NO. 3643

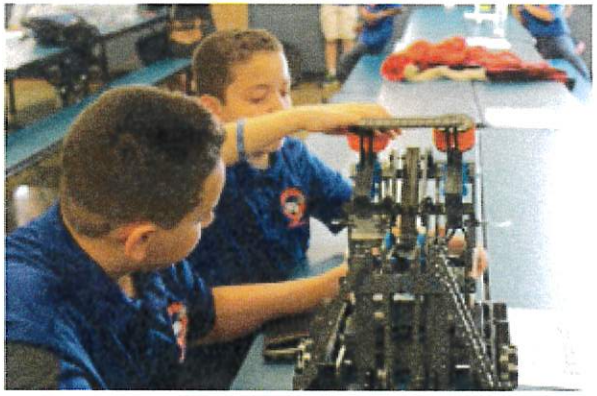
Doral

Entry Date	Zip	Grade Leve	Current School	How did you hear about us?
12/11/201	[redacted]			
12/10/201				
12/10/201				
12/10/201				
12/04/201				
11/20/201				
11/17/201				
11/14/201				
11/03/201				
10/30/201				
10/25/201				
10/21/201				
10/17/201				
10/13/201				
10/11/201				
10/10/201				
10/10/201				

Doral

COMING SOON

Charter school plans to open in Buda's Sunfield development in 2021



Doral Academy Texas plans to open a Buda campus in 2021.

By Community Impact Staff | 6:58 PM Oct. 9, 2019 CDT

Show map

Doral Academy Texas, a public charter school modeled after the Florida-based network Doral Academy Inc., plans to open a school in the Sunfield subdivision of Buda for the 2021-22 school year, though the company is waiting for approval from the Texas Education Agency and does not have an exact location yet.

"We will keep stakeholders updated on the facility and its location as we progress throughout the application process and are approved by the state to open a charter school," a representative for the the company wrote in an email.

Doral Academy plans to offer a science-, technology-, engineering- and math-based curriculum to students in Hays County and Lockhart. The company will hold information sessions in Buda, Kyle and San Marcos in October and November. www.doralacademytx.com



SHARE THIS STORY

By Community Impact Staff



E-NEWSLETTER



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POPULAR



DATA: Austin Regional Clinic saw thousands of flu tests after Thanksgiving; second spike possible during holidays



SPECIAL REPORT: City of San Marcos makes changes to purchasing policy after staff concerns



Sendero Health Plans expects to double membership one year after facing potential dissolution

DORAL ACADEMY OF TEXAS

Public Meeting Protocol

What location will Doral Academy of Texas be in?
We are proposing the Sunfield community in Buda, TX.

Can families who live outside of the Buda area attend?
Yes, we are proposing the geographic area of Buda, Kyle, Wimberley, Hays, Lockhart and San Marcos ISD boundaries. Any families that reside within those ISD boundaries may apply to our school.

What is a Charter School?
Doral Academy of Texas is a Public, Tuition-Free Charter School, which means that there is no tuition or application fees to apply to attend our school. We are a public school and must adhere to all regulations, reporting's and testing that the Texas Education Agency has set forth for public schools. We are a school of choice for families.

What will be different about Doral Academy of Texas?
Doral Academy of Texas will be a STEM Charter School, focusing on Science, Technology, Engineering and Mathematics. Doral Academy is an established, High-Performing Charter School network with locations in Florida, Nevada and Colorado and this will be the first campus proposing to open in Texas!

When will you open?
We are proposing to open, upon approval of our Charter Application, Fall 2021.

What grades will you serve in year one?
We will serve grades Pre K4-3rd Grade, year one and add a grade each subsequent year.

What will be your average class size?
We are proposing our average class size to be 18:1 for Elementary and 22:1 for Middle School.

Will your school offer student services?
Yes, Doral Academy of Texas will offer students services such as Special Ed, student support, Gifted and Talented programs and more.

Will your school have extra-curricular programs?
Yes, Doral Academy of Texas will have a before and afterschool program for our students. Extra-curricular programs including; video-game design, robotics and more. We will also offer a full athletics program.

DORAL ACADEMY
OF TEXAS

Public Meeting Agenda

Community Info Sessions
10/10/2019, 11/7/2019, 11/9/2019, 1/9/2020

I. Meet and Greet with Attendees

II. Introduction of Doral Academy of Texas Board Members

III. Mission and Vision of Doral Academy of Texas

IV. Presentation of Doral Academy of Texas

V. Explanation of Application of Charter process

V. What's next for Doral Academy of Texas, timeline of events for proposed Charter School

V. Questions and Answers, Comments and Feedback

V. Conclusion and Opportunities to "Stay Connected" to Doral Academy of Texas

Families Empowered

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

January 8, 2020

Dear Commissioner Mike Morath:

I am writing to strongly support Doral Academy's charter application, a proposed new public K-8 charter school in the rapidly growing Sunfield/Buda area. Doral Academy would provide an innovative, STEM-focused curriculum currently not available to students in their target area of Hays, Wimberley, San Marcos and Lockhart. This is an already-proven, nationally award-winning model for a similar population of students in Florida, Colorado, and Nevada.

As the Chief Program Officer for Families Empowered, I recognize the urgent need for high-quality schools for families. Families Empowered is a non-profit parent service organization. We have served families for 10 years, and currently have a network of over 90,000 families across Texas who are actively looking for school options; we communicate with these parents regularly and offer them accurate, actionable, neutral information about their options.

We know, firsthand, that there are thousands of parents in Central Texas that are seeking school options that fit their child's needs – we have over 5,500 families in Central Texas and over 14,000 in San Antonio that have turned to us for help this past year. Having worked with hundreds of school leaders and potential school leaders, we also know that Doral Academy can offer some of these parents and students something truly unique, and an option they are seeking.

We know that the need for school options is particularly acute in Buda and Kyle, where the population is growing at a rapid pace. The need for more teachers and classrooms is urgent, as many elementary schools in that region are already at or beyond state-regulated capacity, and several large developments are currently under construction. In fact, Doral Academy has already secured a building site adjacent to the Sunfield community which will be comprised of over 4,000 single family homes.

I enthusiastically support the approval for a charter for Doral Academy as a new high-quality option for Central Texas's students. My contact information is listed below, should you need anything further.

Sincerely,

Mina Kumar

Mina Kumar
Chief Program Officer
Families Empowered
mkumar@familiesempowered.org

December 20, 2019

Dear Texas Education Agency Charter School Team,

I wanted to resubmit and reaffirm my letter of support from last charter cycle for establishing Doral Academy of Texas in Hays County. I am the board chair of Doral, but most importantly I am a parent– with one child already in school and two more right behind him – and want to unite my voice with others to bring exceptional educational opportunities to children in my community.

The Doral story is one worth repeating. As one of the highest achieving schools in the nation, Doral Academy of Technology in Miami has developed a curriculum and culture that sparks students' engagement and ambitions. For fifteen years, the Doral Academy system has earned "A" rankings, and is decorated not only by its multiple National Blue Ribbon Awards, but also innovative programs that boost knowledge and skills for the future workforce, like robotics and coding. As myself a graduate of a specialized magnet high school for arts, I believe strongly that connecting students to a passion area – like technology – sparks greater excitement and achievement across all academic fields.

Doral students are held to – and meet – high standards for achievement. Ninety-seven percent of graduates in Miami head to the Ivy Leagues and other colleges and universities, and others go on to serve in our military with integrity and distinction. This is especially impressive considering it is a majority minority school and nearly 60% of its student body is eligible for free or reduced lunch.

Our students in the Kyle, Buda and San Marcos area have a great deal in common with those in Miami. Not only are our local demographics and socioeconomic statistics similar, but also our close proximity and opportunity to partner with campuses of higher education, including the University of Texas, Texas State University and Austin Community College. Hays County is the fourth fastest growing county in the U.S., and our Austin-San Antonio corridor is exploding with growth in the biotechnology, medical and manufacturing sectors. New neighborhoods and retail developments abound, as young adults are putting down roots and making the decision to start and raise their families in a community that offers a small town feel, with quick and direct access to a booming city.

Charter schools were established with the purpose of being educational laboratories that push the boundaries of learning innovation. I believe high-performing charter schools raise the tide for all schools, and can be valuable force multipliers for school districts – giving exceptional students the opportunity to reach higher, and finding creative ways to pull up those who need additional attention and assistance.

With a nationally-recognized, proven educational model, there's no doubt Doral Academy of Texas would be a tremendous asset for school children, families and employers. I thank you for your consideration and hope to see Doral Academy open its doors to opportunity here in Hays soon!

Sincerely,

Krista Piferrer
Kyle, Texas



DONNA CAMPBELL, M.D.
TEXAS STATE SENATOR
DISTRICT 25

December 18, 2019

Mr. Mike Morath
Commissioner of Education
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701

Dear Commissioner Morath:

I am writing in support of Doral Academy of Texas and their anticipated request for approval under the Generation Twenty-Five Open Enrollment Application.

I have met with Doral Academy board members and I am impressed with the school's vision, mission, and track record of success. Doral Academy has 14 schools in Colorado, Nevada, North Carolina, and Florida where they have received three National Blue-Ribbon recognitions.

Doral's leadership and board have conducted significant outreach in my Senate District. There's a significant need for additional high-quality public school options in this fast-growing region. Area public schools are straining to keep up the pace and parents will welcome additional high-quality options such as Doral Academy of Texas.

Providing a well-educated, STEM-proficient workforce and a pool of college-ready high school graduates is critical to this region's economic success. This is something that Doral's unique curriculum can deliver.

Thank you for your consideration of Doral Academy of Texas and their Gen25 charter school application. Your continued efforts on behalf of students, teachers, and parents of our state is greatly appreciated!

Sincerely,

Senator Donna Campbell, M.D.
Texas Senate District 25

cc: SBOE Board
Chair: Keven Ellis
Vice chair: Marty Rowley
Secretary: Georgina Perez
Ruben Cortez, Jr.
Marisa Perez-Diaz
Lawrence Allen, Jr.
Ken Mercer
Matt Robinson
Barbara Cargill
Donna Bahorich
Tom Maynard
Patricia Hardy
Pam Little
Aicha Davis
Sue Melton-Malone

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P.O. BOX 12068
AUSTIN, TEXAS 78711
(512) 463-0125
FAX: (512) 463-7794
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Vice Chair, Natural Resources
and Economic Development
Texas Judicial Council
Chair, Eagle Ford Shale
Legislative Caucus

Judith Zaffirini
State Senator, District 21
President Pro Tempore, 1997

Committees
Administration
Business and Commerce
State Affairs

January 14, 2020

The Honorable
Mike Morath, Commissioner
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

Dear Commissioner Morath:

This is to support strongly Doral Academy of Texas' Generation 25 public charter school application. Families and students in my senatorial district and throughout our great state benefit from an array of educational opportunities available in their communities. I am writing in support of such high-quality educational opportunities in and around Senate District 21.

I met with the Doral Academy Board of Directors in February, 2018, and understand they are working to expand educational opportunities in the fast-growth northernmost counties in my district. I also reviewed the Doral successes with highly diverse student populations in Florida, Nevada, Colorado, and North Carolina, including achieving National Blue Ribbon status at several Doral campuses. What's more, I recently learned that Doral Academy board members have completed Lone Star Governance training, the intensive 2-day training initiative designed to improve student outcomes while achieving strong accountability, transparency, and effective public school governance. I am confident that fast-growing communities in Hays and Caldwell counties can benefit from these additional, proven, and high-performing public education options.

Doral Academy of Texas has clearly shown a commitment to Central Texas families and to public school student success, and I respectfully encourage TEA to consider its Generation 25 public charter school application. Please contact me if I can provide additional information or support. My prayer is that the Lord will bless you and inspire you to agree with my perspective.

Very truly yours,

Judith Zaffirini

Judith Zaffirini, PhD

Z/sp

Capitol Office: P.O. Box 12068 • Austin, Texas 78711 • 512/463-0121 • Fax 512/475-3738 • Dial 711 For Relay Calls
District Office: P.O. Box 627 • Laredo, Texas 78042-0627 • 956/722-2293 • Fax 956/722-8586

TEXAS ADVANCED COMPUTING CENTER

THE UNIVERSITY OF TEXAS AT AUSTIN

J.J. Pickle Research Campus • Advanced Computing Building (R8700) • 10100 Burnet Road
Austin, Texas 78758-4497 • Phone: (512) 475-9411 • Fax: (512) 475-9445 • www.tacc.utexas.edu

January 16, 2020

To Whom It May Concern:

I am writing today to share my support for Doral Academy of Texas, which seeks to bring a research-based, STEM-focused curriculum to students living in Hays, Lockhart, Wimberley and San Marcos school districts. As the area south of Austin through San Marcos – known as the "Innovation Corridor" – continues to thrive and develop, it will be important for schools to instill an interest and aptitude for computational thinking and computer science in the next generation workforce.

WeTeach_CS educates, empowers, and inspires K-12 CS teachers, administrators, professional development providers, and university instructors to realize the vision of *computer science for **all***. The Expanding Pathways in Computing (EPIC) group at The University of Texas at Austin's Texas Advanced Computing Center (TACC) serves as the backbone organization for the WeTeach_CS collective impact network which serves hundreds of districts, schools, and educators in Texas and across the nation. WeTeach_CS is dedicated to broadening participation in computing for every student regardless of race, gender, income, or location and leverages the TACC's internationally recognized computing expertise to guide strategic improvement in computing education at a state and national level.

Please contact me should you have any questions.

Sincerely,

AMY CARRELL, Director for Outreach
Expanding Pathways in Computing (EPIC)
Texas Advanced Computing Center (TACC)
The University of Texas at Austin
acarrell@tacc.utexas.edu

Attachment 5: Certified Mail Receipt Cards

Provide certified mail return receipt cards (green cards) showing the dates the Statement of Impact forms and Application Coversheets were received by:

- **Each Superintendent and President of the Board of Trustees** of each traditional school district from which the proposed charter school intends to draw students;
- **Each member of the Texas Legislature** who represents the geographic area(s) to be served by the proposed charter school; and
- **Each Texas State Board of Education member** who represents the geographic area(s) to be served by the proposed charter school.

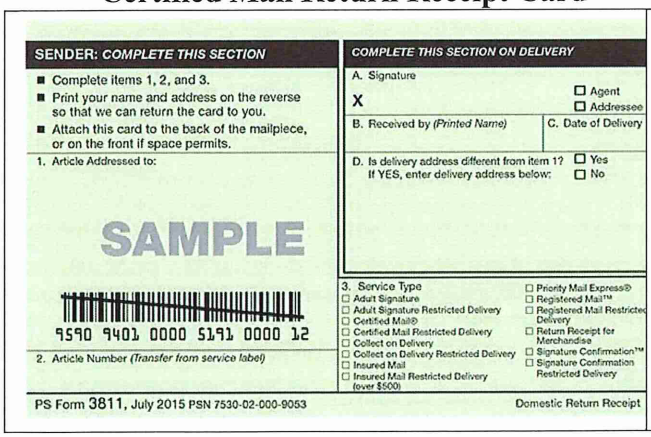
In the absence of signed certified mail return receipt cards (green cards), the certified mail receipt (white and green slip) showing each school district, fees paid, and the date mailed will be accepted.

Mailing address **must** include the name of the school district to which the information was sent.

Arrange certified mail receipts in alphabetical order by district. Limit six receipts per page.

Statement of Impact Forms are available on the Subchapter D Experienced Operator application page. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any impact the proposed charter school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

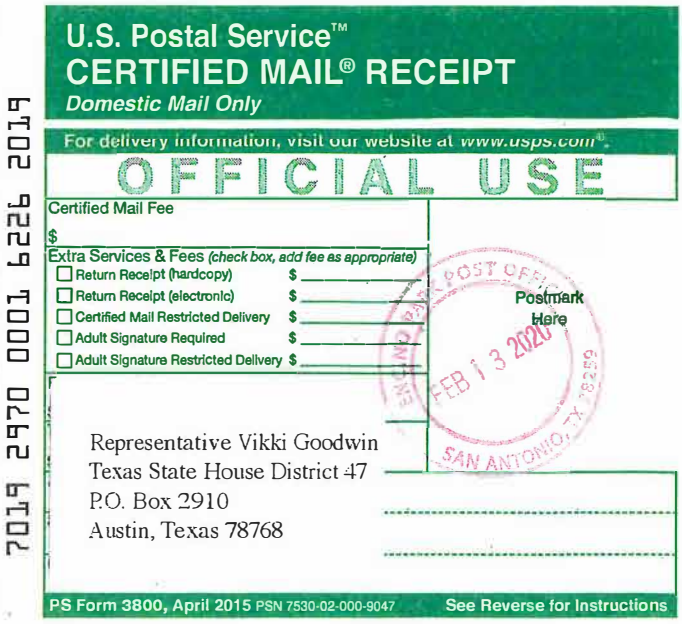
Certified Mail Return Receipt Card



Certified Mail Receipt



Cured During Remedy Period



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Representative Vikki Goodwin
Texas State House District 47
P.O. Box 2910
Austin, Texas 78768

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Superintendent
Hays Consolidated ISD
21003 Interstate 35
Kyle, Texas 78640

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Hays Consolidated ISD
21003 Interstate 35
Kyle, Texas 78640

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President, Board of Trustees
Lockhart Independent School District
419 Bois D'Arc Street
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Superintendent
Lockhart Independent School District
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President, Board of Trustees
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Superintendent
San Marcos Independent School District
631 Mill Street
San Marcos, Texas 78666

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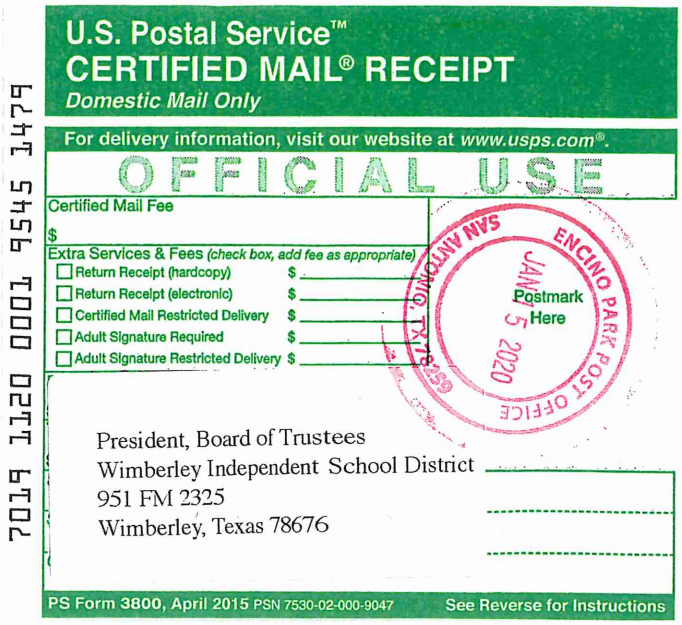
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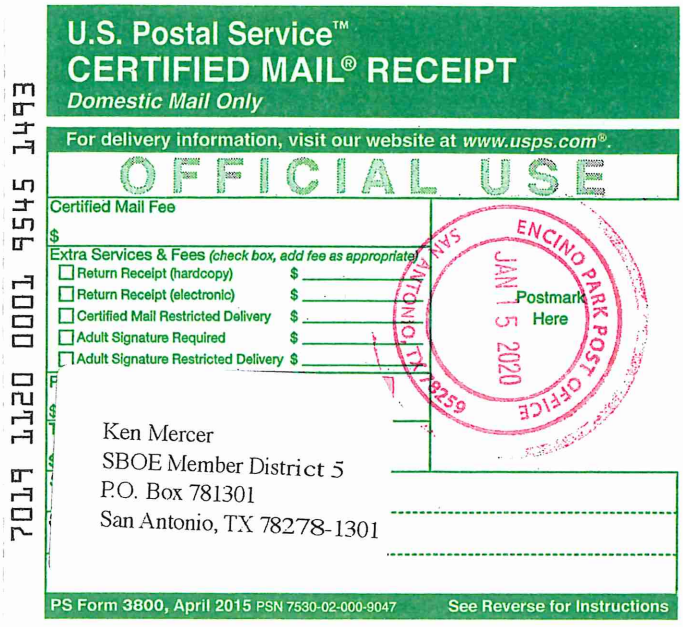
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Ken Mercer
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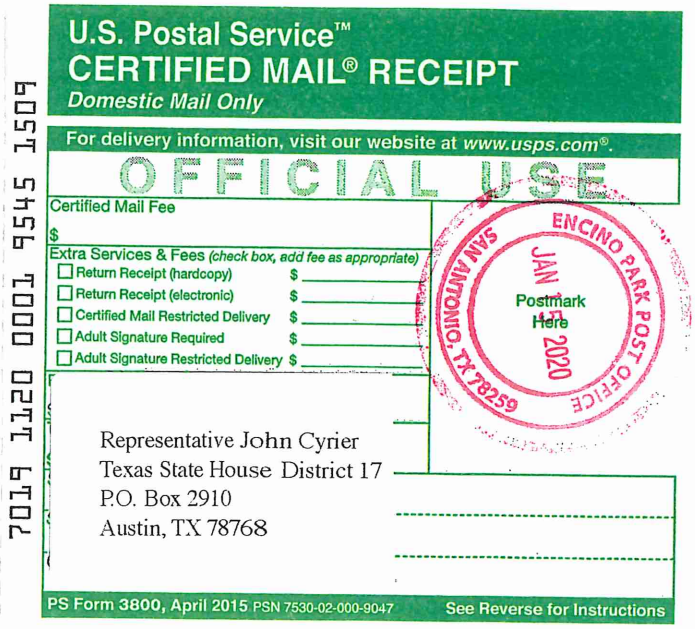
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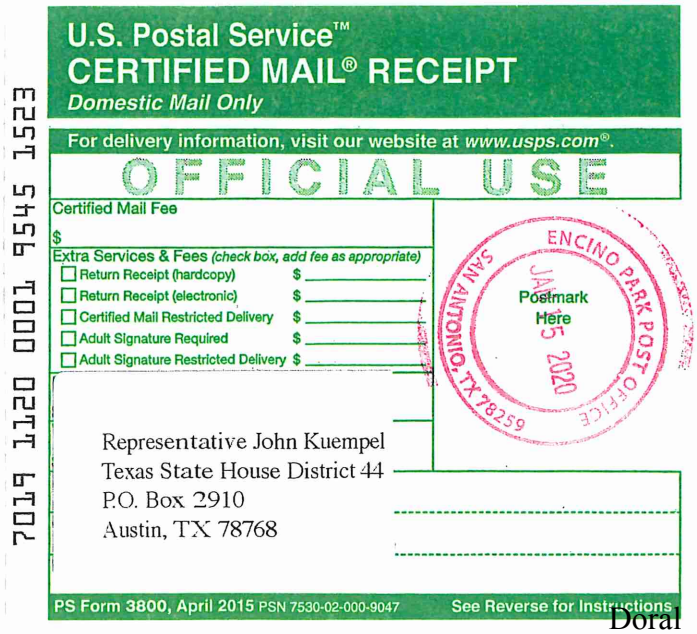
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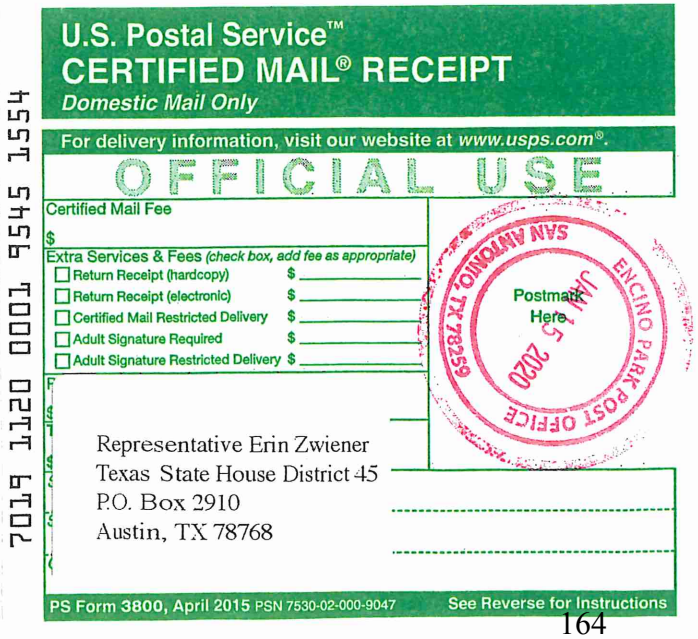
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Representative Erin Zwiener
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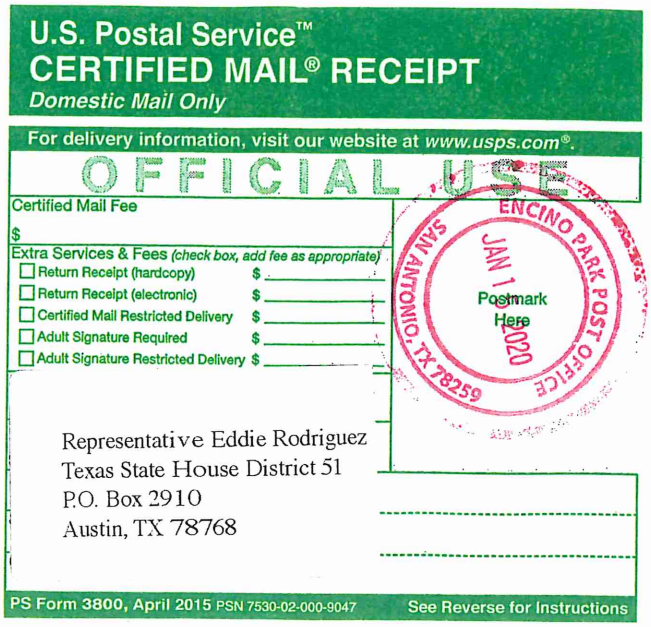
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Representative Eddie Rodriguez
Texas State House District 51
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Texas State House District 73
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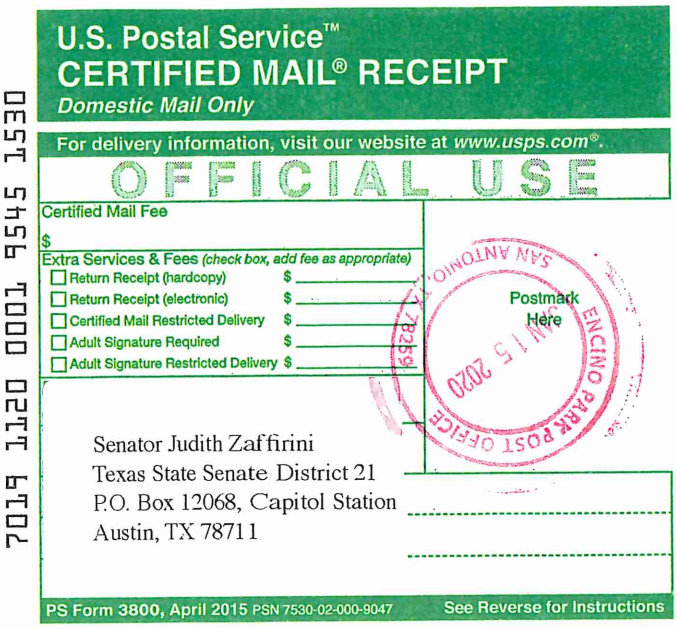
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Senator Judith Zaffirini
Texas State Senate District 21
P.O. Box 12068, Capitol Station
Austin, TX 78711
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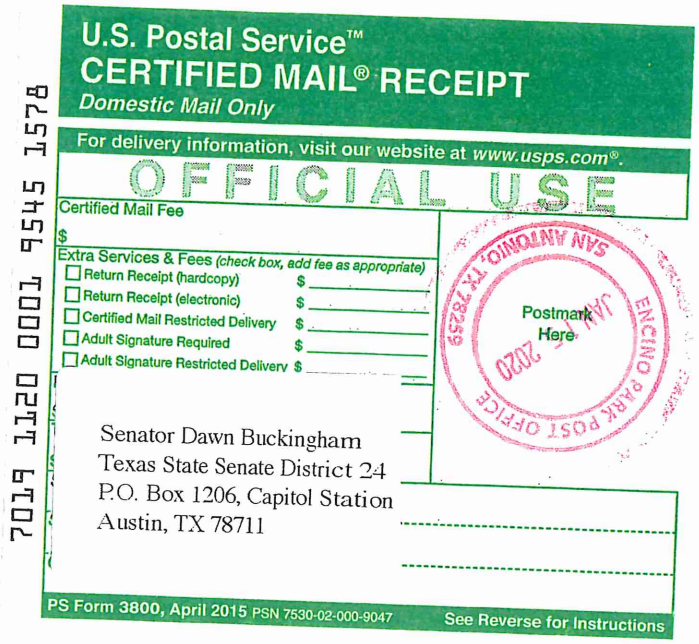
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Senator Dawn Buckingham
Texas State Senate District 24
P.O. Box 1206, Capitol Station
Austin, TX 78711
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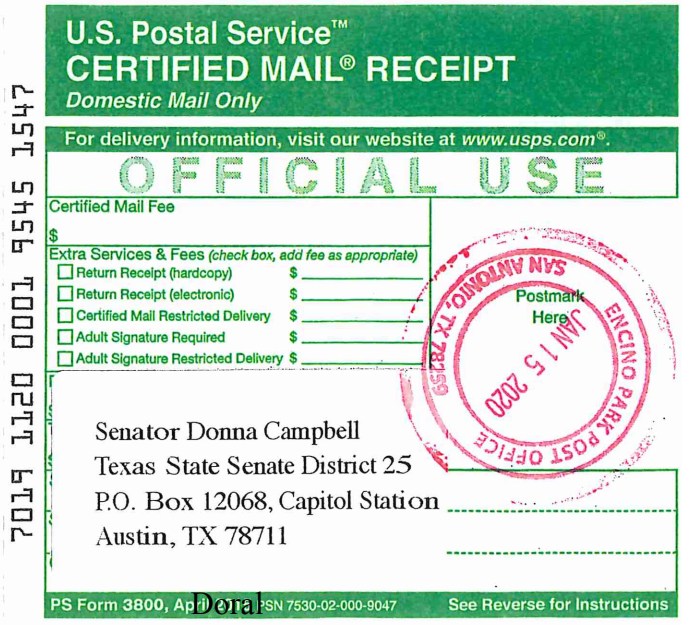
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Certified Mail Fee
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Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) $
☐ Return Receipt (electronic) $
☐ Certified Mail Restricted Delivery $
☐ Adult Signature Required $
☐ Adult Signature Restricted Delivery $
Postmark Here
JAN 15 2020
SAN ANTONIO, TX 78259
ENCINO PARK POST OFFICE
Senator Donna Campbell
Texas State Senate District 25
P.O. Box 12068, Capitol Station
Austin, TX 78711
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions
7019 1120 0001 9545 1547

Attachment 6: Published Notice(s) of Public Meetings

At a minimum, applicants must hold one public meeting within the charter school's proposed geographic boundary to discuss the application for the proposed Generation 25 open-enrollment charter school.

This meeting must take place no earlier than **18 months** before the charter application submission date. Consequently, any public meetings that were held before **July 21, 2018** are not eligible for consideration.

Anyone may attend and participate in the public meeting.

ATTENTION: All submitted notices must be dated prior to **January 21, 2020**.

Provide a scanned/photocopy of the official public notice/advertisement that was printed in the newspaper. The copy of the notice that is provided in this application **must** include the name of the publication and the publication date. Each public notice must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.

All public notices/advertisements must be published in a newspaper of general distribution within the geographic boundary of the proposed charter school. Any public notice in newspaper(s) with limited circulation (*Greensheet, Dallas Observer, Austin Chronicle,* etc.) will be ineligible for consideration.

All public notices/advertisements must be published in a newspaper that is distributed in print format. Newspapers available only in digital format are not acceptable.

ADDITIONAL REQUIREMENT: Applicants must notify, via their government email, all members of the Texas State Board of Education (SBOE) and the Texas state legislature who represent the geographic area to be served by the proposed school. *Applicants must include charterapplication@tea.texas.gov in the CC line of the email.* Each email must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.

Classifieds

20 words for $
• Place your classifie
• Email paper@haysf
We accept Visa, Mas
DEADLINE: NOON MOND

Public Notices

NOTICE TO CREDITORS

Notice is hereby given that original Letters Testamentary for the Estate of CHARLES STANLEY LIVINGSTON, Deceased, were issued on November 4, 2019, in Cause No. 19-0337-P, pending in the County Court at Law of Hays County, Texas, to: SEAN CROWDER.

All persons having claims against this Estate which is currently being administered are required to present them to the undersigned within the time and in the manner prescribed by law.

c/o:SEAN CROWDER
2406 Hunter Road, Ste. 103
San Marcos, Texas 78666
DATED the 4th day of November, 2019
GENE MAJORS
Attorney for Sean Crowder
State Bar No.: 12851500
100 E. San Antonio, Ste. 102
San Marcos, Texas 78666
Telephone: (512) 392-1273
Facsimile: (512) 396-8539
E-mail: [redacted]

NOTICE TO CREDITORS

Notice is hereby given that original Letters Testamentary for the Estate of PAULA GREEN MICHAUD, Deceased, were issued on October 16, 2019, in Cause No. 19-0333-P, pending in the County Court at Law, Sitting in Probate, Hays County, Texas, to: EMMETT RAY GREEN.

All persons having claims against this Estate which is currently being administered are required to present them to the undersigned within the time and in the manner prescribed by law.

c/o: EMMETT RAY GREEN
5261 Hillside Terrace
Buda, TX 787610

NOTICE OF PUBLIC FORECLOSURE SALE

Property: Used 2000 Redman Homes Inc. HALLMARK model, Serial No. 12535936A/B, Length/Width 32x48, located at Kyle Blue Bonnet dab Lakeside Crossing, 40 Emerald Canyon Drive (lot190), Kyle, TX 78640.
Date: November 27, 2019.
Time: 9:00 a.m.
Place: The Levine Law Firm, P.C.
Plaza 7000
7000 N. Mopac, Suite 200
Austin, Texas 78731
Telephone: (512) 476-9800
Attention: Mr. Jeremy Levine

CITY OF KYLE, TEXAS
NOTICE OF PUBLIC HEARING ON AN AMENDMENT TO THE ORDINANCE CREATING THE CITY OF KYLE TAX INCREMENT REINVESTMENT ZONE NUMBER TWO

NOTICE IS HEREBY GIVEN that the City Council of the City of Kyle, Texas will hold a Public Hearing on Tuesday, November 19, 2019, at 7:00 p.m. at the Kyle City Hall, located at 100 W. Center Street, Kyle, Texas 78640, for the purpose of receiving comments on a proposed amendment to the Ordinance creating and governing Tax Increment Reinvestment Zone Number Two, City of Kyle, to allow for the issuance of tax increment bonds, the issuance of debt to finance eligible facilities and infrastructure, and the application of tax increment funds for debt proceeds issued to finance eligible facilities and infrastructure. All Kyle residents and interested persons are invited to attend the public hearing to provide their comments to City Council on the proposed amendment.

NOTICE OF PUBLIC FORECLOSURE SALE

Property: Manufactured Home: Used 2017 CMH Manufacturing Inc. dab Clayton Homes home 38SLS-28563DH18 model, Serial No. CSS019499TXA/B, 31 Eagle Creek Drive (lot235), Kyle, TX 78640.
Date: November 27, 2019.
Time: 9:00 a.m.
Place: The Levine Law Firm, P.C.
Plaza 7000
7000 N. Mopac, Suite 200
Austin, Texas 78731
Telephone: (512) 476-9800
Attention: Mr. Jeremy Levine

NOTICE OF PUBLIC HEARING

Doral Academy of Texas Board of Directors will conduct an informational meeting for the public on **November 9, 2019** at 11:00AM at the **Kyle EVO Entertainment Center** to provide details of a proposed public open-enrollment charter school named **Doral Academy of Texas.** Participants will hear a presentation that explains the proposal and will have an opportunity to ask questions about the proposed school. The members of the school board are Douglas Rodriguez, Olivia Suarez, Krista Piferrer, Talisa Wilson & Kara Belew.

Doral

NOTICE OF PUBLIC

Notice is given that a Public Hearing by the B
Springs/Edwards Aquifer Conservation District
District office located at 1124 Regal Row, Austi
on Thursday, November 14, 2019 at 4:15 p.m. fo

The City of Buda (City), 405 E. Loop Street,
a well drilling authorization application on July
Edwards Aquifer Conservation District (District
storage and recovery (ASR) well into the Middl
operate the proposed well for storage and recove
public water supply. A subsequent application to
be filed after the well is completed and tested. T
Blvd., Buda, TX, 78610. For further information
Regal Row, Austin, Texas 78748, (512) 282-844
also contact the applicant, the City of Buda, TX,

Hays CISD Public Notification
in Career and Technical Edu

HAYS CISD offers career and technical educatior
cluster groups: Agriculture, Food, and Natural Reso
tion; Arts, A/V Technology, and Communication, Bu
tration; Education and Training; Finance; Health Sci
man Services; Information Technology; Law, Public
Marketing; Science, Technology, Engineering and M
and Logistics. Admission to these programs is base
appropriateness and class space available.

It is the policy of HAYS CISD not to discriminate
origin, sex or handicap in its vocational programs, s
Title VI of the Civil Rights Act of 1964, as amended;
ments of 1972; and Section 504 of the Rehabilitatio

It is the policy of HAYS CISD not to discriminate
origin, sex, handicap, or age in its employment prac
Civil Rights Act of 1964, as amended; Title IX of the
the Age Discrimination Act of 1975, as amended; a
Act of 1973, as amended.

HAYS CISD will take steps to assure that lack of
barrier to admission and participation in all educatic

For information about your rights or grievance p
Coordinator, Marivel Sedillo at 21003 IH 35, Kyle,
Section 504 Coordinator, Debbie Brown at 4820 J
512-268-2141.

NOTICE TO CREDITORS

Notice is hereby given that original Letters Testamentary for the Estate of CHARLES STANLEY LIVINGSTON, Deceased, were issued on November 4, 2019, in Cause No. 19-0337-P, pending in the County Court at Law of Hays County, Texas, to: SEAN CROWDER.

All persons having claims against this Estate which is currently being administered are required to present them to the undersigned within the time and in the manner prescribed by law.

c/o:SEAN CROWDER
2406 Hunter Road, Ste. 103
San Marcos, Texas 78666
DATED the 4th day of November, 2019
GENE MAJORS
Attorney for Sean Crowder
State Bar No.: 12851500
100 E. San Antonio, Ste. 102
San Marcos, Texas 78666
Telephone: (512) 392-1273
Facsimile: (512) 396-8539
E-mail: [redacted]

NOTICE TO CREDITORS

Notice is hereby given that original Letters Testamentary for the Estate of PAULA GREEN MICHAUD, Deceased, were issued on October 16, 2019, in Cause No. 19-0333-P, pending in the County Court at Law, Sitting in Probate, Hays County, Texas, to: EMMETT RAY GREEN.

All persons having claims against this Estate which is currently being administered are required to present them to the undersigned within the time and in the manner prescribed by law.

c/o: EMMETT RAY GREEN
5261 Hillside Terrace
Buda, TX 787610
DATED the 29th day of October, 2019.
THE BOLING LAW FIRM, PLLC
1301 S. Old Stagecoach Rd.
Kyle, TX 78640
Tel: (512) 504-3051
Tel: (877) 629-5353
Fax: (877) 629-3130
Anna Martinez Boling Ð
SBN: 00791188
E-mail: annabo[redacted]
Attorney for EMMETT RAY GREEN

NOTICE OF PUBLIC FORECLOSURE SALE

Property: Used 2000 Redman Homes Inc. HALL-MARK model, Serial No. 12535936A/B, Length/Width 32x48, located at Kyle Blue Bonnet dab Lakeside Crossing, 40 Emerald Canyon Drive (lot190), Kyle, TX 78640.

Date: November 27, 2019.
Time: 9:00 a.m.
Place: The Levine Law Firm, P.C.
Plaza 7000
7000 N. Mopac, Suite 200
Austin, Texas 78731
Telephone: (512) 476-9800
Attention: Mr. Jeremy Levine

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Plaza 7000
7000 N. Mopac, Suite 200
Austin, Texas 78731
Telephone: (512) 476-9800
Attention: Mr. Jeremy Levine

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NOTICE OF PUBLIC HEARING

Doral Academy of Texas Board of Directors will conduct an informational meeting for the public on **November 7, 2019** at 5:30PM at the **San Marcos Public Library** to provide details of a proposed public open-enrollment charter school named **Doral Academy of Texas.** Participants will hear a presentation that explains the proposal and will have an opportunity to ask questions about the proposed school. The members of the school board are Douglas Rodriguez, Olivia Suarez, Krista Piferrer, Talisa Wilson & Kara Belew.

NOTICE OF PUBLIC

Notice is given that a Public Hearing by the Springs/Edwards Aquifer Conservation Distric District office located at 1124 Regal Row, Aus on Thursday, November 14, 2019 at 4:15 p.m.

The City of Buda (City), 405 E. Loop Street a well drilling authorization application on Jul Edwards Aquifer Conservation District (Distri storage and recovery (ASR) well into the Mid operate the proposed well for storage and reco public water supply. A subsequent application be filed after the well is completed and tested. Blvd., Buda, TX, 78610. For further informati Regal Row, Austin, Texas 78748, (512) 282-8 also contact the applicant, the City of Buda, T

Hays CISD Public Notificatio in Career and Technical E

HAYS CISD offers career and technical educat cluster groups: Agriculture, Food, and Natural Re tion; Arts, A/V Technology, and Communication, tration; Education and Training; Finance; Health man Services; Information Technology; Law, Pub Marketing; Science, Technology, Engineering and and Logistics. Admission to these programs is b appropriateness and class space available.

It is the policy of HAYS CISD not to discrimina origin, sex or handicap in its vocational program Title VI of the Civil Rights Act of 1964, as amend ments of 1972; and Section 504 of the Rehabilita

It is the policy of HAYS CISD not to discrimina origin, sex, handicap, or age in its employment p Civil Rights Act of 1964, as amended; Title IX of the Age Discrimination Act of 1975, as amended Act of 1973, as amended.

HAYS CISD will take steps to assure that lack barrier to admission and participation in all educ

For information about your rights or grievanc Coordinator, Marivel Sedillo at 21003 IH 35, Ky Section 504 Coordinator, Debbie Brown at 482 512-268-2141.

Hays CISD Notificación Públic en Programas V

El distrito escolar de Hays CISD ofrece progr manejo de negocios; tecnología de automóviles de salud, educación de mercadotecnia, justicia nitarios; comercialización or marketing; Ciencia, Transporte; distribución y logística.

La entrada a estos programas se basa en int en el salón de clase.

Es la poliza del distrito escolar de Hays CISD color, origen nacional, sexo o impedimento, en vocacionales, tal como lo requieren en Título VI según enmienda; el Título IX de las Enmiendas 504 de la Ley de Rehabilitación de 1973, según

Es la poliza del del distrito escolar de Hays C

ssifieds

20 words for $8!

- Place your classified ad by calling 512-268-7862
- Email paper@haysfreepress.com

We accept Visa, Mastercard and Discover

DEADLINE: NOON MONDAY FOR WEDNESDAY'S PAPER

Public Notices

NNIFER OCHOA 5X10
2 Bikes, Scooter,
screen TV, Microwave,
er Sweeper, Bed and
pring, Christmas Tree
Misc. items.
TRICIA GONZALEZ
5 NC – Bird Bath,
adder, Lamps, Table,
Chest of Drawers,
stands, Bookcase and
items.

CITY OF BUDA
LEGAL NOTICE

TICE IS HEREBY
, pursuant to City
da Charter, Article
ction 3.11 (D),
ances, that the Buda
ouncil, at its regular
g on DATE, adopted
linance(s) amending
scal Year 2020
dix A Fee Schedule;
ling for penalties for
to comply with such
nce(s); providing for
ation; and, providing
effective date. By:
George Haehn,
Alicia Ramirez. City
(full text is available
Office of the City
City Hall, 405 E. Loop
Building 100, Buda,
ring business hours
www.ci.buda.tx.us.)

ICE TO CREDITORS

ce is hereby given
iginal Letters
entary for the Estate
ardo Sepulveda, Sr.,
ed, were issued on October 7, 2019, in Cause No. 19-0332-P., pending in the County Court at Law No. 3, Hays County, Texas, to: Carmen Sepulveda.

All persons having claims against this Estate which is currently being administered are required to present them to the undersigned within the time and in the manner prescribed by law.

c/o: David Glickler
Attorney at Law
130 Hall Professional Center
Kyle, Texas 78640
DATED the 7th day of October, 2019
/s/ David Glickler
David Glickler
Attorney for Carmen Sepulveda
State Bar No.: 00787549
130 Hall Professional Center
Kyle, Texas 78640
Telephone: (512) 268-6425
Facsimile: (512) 268-5404

[redacted]

NOTICE OF APPLICATION TO SUBDIVIDE

An application has been filed with HAYS COUNTY to subdivide 17.059 acres of property located at 3303 Goforth Road, Kyle, TX 78640. Information regarding the application may be obtained from Hays County Development Services (512) 393-2150. Tracking number: SUB-1280

NOTICE TO CREDITORS

Notice is hereby given that original Letters Testamentary for the Estate of ROBERT E. ANDERSON, deceased, were issued on October 2, 2019 under Docket number 19-0327-P, pending in the County Court of Hays County, Texas to JANET KATHRYN REDDEN. Claims may be presented in care of the attorney for the Estate addressed as follows:

Janet Kathryn Redden
Independent Executor
Estate of Robert E. Anderson
C/O Andrew Gary
P. O. Box 727
San Marcos, Texas 78667

All persons having claims against this Estate which is currently being administered are required to present them within the time and in the manner prescribed by law.

Dated this 3rd. day of October, 2019
Andrew Gary
Bar #7721000
P.O. Box 727
San Marcos, Texas 78667
512-396-2541

[redacted]

NOTICE TO CREDITORS

Notice is hereby given that original Letters Testamentary for the Estate of Maggie Jo Hipskind, Deceased, were issued on September 9, 2019, in Cause No. 19-0272-P, pending in the County Court at Law No. 1, Hays County, Texas, to: Verlenne Monroe.

All persons having claims against this Estate which is currently being administered are required to present them to the undersigned within the time and in the manner prescribed by law.

c/o: Ryan V. Vickers
Attorney at Law
130 Hall Professional Center
Kyle, TX 78640
DATED the 3rd day of October, 2019
Ryan V. Vickers
Attorney for Verlenne Monroe
State Bar No.: 24079518
130 Hall Professional Center
Kyle, TX 78640
Telephone: (512) 268-6425
Facsimile: (512) 268-5405

[redacted]

PUBLIC NOTICES, 14

NOTICE OF PUBLIC HEARING

Doral Academy of Texas Board of Directors will conduct an informational meeting for the public on **October 10, 2019** at **Buda Public Library** to provide details of a proposed public open-enrollment charter school named **Doral Academy of Texas**. Participants will hear a presentation that explains the proposal and will have an opportunity to ask questions about the proposed school. The members of the school board are Douglas Rodriguez, Olivia Suarez, Krista Piferrer & Kara Belew.

ICATION AND INTENT TO OBTAIN AIR PERMIT
UALITY PERMIT NUMBER 158488

s applied for the Texas Commission on Environmen

UNITED STATES POSTAL SERVICE® Statement of Ownership, Management, and Circulation (All Periodicals Publications Except Requester Publications)

1. Publication Title	2. Publication Number	3. Filing Date
Hays Free Press	1 0 8 7 _ 9 3 2 3	10/7/19
4. Issue Frequency	5. Number of Issues Published Annually	6. Annual Subscription Price
Weekly	52	$42.00

7. Complete Mailing Address of Known Office of Publication (Not printer) (Street, city, county, state, and ZIP+4®)
P.O. Box 339, Buda, TX 78610
113 West Center St., Kyle, TX 78640 (Secondary office)
Contact Person: Cyndy Slovak-Barton
Telephone (Include area code): 512-268-7862

8. Complete Mailing Address of Headquarters or General Business Office of Publisher (Not printer)
113 West Center St., Kyle, TX 78640

GIVER WANTED

Wanted for very sweet 80-year-old man in Kyle. Prefer male caregiver. $14/hr Two days per week, approximately 4-6 hrs per day. Judy 512-848-6866

COMMUNITY WIDE YARD SALE IN KYLE TX

October 20 and 21, 8 a.m. to 3 p.m. at Sunset Ridge Subdivision, East of IH35, 526 Harvest Moon Pkwy, Kyle, TX (off E. 150)

Gorgeous home on almost 6 acres with horse barn. 4 bedrooms, 5 bathrooms, huge bonus/guest room with full bathroom. Views! Dripping Springs schools. http://homecb.com/350enchantedoak-driftwood. Barbara Gremillion, 512-775-2904 Coldwell Banker United Realtors

Auction

PUBLIC ONLINE AUCTION
HAYS C.I.S.D.
155 Beacon Hill Rd.,
Buda, TX
PREVIEW: Weds., 10/17/18
AUCTION ENDS: Fri., 10/19/18

FEATURED ITEMS
Fireproof File Cabinets, Metal Carts, File Cabinets, Comm. Freezer, Lockers, Wire Baskets, Racks, Library Furniture, Choral Risers, Choral Dresses, AV Equip., Computer Wheel Balancer, Student Furniture, Tire Machine, Brake Lathe, Alignment Machine, Elec. Hospital Bed, Microscopes, Science Equip., Appliances, Athletic Apparel, Gym Equip., Light Fixtures & Bulbs, Lawn Equip., Air Compressor, 40 Ton Shop Press, H.D. Trailer Ramps, & More
13% B.P.
www.lemonsauctioneers.com
www.onlinepros.com #7341
(800)243-1113 OR
(281)357-4977

Apartment For Rent

LUXURY APARTMENT IN DOWNTOWN KYLE

2 BR, 1 BA, New York Style walk-up across from Historic City Hall and park. Private balcony. All appliance. WD in apartment. Gotta see it! Includes water. Available now. $950/month + deposit. 512-753-2700

Home For Rent

NEWLY REMODELED HOME ON 3+ ACRES

One mile north of Hays High. 2BR / 1.5BA / small office. Fenced yard. New appliances. WD included. Old oak trees, historic home. Old wood floors in bedrooms. Will go fast. Call immediately. $1,600/month, $1,600 deposit. Price includes water. Price is firm. References & credit check required. In Hays High, Barton Middle School, Negley Elementary School zoning areas. Call 512-753-2700

Office For Rent

SMALL OFFICE SPACE FOR RENT

Small office space with attached storage (360sf) available. Move in Special-High Speed internet and utilities included. Kyle Pkwy Self Storage & Mini Offices, 5141 Cromwell Drive, Kyle, Texas 78640. 512-262-7234

Brink, Bernstein & Golden
7800 N. Mopac, Suite 200
Austin, TX 78759
(512)472-2929
(512) 472-3669 [facsimile]
jerry@jerryfrankjones.com
Attorney for Robin Lynne Benson

REQUEST FOR PROPOSALS

The City of Buda is seeking a total of four (4) vehicles for the Public Safety Department. Three (3) fully outfitted Dodge Chargers and one (1) Chevrolet Tahoe. All vehicle specifications can be found on the City's Purchasing website.

Please submit three (3) copies of the proposal [one (1) CD or flash drive and three (3) hard copies, signed in ink in a sealed envelope to:

City of Buda
Attention: Purchasing Manager
RE: RFP 19-001 Public Safety Vehicles
405 E. Loop St. Bldg. 100
Buda, Texas 78610

The deadline for submission of proposals is 12:00 pm on Thursday November 1st, 2018.

The City of Buda reserves the right to negotiate with any and all persons or firms submitting proposals, per the Texas Professional Services Procurement Act and the Uniform Grant and Contract Management Standards.

The City of Buda is an Affirmative Action/Equal

October, 2018.

NOTICE OF APPLICATION TO SUBDIVIDE

An application has been filed with HAYS COUNTY to subdivide 8.83 acres of property located at 16910 SH123 South, San Marcos, Texas 78666. Information regarding the application may be obtained from Hays County Development Services (512) 393-2150. Tracking number: SUB-1082.

INVITATION TO BIDDERS

Sealed Bids, in duplicate, addressed to North Hays County Municipal Utility District No.2, Attention Paul Byars, President, Board of Directors, will be received at the office of LandDev Consulting, LLC, 5508 W. US Hwy 290 Service Road, Suite 150, Austin, Texas, 78735, until 3:00 p.m. Local Time, Thursday, October

obtained by prospective bidders or suppliers upon payment of One Hundred Fifty Dollars ($150.00 non-refundable (plus cost of delivery) for each set of documents at 5508 W Hwy 290 Service Road, Suite 150, Austin, Texas 78735. Checks should be made payable to LandDev Consulting, LLC. No cash will be accepted.

The Owner reserves the right to reject any or all Bids and to waive all defects and irregularities in bidding or bidding process except time of submitting a Bid. The Successful Bidder, if any, will be the responsible Bidder which in the Board's judgment will be most advantageous to the District and result in the best and most economical completion of the Project.

NORTH HAYS COUNTY MUNICIPAL UTILITY DISTRICT NO. 2

NOTICE OF PUBLIC HEARING

Doral Academy of Texas Board of Directors will conduct an informational meeting for the public on **Saturday, October 20, 2018 at Hootenanny on the Hill Community Event, 450 Haupt, Kyle, TX** from 12:00 to 4:00 p.m. to provide details of a proposed public open-enrollment charter school named **Doral Academy of Texas**. Participants will hear a presentation that explains the proposal and will have an opportunity to ask questions about the proposed school. The members of the school board are Douglas Rodriguez, Olivia Suarez, Krista Piferrer & Daniel Guerrero.

Doral

120

Buda Bid Process

Continued from pg. 1D

sored events. Earlier this month, Buda only received one bid from a San Antonio-based company for its plan to expand the fireworks display at Red, White and Buda.

"We'd always like to receive as many bids as we can," Castillo said. "We send out a survey to those who don't bid and they can submit it whenever, but we haven't gotten a lot

Financial Focus

Continued from pg. 1D

as many resources as you possibly can – and that means you'll need to save and invest diligently during your working years. Put in as much as you can afford to your retirement accounts, you'll want to include a reasonable percentage of growth-oriented investments, within the limits of your personal risk tolerance.

you begin to take out money from your 401(k), IRA and other investment accounts, you need to establish a withdrawal rate appropriate for your age, retirement

sional, who can review your entire situation – income, expenses and so on – and recommend an appropriate annual withdrawal figure. These aren't the only keys to

ssifieds

20 words for $8!

• Place your classified ad by calling 512-268-7862
• Email paper@haysfreepress.com
We accept Visa, Mastercard and Discover
DEADLINE: NOON MONDAY FOR WEDNESDAY'S PAPER

Public Notices

IFER OCHOA 5X10
Bikes, Scooter,
een TV, Microwave,
Sweeper, Bed and
ing, Christmas Tree
, Items.
CIA GONZALEZ
IC– Bird Bath,
den Lamps, Table,
hest of Drawers,
nds, Bookcase and
ms.

TY OF BUDA
EGAL NOTICE
E IS HEREBY
ursuant to City
Charter, Article
on 3.11 (D),
es, that the Buda
ncil, at its regular
ch DATE, adopted
nce(s) amending
Year 2020
A Fee Schedule;
for penalties for
comply with such
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h; and, providing
ective date. By:
orge Haehn,
cia Ramirez, City
text is available
ce of the City
Hall, 405 E. Loop
ilding 100, Buda,
business hours
ww.ci.buda.tx.us.)

TO CREDITORS
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were issued on
October 7, 2019, in Cause No. 19-0332-P_, pending in the County Court at Law No. 3, Hays County, Texas, to: Carmen Sepulveda.

All persons having claims against this Estate which is currently being administered are required to present them to the undersigned within the time and in the manner prescribed by law.

c/o: David Glickler
Attorney at Law
130 Hall Professional Center
Kyle, Texas 78640
DATED the 7th day of October, 2019
/s/ David Glickler
David Glickler
Attorney for Carmen Sepulveda
State Bar No.: 00787549
130 Hall Professional Center
Kyle, Texas 78640
Telephone: (512) 268-6425
Facsimile: (512) 268-5404

[redacted]

NOTICE OF APPLICATION TO SUBDIVIDE

An application has been filed with HAYS COUNTY to subdivide 17.059 acres of property located at 3303 Goforth Road, Kyle, TX 78640. Information regarding the application may be obtained from Hays County Development Services (512) 393-2150. Tracking number: SUB-1280

NOTICE TO CREDITORS

Notice is hereby given that original Letters Testamentary for the Estate of ROBERT E. ANDERSON, deceased, were issued on October 2, 2019 under Docket number 19-0327-P, pending in the County Court of Hays County, Texas to JANET KATHRYN REDDEN. Claims may be presented in care of the attorney for the Estate addressed as follows:

Janet Kathryn Redden
Independent Executor
Estate of Robert E. Anderson
C/O Andrew Gary
P. O. Box 727
San Marcos, Texas 78667

All persons having claims against this Estate which is currently being administered are required to present them within the time and in the manner prescribed by law.

Dated this 3rd, day of October, 2019
Andrew Gary
Bar #7721000
P.O. Box 727
San Marcos, Texas 78667
512-396-2541

[redacted]

NOTICE TO CREDITORS

Notice is hereby given that original Letters Testamentary for the Estate of Maggie Jo Hipskind, Deceased, were issued on September 9, 2019, in Cause No. 19-0272-P, pending in the County Court at Law No. 1, Hays County, Texas, to: Verlenne Monroe.

All persons having claims against this Estate which is currently being administered are required to present them to the undersigned within the time and in the manner prescribed by law.

c/o: Ryan V. Vickers
Attorney at Law
130 Hall Professional Center
Kyle, TX 78640
DATED the 3rd day of October, 2019
Ryan V. Vickers
Attorney for Verlenne Monroe
State Bar No.: 24079518
130 Hall Professional Center
Kyle, TX 78640
Telephone: (512) 268-6425
Facsimile: (512) 268-5404

[redacted]

PUBLIC NOTICES, 14

NOTICE OF PUBLIC HEARING

Doral Academy of Texas Board of Directors will conduct an informational meeting for the public on **October 10, 2019** at **Buda Public Library** to provide details of a proposed public open-enrollment charter school named **Doral Academy of Texas** Participants will hear a presentation that explains the proposal and will have an opportunity to ask questions about the proposed school. The members of the school board are Douglas Rodriguez, Olivia Suarez, Krista Piferrer & Kara Belew.

TION AND INTENT TO OBTAIN AIR PERMIT
ITY PERMIT NUMBER 158488
pplied to the Texas Commission on Environmen

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Contact Person: Cyndy Slovak-Barton
Telephone (Include area code): 512-268-7862

8. Complete Mailing Address of Headquarters or General Business Office of Publisher (Not printer): 113 West Center St., Kyle, TX 78640

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Doral

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TEMPORARY/SEASONAL KETTLE COORDINATOR (KYLE/BUDA)

Paid position. October through December. Please call 512-754-8541.

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Public Notices

NOTICE OF APPLICANT SPONSORED MEETING

An application has been filed with HAYS COUNTY to subdivide 64.31 acres of property located at along Cotton Gin Road, Kyle, TX 78640. An applicant sponsored meeting is to be held at the Hays County Government Office, 2171 Yarrington Road San Marcos, TX 78666 at 6:00 pm October 23rd in order to present the Mi Rancho Subdivision concept plan and receive public comment. Information regarding the application may be obtained from Hays County Development Services (512) 393-2150. Tracking number: SUB-911.

CITATION BY PUBLICATION

To all persons interested in the Estate of Joseph Martinez, Deceased, Cause No. 18-0266-P, in the County Court at Law, Hays County, Texas.

The alleged heir(s) at law in the above-n um bered and entitled estate filed an APPLICATION FOR DETERMINATION OF HEIRSHIP AND LETTERS OF IN DEPENDENT ADMINISTRATION in this estate on the 16th day of August, 2018, requesting that the Court determine who are the heirs and only heirs of JOSEPH J. MARTINEZ, Deceased, and their respective shares and interests in such estate.

The Court may act on this Application at any call of the docket on or after I 0:00 A.M., on the first Monday next after the expiration of ten (10) days, exclusive of the day of Publication, from the date

816 WEST 10TH STREET
AUSTIN, TX 78701
(512) 617-1560

Given under my hand and the seal of said Court at the office of the Hays County Clerk in San Marcos, Texas on this the 25th day of September, 2018.

Liz Q. Gonzalez
County Clerk,
Hays County, Texas
712 S. Stagecoach Trail, Suite 2008
San Marcos, Texas 78666

NOTICE OF PUBLIC HEARING

Doral Academy of Texas Board of Directors will conduct an informational meeting for the public on **October 6, 2018** at **Buda Public Library** from 12:30 to 3:00 p.m. to provide details of a proposed public open-enrollment charter school named **Doral Academy of Texas**. Participants will hear a presentation that explains the proposal and will have an opportunity to ask questions about the proposed school. The members of the school board are Douglas Rodriguez, Olivia Suarez, Krista Piferrer & Daniel Guerrero.

LEGAL NOTICE

Application has been made with the Texas Alcoholic Beverage Commission for a Wine and Beer Retailer's Permit by MaxWorks Pie Co, LLC, dba Double Dave's Pizzaworks, to be located at 340 Old San Antonio Rd, Suite C, Buda, TX in Hays County. Owner of said corporation is Urny Maxwell.

LEGAL NOTICE

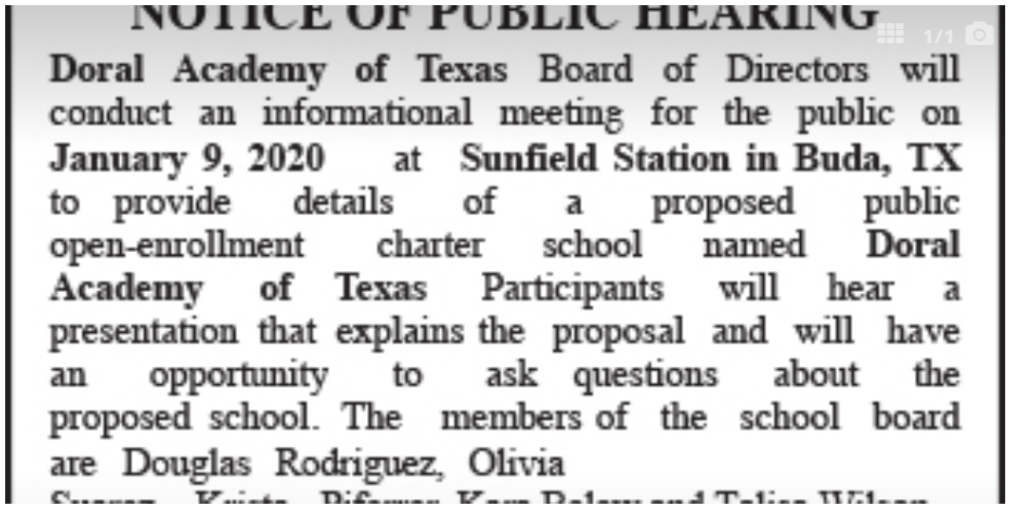
Hays Free Press News-Dispatch

Shares

Notice of Public Hearing Jan. 9 at Sunfield Station in Buda

0

BY DAVID WHITE ON JANUARY 9, 2020



NOTICE OF PUBLIC HEARING

Doral Academy of Texas Board of Directors will conduct an informational meeting for the public on January 9, 2020 at Sunfield Station in Buda, TX to provide details of a proposed public open-enrollment charter school named Doral Academy of Texas Participants will hear a presentation that explains the proposal and will have an opportunity to ask questions about the proposed school. The members of the school board are Douglas Rodriguez, Olivia

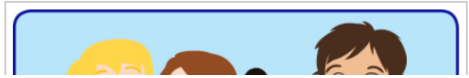
RECENT OPINIONS

JANUARY, 2020

JAN 08 Sam Houston left diplomats in the dark
JAN 08 Update hairstyle, update outlook
JAN 08 No 2020 vision for this Old Crow

DECEMBER, 2019

DEC 23 Sam Houston the loser in 'archives war'
DEC 23 Was Trump all that worried about corruption?



Info

From: Info
Sent: Friday, December 20, 2019 10:15 AM
To: 'john.cyrier@house.texas.gov'; 'eddie.rodriguez@house.texas.gov'; 'john.kuempel@house.texas.gov'; 'erin.zwiener@house.texas.gov'; 'kyle.biedermann@house.texas.gov'; 'judith.zaffirini@senate.texas.gov'; 'donna.campbell@senate.texas.gov'; 'dawn.buckingham@senate.texas.gov'; 'sboesupport@tea.texas.gov'; 'Ken.Mercer@tea.texas.gov'
Cc: 'CharterApplication'
Subject: Notice of Public Meeting for Doral Academy of Texas

NOTICE OF PUBLIC MEETING

Doral Academy of Texas' Board of Directors will conduct an informational meetings for the public:

- January 9, 2020 at 5:30 PM at Sunfield Station in Buda, TX

These meetings will provide details of a proposed public, open-enrollment charter school named Doral Academy of Texas. Participants will hear a presentation on the national award winning Doral system, as well as the evidence-based STEM-model elementary and middle school proposed for the Kyle/Buda/San Marcos area. Attendees will have an opportunity to ask questions about the proposed school. Doral Academy of Texas Board of Directors are Douglas Rodriguez, Olivia Suarez, Krista Piferrer, TaLisa Wilson & Kara Belew.

Doral Academy of Texas
Doralacademytx.com
info@doralacademytx.com

Attachment 7: Authorizer Assessments

For each of the sponsoring entity's authorizers, provide a copy of each authorizer's most recent assessment of the operator's performance—such as an annual performance framework report or renewal report.

COLORADO
Department of Education

SCHOOL CMAS GROWTH REPORT

2189: DORAL ACADEMY OF COLORADO | 1420: JEFFERSON COUNTY R-1

Growth metrics are intended to provide a more complete picture of academic performance by helping to contextualize more traditional achievement metrics. While achievement metrics represent performance at specific points in time when students are assessed, growth metrics show what happens in the time in between assessments. Under the Colorado Growth Model, growth percentiles are calculated by analyzing English Language Arts and Math scores over consecutive years of the Colorado Measures of Academic Success (CMAS) assessments. A student's growth percentile (ranging from 1 to 99) indicates how his or her performance changed over time relative to students with similar score histories. Growth percentiles are independent of achievement levels, so all students have an equal chance of achieving high growth.

Median Growth Percentiles (MGPs) are used to represent growth outcomes for schools and districts. An MGP represents the mid-point of the distribution of all of the individual growth percentiles obtained by students within a particular group. This report shows MGPs for entire schools and districts, as well as for distinct grade levels and for different student groups. In general, higher MGPs indicate higher growth rates for the students in the designated group. State-level MGPs are presented along with school and district results as a point of reference. Typically, the state MGP for any group will be 50, though it may sometimes vary. Blank cells in the data table reflect cases where fewer than 20 student growth percentiles were available for the group; the MGPs are not shown in order to ensure privacy and to discourage inappropriate inferences about group performance. For additional resources, including PSAT/SAT growth reports, go to: www.cde.state.co.us/schoolview/coloradogrowthmodel

Median Growth Percentile
1.0 — 50.0 — 99.0

		ENGLISH LANGUAGE ARTS									MATH								
		School			District			State			School			District			State		
		2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
ALL STUDENTS	All Students	24.0	57.0	67.0	53.0	51.0	48.0	50.0	50.0	50.0	52.0	40.0	49.0	53.0	51.0	47.0	50.0	50.0	50.0
GRADE LEVEL	04			80.0	56.0	51.0	53.0	50.0	50.0	50.0			53.5	52.0	47.0	49.0	50.0	50.0	50.0
	05		31.0	43.5	51.0	50.0	51.0	50.0	50.0	50.0		27.0	40.5	54.0	51.0	46.0	50.0	50.0	50.0
	06			45.0	61.0	60.0	53.0	50.0	50.0	50.0			44.0	57.0	58.0	51.0	50.0	50.0	50.0
	07		63.0		44.0	45.0	43.0	50.0	50.0	50.0		38.0		50.0	49.0	46.0	50.0	50.0	50.0
	08			79.0		46.0	42.0		50.0	50.0			44.0		47.0	42.0		50.0	50.0
ENGLISH LEARNERS	English Learners				55.0	50.0	49.0	51.0	50.0	50.0				50.0	47.0	48.0	48.0	48.0	50.0
	Non-English Learners	24.5	55.0	68.0	53.0	51.0	48.0	50.0	50.0	50.0	51.5	39.0	47.0	54.0	51.0	47.0	50.0	50.0	50.0
FREE AND REDUCED LUNCH (FRL)	FRL Eligible		57.0	63.0	48.0	45.0	44.0	47.0	47.0	47.0		28.0	66.0	48.0	44.0	43.0	46.0	46.0	47.0
	Non-FRL	25.0	56.5	68.0	55.0	53.0	50.0	52.0	52.0	52.0	52.0	44.5	44.0	56.0	53.0	49.0	53.0	53.0	52.0
GENDER	Female	47.0	61.0	72.0	57.0	55.0	51.0	55.0	54.0	53.0	52.0	45.0	45.5	53.0	50.0	48.0	50.0	50.0	51.0
	Male	18.0	51.5	58.5	49.0	46.0	45.0	46.0	46.0	47.0	51.5	31.5	52.5	54.0	51.0	46.0	50.0	50.0	49.0
GIFTED	Gifted and Talented				60.0	57.0	55.0	59.0	59.0	58.0				61.0	57.0	52.0	59.0	59.0	58.0
	Non-Gifted and Talented	23.0	57.0	67.0	52.0	49.0	47.0	49.0	49.0	49.0	52.0	41.0	47.0	52.0	49.0	46.0	49.0	49.0	49.0
INDIVIDUALIZED EDUCATION PLAN (IEP)	On IEP				45.0	44.0	45.0	40.0	42.0	43.0				49.0	43.0	43.0	43.0	43.0	44.0
	Non-IEP	24.0	58.5	68.0	54.0	51.0	49.0	51.0	51.0	51.0	52.0	42.5	49.0	54.0	51.0	47.0	51.0	51.0	51.0
MIGRANT	Migrant							48.0	47.0	45.0							47.0	43.0	46.0
	Non-Migrant	24.0	57.0	67.0	53.0	51.0	48.0	50.0	50.0	50.0	52.0	40.0	49.0	53.0	51.0	47.0	50.0	50.0	50.0
MINORITY	Minority		58.0	63.0	51.0	48.0	47.0	49.0	48.0	48.0		45.0	44.0	49.0	47.0	45.0	47.0	48.0	48.0
	Non-Minority	24.5	56.0	68.0	54.0	52.0	49.0	51.0	51.0	52.0	51.5	39.0	52.0	56.0	52.0	48.0	53.0	52.0	52.0
PERFORMANCE LEVEL	At or Above Benchmark	20.0	51.0	68.0	53.0	50.0	47.0	50.0	50.0	50.0		33.0	55.0	53.0	50.0	46.0	50.0	50.0	50.0
	Below Benchmark	28.0	57.5	64.0	53.0	51.0	49.0	50.0	50.0	50.0	66.0	44.0	44.0	54.0	51.0	48.0	50.0	50.0	50.0
RACE/ETHNICITY	American Indian or Alaska Native				53.0	53.5	41.0	45.0	46.0	48.0				52.0	55.0	36.0	43.0	48.0	48.0
	Asian				60.0	58.0	55.0	58.0	58.0	59.0				57.0	58.0	56.0	58.0	59.0	60.0
	Black				48.0	46.0	47.0	48.0	46.0	46.0				45.0	44.0	41.0	44.0	46.0	47.0
	Hispanic		57.0	57.5	49.0	47.0	45.0	48.0	48.0	47.0		45.0	42.0	48.0	45.0	44.0	46.0	47.0	47.0
	White	24.5	56.0	68.0	54.0	52.0	49.0	51.0	51.0	52.0	51.5	39.0	52.0	56.0	52.0	48.0	53.0	52.0	52.0
	Hawaiian/Pacific Islander				40.0	59.0	47.0	53.0	50.0	47.0				49.0	39.0	41.0	50.5	51.0	45.0
	Two or More Races				54.0	51.0	49.0	51.0	50.0	51.0				56.0	52.0	49.0	50.0	51.0	51.0

Doral Florida Assessment Results : http://www.fldoe.org/accountability/accountability-reporting/school grades/

ELA ~ Doral Academy Schools Proficiency compared to the State of Florida and the Miami-Dade District ~ Proficiency by Subgroup 2018 and 2019

	ELL		FRL		SWD		White		Hispanic		Black		Multiracial		Asian		American Indian		Pacific Islander	
Entity	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
State	17%	17%	45%	45%	21%	22%	66%	67%	51%	52%	37%	38%	60%	61%	78%	79%	52%	51%	59%	59%
Dade	19%	19%	51%	52%	25%	26%	76%	77%	59%	61%	40%	40%	63%	65%	79%	80%	69%	75%	68%	67%
DORAL ACADEMY-3030	53%	33%	86%	87%	48%	56%	87%	94%	87%	89%					100%	100%				
JUST ARTS AND MANAGEMENT CHARTER MIDDLE-6083			93%	86%	64%	56%			92%	88%										
DORAL ACADEMY OF TECHNOLOGY-3029			98%	99%			100%	96%	99%	98%					93%	100%				
DORAL ACADEMY CHARTER MIDDLE SCHOOL-6030	56%	44%	88%	88%	52%	61%	92%	94%	89%	88%	100%	90%				87%				
DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY-7009			95%	99%			100%	91%	95%	93%										
DORAL ACADEMY CHARTER HIGH SCHOOL-7020	26%	30%	85%	80%	60%	53%	89%	90%	86%	83%		46%			92%	100%				

Mathematics ~ Doral Academy Schools Proficiency compared to the State of Florida and the Miami-Dade District ~ Proficiency by Subgroup 2018 and 2019

	ELL		FRL		SWD		White		Hispanic		Black		Multiracial		Asian		American Indian		Pacific Islander	
Entity	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
State	32%	33%	49%	48%	28%	30%	69%	61%	54%	55%	40%	41%	60%	61%	84%	85%	55%	56%	61%	62%
Dade	38%	38%	55%	55%	30%	32%	78%	78%	62%	64%	43%	44%	57%	62%	85%	85%	71%	79%	68%	71%
DORAL ACADEMY-3030	63%	54%	87%	88%	52%	50%	86%	90%	90%	90%					100%	100%				
JUST ARTS AND MANAGEMENT CHARTER MIDDLE-6083			81%	87%		71%			81%	86%										
DORAL ACADEMY OF TECHNOLOGY-3029			100%	100%					100%	99%										
DORAL ACADEMY CHARTER MIDDLE SCHOOL-6030	75%	90%	91%	92%	62%	83%	95%	94%	90%	92%	90%					100%				
DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY-7009																				
DORAL ACADEMY CHARTER HIGH SCHOOL-7020																				

Algebra I ~ Doral Academy Schools Proficiency compared to the State of Florida and the Miami-Dade District ~ Proficiency by Subgroup 2018 and 2019

	ELL		FRL		SWD		White		Hispanic		Black		Multiracial		Asian		American Indian		Pacific Islander	
Entity	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
State	28%	28%	52%	51%	28%	27%	72%	71%	56%	56%	44%	43%	67%	63%	86%	85%	58%	54%	64%	62%
Dade	31%	32%	54%	57%	28%	30%	76%	79%	60%	63%	42%	46%	74%	64%	87%	87%	61%	60%	62%	
DORAL ACADEMY-3030																				
JUST ARTS AND MANAGEMENT CHARTER MIDDLE-6083	100%	100%	100%	100%					100%	100%										
DORAL ACADEMY OF TECHNOLOGY-3029			100%	100%					100%	100%										
DORAL ACADEMY CHARTER MIDDLE SCHOOL-6030			100%	100%				100%	100%	100%										
DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY-7009			91%	100%					93%	89%										
DORAL ACADEMY CHARTER HIGH SCHOOL-7020	52%	72%	82%	87%	71%	64%	81%	100%	82%	85%										

Geometry ~ Doral Academy Schools Proficiency compared to the State of Florida and the Miami-Dade District ~ Proficiency by Subgroup 2018 and 2019

	ELL		FRL		SWD		White		Hispanic		Black		Multiracial		Asian		American Indian		Pacific Islander	
Entity	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
State	25%	25%	46%	46%	23%	24%	69%	69%	52%	53%	34%	36%	63%	62%	83%	83%	56%	53%	58%	61%
Dade	28%	26%	49%	49%	24%	23%	75%	74%	56%	56%	33%	35%	74%	71%	87%	83%	67%	57%		
DORAL ACADEMY-3030																				
JUST ARTS AND MANAGEMENT CHARTER MIDDLE-6083										100%										
DORAL ACADEMY OF TECHNOLOGY-3029			100%	100%					100%	100%										
DORAL ACADEMY CHARTER MIDDLE SCHOOL-6030			100%	100%					100%	100%										
DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY-7009			98%	89%					97%	90%										
DORAL ACADEMY CHARTER HIGH SCHOOL-7020	64%	57%	87%	79%			85%	73%	88%	83%										

Doral Nevada Assessment Data - http://charterschools.nv.gov/ForSchools/Accountability/

Overall Proficiency and Growth

School Name	ELA Prof.	Math Prof.	Science Prof.	ELA MGP (Median Growth %)	Math MGP (Median Growth %)	ELA AGP (% of students	Math AGP (% of studen	ELA Opp Gap (% of r	Math Opp Gap (% of r
Doral Cactus ES	71.2	73.2	55.7	63.5	67	75.2	68.7	55.5	44
Doral Cactus MS	80	59.3	74.5	67	64	79.4	57.3	50.3	20.5
Doral Fire Mesa ES	68	55	34.6	57	63	61.2	56.1	41.7	39.7
Doral Fire Mesa MS	61.6	38.6	43.2	50	57	62.8	40.5	35	32.7
Doral Red Rock ES	77.2	75.5	59.7	69	71	76.4	70.5	56.8	49.3
Doral Red Rock MS	64.4	45	46.2	40	49	61.2	42	24.3	13
Doral Red Rock HS									
Doral Saddle ES	68.7	63.5	56.2	45	54	62.5	54	33.2	32.2
Doral Saddle MS	65.4	39.8	57	59	50	65	38.2	36.6	17
Doral Pebble ES	75	58	48.6	58	48	71.2	46.5	55.1	30.3
Doral Pebble MS	62.7	46	39.5	59	59	67.7	48.2	40	26.5
DANN ES	70.2	67	53.2	69	76	77.7	75.5	58.8	58.1
DANN MS	67.5	61.5	N/A	50	46	64.7	50.5	44	23.6
2019 State Elementary	50.3	43.8	30.5	46.2	46	55.7	42.1	32.1	22
2019 State Middle School	48.9	33.2	24	48.1	44	58.3	40.3	29.6	14.4
2019 CCSD ES	49.1	41.8	22.5	50	49	52.3	38.1	34.6	20.3
2019 CCSD MS	46.5	30.6	34.8	49	49	48.2	31.5	20.1	12.1

Doral Nevada Assessment Data - http://charterschools.nv.gov/ForSchools/Accountability/

Free and Reduced Lunch

School Name	ELA Prof.	Math Prof.	Science Prof.	ELA MGP	Math MGP	ELA AGP	Math AGP	ELA Opp Gap	Math Opp Gap
Doral Cactus ES	50	55.5	N. Size less then 25	79.5	70.5	80	60	N. Size less then 25	N. Size less then 25
Doral Cactus MS	63.6	48.3	N. Size less then 25	72	67.5	75	56.2	56.2	31.5
Doral Fire Mesa ES	59.2	45.6	25	56	69	55.2	53.7	40	44.1
Doral Fire Mesa MS	51	29.6	33.2	44	61	57.3	29.8	38.3	17.1
Doral Red Rock ES	75.4	68.7	48	71	76	76.7	69.7	62.5	38.7
Doral Red Rock MS	56.2	35	45.3	44	55	56.8	37.8	27.5	12.5
Doral Red Rock HS									
Doral Saddle ES	53.2	45.1	43.3	38	50	48.7	33.2	26.6	17.6
Doral Saddle MS	54.5	22.6	50	50	47	52.3	25.6	31.6	13.8
Doral Pebble ES	63.7	45	44	63	47	62.7	42.2	52.1	29
Doral Pebble MS	62	39.2	45.3	58.5	56	64.4	40.7	41.6	28.3
DANN ES	22.5	37.5	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
DANN MS	N. Size less ther	N. Size less then 25	N/A	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
2019 State Elementary	45.3	39.7	23.8	47	53	47.7	38.2	32.2	23
2019 State Middle	46.3	29	33.7	57	59	50.3	33.3	29.1	19.5
2019 CCSD ES	42.8	35.6	16.8	49	48	48	33.1	33.2	19.1
2019 CCSD MS	37.2	21.6	25.6	48	47	39.8	23.1	18.1	10.4

Doral Nevada Assessment Data - http://charterschools.nv.gov/ForSchools/Accountability/

Students with Disabilities

School Name	ELA Prof.	Math Prof.	Science Prof.	ELA MGP	Math MGP	ELA AGP	Math AGP	ELA Opp Gap	Math Opp Gap
Doral Cactus ES	21.2	36.2	33.2	53	61	42.1	42.1	23	16.6
Doral Cactus MS	34.2	18.6	36.2	71.5	76.5	46.7	28.1	40	15.3
Doral Fire Mesa ES	26.3	23.5	0	45	71.5	32	33.2	22.6	27.1
Doral Fire Mesa MS	22.5	9.5	0	54.5	50.5	35.7	17.8	18.1	12.5
Doral Red Rock ES	40.3	52.2	10	53	67.5	40.8	45.3	23.5	20
Doral Red Rock MS	14.1	14.5	7	39	57	18.1	14.8	8.5	6.5
Doral Red Rock HS									
Doral Saddle ES	32	28	18.1	38	56	38	38	13.3	26.6
Doral Saddle MS	8.5	5.7	16.6	63	55	17.1	8.5	9.3	3.2
Doral Pebble ES	23.5	17.6	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
Doral Pebble MS	13	8.5	N. Size less then 25	70	65	19	19	15	19
DANN ES	37	44.3	N. Size less then 25	72	84.5	70	70	N. Size less then 25	N. Size less then 25
DANN MS	40	30	N/A	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
2019 State Elementary	26.6	27.3	12.5	42	51	34.5	28.3	22.3	16.3
2019 State Middle	19.8	12	13	55	55	25.3	16.8	16.8	9.6
2019 CCSD ES	15.1	14.5	15.22	41	41	23.3	14.5	17	8.1
2019 CCSD MS	8	5	5.7	45	44	12.9	6.7	8	4

Doral Nevada Assessment Data - http://charterschools.nv.gov/ForSchools/Accountability/

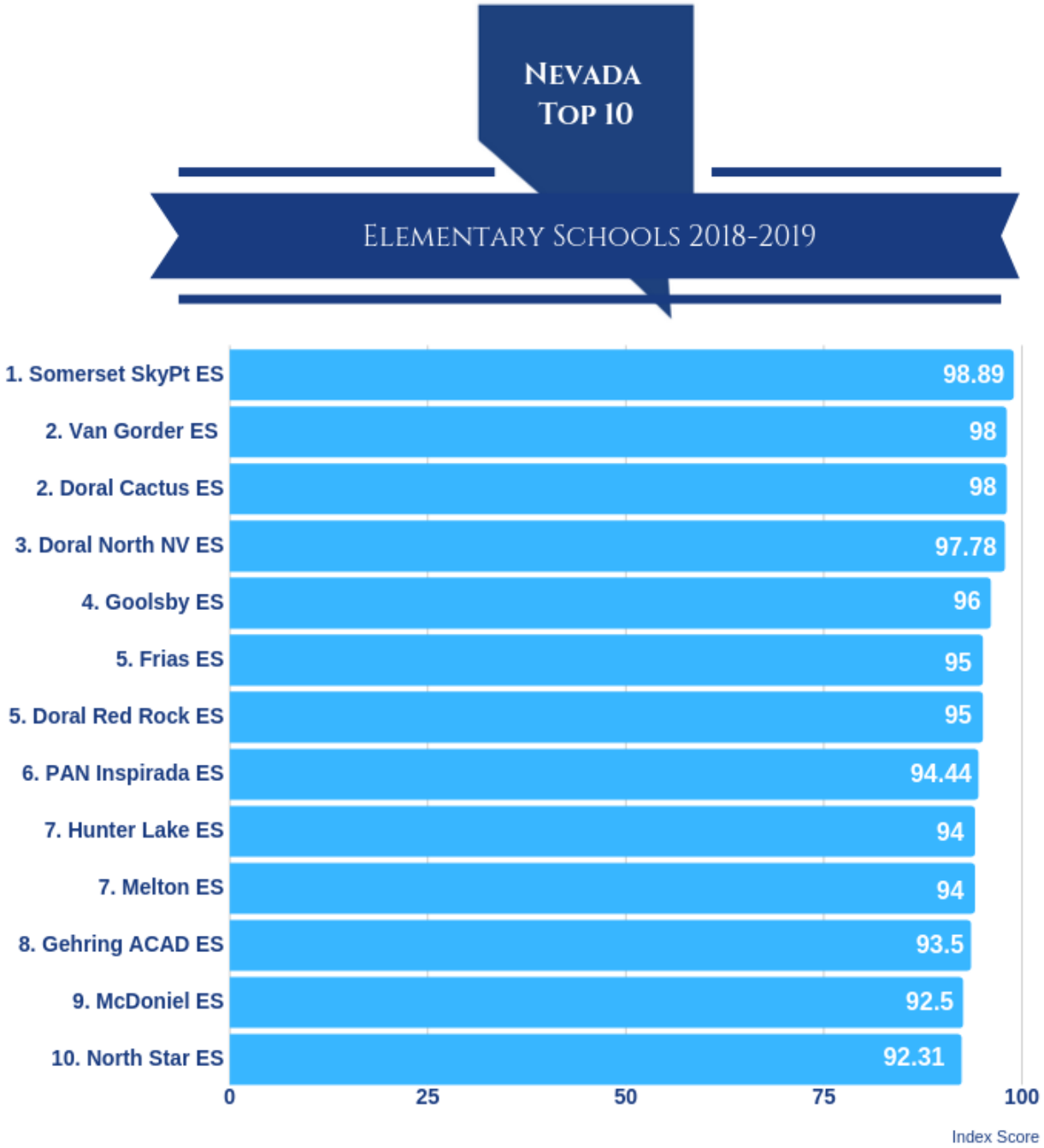
English Language Learners

School Name	ELA Prof.	Math Prof.	Science Prof.	ELA MGP	Math MGP	ELA AGP	Math AGP	ELA Opp Gap	Math Opp Gap
Doral Cactus ES	36.2	54.5	N. Size less then 25	N. Size less then 2	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
Doral Cactus MS	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 2	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
Doral Fire Mesa ES	61.5	53.7	N. Size less then 25	N. Size less then 2	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
Doral Fire Mesa MS	41.6	25	N. Size less then 25	60.5	57	50	20	N. Size less then 25	N. Size less then 25
Doral Red Rock ES	66.5	91.5	N. Size less then 25	N. Size less then 2	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
Doral Red Rock MS	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 2	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
Doral Red Rock HS									
Doral Saddle ES	30	10	N. Size less then 25	N. Size less then 2	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
Doral Saddle MS	70	20	N. Size less then 25	N. Size less then 2	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
Doral Pebble ES	50	40	N. Size less then 25	37	41	38.3	38.3	N. Size less then 25	N. Size less then 25
Doral Pebble MS	12.5	18.6	N. Size less then 25	57.5	72	21.3	21.3	15.3	21.3
DANN ES	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 2	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
DANN MS	N. Size less then 25	N. Size less then 25	N/A	N. Size less then 2	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
2019 State Elementary	29.3	32.3	7.2	49	56	37.6	34.7	31.6	24.1
2019 State Middle	22	12.5	12.6	62	61	28.1	17.3	22.1	12.5
2019 CCSD ES	22.8	22.1	2.6	48	47	33.3	21.3	29.6	15.6
2019 CCSD MS	16.2	4	4.2	46	45	10.3	6	8.6	4.7

Doral Nevada Assessment Data - http://charterschools.nv.gov/ForSchools/Accountability/



Doral Nevada Assessment Data - http://charterschools.nv.gov/ForSchools/Accountability/



Attachment 8: Current or Past Litigation

Identify—by school—current or past litigation, including arbitration proceedings, from the last three years that have involved the operator or any charter schools it operates. If applicable, provide: 1) the complaint; 2) any response to the complaint; and 3) the results of the arbitration or litigation.

DORAL ACADEMY OF TEXAS
ATTACHMENT 8 – Current or Past Litigation

Not Applicable. Doral Academy of Texas has not operated any schools and is not involved in any litigation or arbitration proceedings.

Attachment 9: Proposed Discipline Policy

Provide the school's proposed discipline policy.

DORAL ACADEMY OF TEXAS
ATTACHMENT 9 – Proposed Discipline Policy

Schulman, Lopez, Hoffer & Adelstein, L.L.P. prepared the attached proposed Code of Student Conduct and Student Discipline Board Policies.

Sec. 3.34.1. GENERAL GUIDELINES

Doral Academy of Texas personnel shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain essential order, or to protect other students, school employees, or property.
2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case.

Disciplinary consequences shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, age, or national origin.

Sec. 3.34.2. STUDENT CODE OF CONDUCT

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Made available for review in the Principal's office; and
2. Made available on the **Doral Academy of Texas** website and/or as hard copy to students, parents, teachers, administrators, and to others on request.

Sec. 3.34.2.1. Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Sec. 3.34.3. CORPORAL PUNISHMENT

The Board prohibits the use of corporal punishment in **Doral Academy of Texas**. Students shall not be spanked, paddled, or otherwise physically disciplined for violations of the Student Code of Conduct.

Sec. 3.34.4. EXTRACURRICULAR STANDARDS OF BEHAVIOR

Sponsors and coaches of extracurricular activities may develop and submit for approval standards of behavior that are higher than the **Doral Academy of Texas**-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off **Doral Academy of Texas** property. Extracurricular behavioral standards shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, age, or national origin.

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Students shall be informed of any extracurricular behavior standards at the beginning of each school year or when the students first begin participation in the activity. Students and their parents shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

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Sec. 3.35.1. EXPULSION

The Superintendent or designee shall determine conduct for which students may be expelled from school. Expellable offenses shall be described in the Student Code of Conduct, which shall be distributed to students and parents on an annual basis, as well as made available at each **Doral Academy of Texas** campus and posted on the **Doral Academy of Texas** website. *Education Code 12.131*

Sec. 3.35.2. FEDERAL FIREARM PROVISION

In accordance with the Gun-Free Schools Act, **Doral Academy of Texas** shall expel from the student's regular program, for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to any **Doral Academy of Texas** campus. The Superintendent may modify the term of expulsion for a student or assess another comparable penalty that results in the student's exclusion from the regular school program on a case-by-case basis. *18 U.S.C. 922*

For the purposes of this provision, "firearm" means:

1. Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer; or
4. Any destructive device. "Destructive device" means any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon (other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described in this item, and from which a destructive device may be readily assembled.

18 U.S.C. 921(a)

Sec. 3.35.3. EXPULSION PROCEEDINGS

Sec. 3.35.3.1. Due Process

Before a student may be expelled, the Board or its designee shall provide the student a hearing at which the student is afforded appropriate due process as required by the federal constitution.

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The minimum procedural requirements necessary to satisfy due process depend upon the circumstances and the interests of the parties involved. Federal due process requires notice and some opportunity for hearing.

Sec. 3.35.3.2. Notice

The notice should contain a statement of the specific charges and grounds that, if proven, would justify expulsion. In some cases, the student should be given the names of the witnesses against him or her and an oral or written report on the facts to which each witness testifies.

Sec. 3.35.3.3. Hearing

The rights of the student may properly be determined upon the hearsay evidence of school administrators who investigate disciplinary infractions.

Sec. 3.35.3.4. Representative

At the hearing, the student is entitled to be represented by the student's parent, guardian, or another adult who can provide guidance to the student and who is not an employee of **Doral Academy of Texas**. If **Doral Academy of Texas** makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, **Doral Academy of Texas** may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

Sec. 3.35.3.5. Term of Expulsion

If the period of expulsion is inconsistent with the guidelines on length of expulsion in the Student Code of Conduct, the order must give notice of the inconsistency.

Sec. 3.35.4. APPEALS

A decision by the Board's designee to expel a student may be appealed to the Board.

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Sec. 3.36.1. STUDENTS WITH DISABILITIES UNDER SECTION 504

Dora Academy of Texas shall conduct an evaluation in accordance with 34 C.F.R. 104.35(b) before taking any action with respect to any significant change in placement of a student with a disability who needs or is believed to need special education and related services.

Dora Academy of Texas may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who is currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that **Dora Academy of Texas** would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to such disciplinary action. *29 U.S.C. 705(20)(C)(iv)*

Sec. 3.36.2. SPECIAL EDUCATION STUDENTS

Except as set forth below, the placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal (ARD) committee. Any disciplinary action regarding the student shall be determined in accordance with federal law and regulations. *Education Code 37.004*

Sec. 3.36.3. REMOVAL FOR TEN DAYS OR LESS

A student with a disability who violates the Student Code of Conduct may be moved from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days, to the extent those alternatives are applied to children without disabilities. *20 U.S.C. 1415(k)(1)(B); 34 C.F.R. 300.530(b)(1)*

Sec. 3.36.3.1. Services During Removal

Dora Academy of Texas is required to provide services during the period of removal if **Dora Academy of Texas** provides services to a child without disabilities who is similarly removed. *34 C.F.R. 300.530(d)*

Sec. 3.36.4. SUBSEQUENT REMOVALS OF TEN DAYS OR FEWER

Dora Academy of Texas personnel may remove the student for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement. *34 C.F.R. 300.530(b)(1)*

Sec. 3.36.4.1. Services During Removal

After a student has been removed from his or her current placement for ten school days in the same school year, during any subsequent removal of ten consecutive school days or less, school personnel, in consultation with at least one of the student's teachers, shall determine the extent to

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which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. *20 U.S.C. 1415(k)(1)(D); 34 C.F.R. 300.530(d)(4)*

Sec. 3.36.4.2. Notice of Procedural Safeguards

Not later than the date on which the decision to take the disciplinary action is made, **Dora Academy of Texas** shall notify the student's parents of the decision and of all procedural safeguards. *20 U.S.C. 1415(k)(1)(H)*

Sec. 3.36.5. CHANGES IN PLACEMENT

Any disciplinary action that would constitute a change in placement may be taken only after the student's ARD committee conducts a manifestation determination review. *Education Code 37.004*

For purposes of disciplinary removal of a student with a disability, a change in placement occurs if a student is:

1. Removed from the student's current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:
   a. The series of removals total more than ten school days in a school year;
   b. The student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals; and
   c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

Dora Academy of Texas determines, on a case-by-case basis, whether a pattern of removals constitutes a change in placement. **Dora Academy of Texas**'s determination is subject to review through due process and judicial proceedings.

34 C.F.R. 300.536

Dora Academy of Texas personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student who violates the Student Code of Conduct. *20 U.S.C. 1415(k)(1)(A)*

Sec. 3.36.6. MANIFESTATION DETERMINATION

Within ten school days of any decision to change the placement of a student because of a violation of the Student Code of Conduct, **Dora Academy of Texas**, parents, and relevant members of the ARD committee (as determined by the parent and **Dora Academy of Texas** shall review all

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relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine whether the conduct in question was:

1. Caused by, or had a direct and substantial relationship to, the student's disability; or
2. The direct result of **Dora Academy of Texas**'s failure to implement the IEP.

If **Dora Academy of Texas**, the parent, and relevant members of the ARD committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the student's disability.

If **Dora Academy of Texas**, the parent, and relevant members of the ARD committee determine the conduct was the direct result of **Dora Academy of Texas**'s failure to implement the IEP, **Dora Academy of Texas** shall take immediate steps to remedy those deficiencies.

20 U.S.C. 1415(k)(1)(E); 34 C.F.R. 300.530(e)

Sec. 3.36.6.1. Not a Manifestation

If the determination is that the student's behavior was not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as for students without disabilities. The ARD committee shall determine the interim alternative educational setting.

20 U.S.C. 1415(k)(1)(C), (k)(2); 34 C.F.R. 300.530(c)

Sec. 3.13.6.1.1. *Services During Removal*

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1)–(2)

Sec. 3.13.6.1.2. *Manifestation*

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If **Dora Academy of Texas**, the parents, and relevant members of the ARD committee determine that the conduct was a manifestation of the student's disability, the ARD committee shall:

1. Conduct a functional behavioral assessment (FBA), unless **Dora Academy of Texas** had conducted an FBA before the behavior that resulted in the change in placement occurred, and implement a behavioral intervention plan (BIP) for the student; or
2. If a BIP has already been developed, review the BIP and modify it, as necessary, to address the behavior.

Except as provided at "Special Circumstances" below, the ARD committee shall return the student to the placement from which the student was removed, unless the parent and **Dora Academy of Texas** agree to a change in placement as part of the modification of the BIP.

20 U.S.C. 1415(k)(1)(F); 34 C.F.R. 300.530(f)

Sec. 3.36.6.2. Special Circumstances

Dora Academy of Texas personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of TEA or **Dora Academy of Texas**; or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of TEA or **Dora Academy of Texas**;
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of TEA or **Dora Academy of Texas**.

20 U.S.C. 1415(k)(1)(G); 34 C.F.R. 300.530(g)

The ARD committee shall determine the interim alternative education setting.

20 U.S.C. 1415(k)(2)

Sec. 3.36.6.3. Services During Removal

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.

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2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1)

Sec. 3.36.7. APPEALS

A parent who disagrees with a placement decision or the manifestation determination may request a hearing. Additionally, **Dora Academy of Texas** may request a hearing if it believes that maintaining a current placement of a student is substantially likely to result in injury to the student or others.

20 U.S.C. 1415(k)(3)(A); 34 C.F.R. 300.532(a); 19 TAC 89.1151

Sec. 3.36.7.1. Placement During Appeals

When an appeal has been requested by a parent or **Dora Academy of Texas**, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the student's assignment to the alternative setting, whichever occurs first, unless the parent **Dora Academy of Texas** agree otherwise.

20 U.S.C. 1415(k)(4); 34 C.F.R. 300.533

Sec. 3.36.8. REPORTING CRIMES

Federal law does not prohibit **Dora Academy of Texas** from reporting a crime committed by a student with a disability to appropriate authorities. If **Dora Academy of Texas** reports a crime, **Dora Academy of Texas** shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom **Dora Academy of Texas** reported the crime. **Dora Academy of Texas** may transmit records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

20 U.S.C. 1415(k)(6); 34 C.F.R. 300.535

Sec. 3.36.9. STUDENTS NOT YET IDENTIFIED

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated the Student Code of Conduct may assert any of the

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protections provided for in the IDEA if **Dora Academy of Texas** had knowledge that the student had a disability before the behavior that precipitated that disciplinary action occurred.

20 U.S.C. 1415(k)(5)(A); 34 C.F.R. 300.534(a)

Sec. 3.36.9.1. School Knowledge

Dora Academy of Texas shall be deemed to have knowledge that a student has a disability if, before the behavior that precipitated the disciplinary action occurred:

1. The parent of the student expressed concern in writing to **Dora Academy of Texas** supervisory or administrative personnel, or to the teacher of the student, that the student was in need of special education and related services;
2. The parent requested an evaluation of the student for special education and related services; or
3. The student's teacher, or other **Dora Academy of Texas** personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education director or to other **Dora Academy of Texas** supervisory personnel.

20 U.S.C. 1415(k)(5)(B); 34 C.F.R. 300.534(b)

Sec. 3.36.9.2. Exception

Dora Academy of Texas shall not be deemed to have knowledge that the student had a disability if:

1. The parent has not allowed an evaluation of the student;
2. The parent has refused services; or
3. The student has been evaluated and it was determined that the student did not have a disability.

20 U.S.C. 1415(k)(5)(C); 34 C.F.R. 300.534(c)

If **Dora Academy of Texas** does not have knowledge (as described above), before taking disciplinary measures, that a student has a disability, the student may be subjected to the same disciplinary measures applied to students without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

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20 U.S.C. 1415(k)(5)(D); 34 C.F.R. 300.534(d)

Sec. 3.36.10. BEHAVIOR MANAGEMENT TECHNIQUES

It is **Dora Academy of Texas**'s policy to treat all students with dignity and respect, including students with disabilities who receive special education services. Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the student and others. No discipline management practice may be calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities.

Education Code 37.0021(a); 19 TAC 89.1053(j)

Sec. 3.36.10.1. Exceptions

Education Code 37.0021 (regarding use of confinement, seclusion, restraint, and time-out) does not apply to:

1. A peace officer, while performing law enforcement duties;
2. Juvenile probation, detention, or corrections personnel; or
3. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in a **Dora Academy of Texas** educational program.

"Law enforcement duties" means activities of a peace officer relating to the investigation and enforcement of state criminal laws and other duties authorized by the Code of Criminal Procedure.

Education Code 37.0021(b)(4), (g); 19 TAC 89.1053(l), (m)

Further, Education Code 37.0021 does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:

1. The student possesses a weapon; and
2. The confinement is necessary to prevent the student from causing bodily harm to the student or another person.

For these purposes, "weapon" includes any weapon described under Education Code 37.007(a)(1).

Education Code 37.0021(f)

Sec. 3.36.10.2. Confinement

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A student with a disability who receives special education services may not be confined in a locked box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique.

Education Code 37.0021(a)

Sec. 3.36.10.3. Seclusion

A **Dora Academy of Texas** employee or volunteer or an independent contractor of **Dora Academy of Texas** may not place a student in seclusion. *Education Code 37.0021(c)*

"Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and
2. Contains less than 50 square feet of space. *Education Code 37.0021(b)(2)*

Sec. 3.36.10.4. Restraint

A **Dora Academy of Texas** employee, volunteer, or independent contractor may use restraint only in an emergency and with the following limitations:

1. Restraint shall be limited to the use of such reasonable force as is necessary to address the emergency.
2. Restraint shall be discontinued at the point at which the emergency no longer exists.
3. Restraint shall be implemented in such a way as to protect the health and safety of the student and others.
4. Restraint shall not deprive the student of basic human necessities.

19 TAC 89.1053(c)

"Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body.

"Emergency" means a situation in which a student's behavior poses a threat of:

1. Imminent, serious physical harm to the student or others; or
2. Imminent, serious property destruction.

19 TAC 89.1053(b)(1)–(2)

Sec. 3.13.10.4.1. *Training*

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Training for **Dora Academy of Texas** employees, volunteers, or independent contractors regarding the use of restraint shall be provided according to the requirements set forth at 19 TAC 89.1053(d).

Sec. 3.13.10.4.2. *Documentation*

In a case in which restraint is used, **Dora Academy of Texas** employees, volunteers, or independent contractors shall implement the documentation requirements set forth at 19 TAC 89.1053(e).

Sec. 3.36.10.5. Time-Out

A **Dora Academy of Texas** employee, volunteer, or independent contractor may use time-out with the following limitations.

1. Physical force or threat of physical force shall not be used to place a student in time-out.
2. Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's IEP and/or BIP if it is utilized on a recurrent basis to increase or decrease targeted behavior.
3. Use of time-out shall not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.\

19 TAC 89.1053(g)

"Time-out" means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:

1. That is not locked; and
2. From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.

19 TAC 89.1053(b)(3)

Sec. 3.13.10.5.1. *Training*

Training for **Dora Academy of Texas** employees, volunteers, or independent contractors regarding the use of time-out shall be provided according to the requirements set forth at 19 TAC 89.1053(h).

Sec. 3.13.10.5.2. *Documentation*

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STUDENT CODE OF CONDUCT

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STUDENT CODE OF CONDUCT

Purpose of the Student Code of Conduct

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must also be taught and modeled by school staff. To foster an orderly and distraction-free environment, this Student Code of Conduct ("the Code") is in accordance with state law. The Code will be adopted by the Board of Directors, and provides information to parents and students regarding expectations for behavior, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Code will be posted on campus and/or will be available for review at the campus office. Parents will be notified of any violation that may result in a student being suspended or expelled. Students must be familiar with the standards set forth in the Student Code of Conduct, as well as campus and classroom rules.

The Code of Conduct does not define all types and aspects of student behavior. Thus, the school may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to students, and may or not constitute violations of the Code of Conduct. **When students participate in student activities, they will also be expected to follow the guidelines and constitutions that further specify the organization's expectations for student behavior and consequences for misconduct.**

Authority and Jurisdiction

The school has disciplinary authority over a student:

1. During lunch periods;
2. During the regular school day and while the student is going to and from school on or off School transportation;
3. For any expulsion offense committed away from school property and not at a school-sponsored or school-related event, if the misconduct creates a substantial disruption to the educational environment.
4. For any expulsion offense committed while on School property or while attending a school-sponsored or school-related activity of another district in Texas;
5. For any School-related misconduct, regardless of time or location;
6. When a student commits a felony, including those provided by Texas Education Code §§ 37.006 or 37.0081, regardless of time or location;
7. When criminal mischief is committed on School property or at a School-related event;
8. When retaliation against a School employee or volunteer occurs or is threatened, regardless of time or location;
9. While a student is in attendance at any School-related activity, regardless of time or location; and
10. While a student is in transit to or from school or to or from school-related activities or events.

Reporting Crimes
In addition to disciplinary consequences under the Code of Conduct, misdemeanor and felony offenses committed on campus or while attending school-sponsored or school-related activities will be reported to an appropriate law enforcement agency.

Discipline Management Techniques

Disciplinary management techniques are designed to improve conduct and encourage all students to adhere to their responsibilities as citizens of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Disciplinary actions will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and the effect of the misconduct on the school environment.

The following discipline management techniques may be used – alone or in combination – for misbehavior violating the Code of Conduct or campus and/or classroom rules.

- Assign After School Care charges as listed by the school (charges have been approved by the board)
- Assignment of school service or community service duties such as scrubbing desks or picking up litter.
- Behavioral contracts.
- Cooling-off time of "time out."
- Counseling by teachers, counselors, or administrative personnel.
- Expulsion, as specified in the Code of Conduct.
- Grade reductions as permitted by policy.
- In-school suspension or detention, as specified in the Code of Conduct.
- Out-of-school suspension, as specified in the Code of Conduct.
- Parent-teacher conferences.
- Referral to an outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the school.
- Rewards or demerits.
- School-assessed and school-administered probation.
- Seating changes within the classroom.
- Sending the student to the office or other assigned area.
- Techniques or penalties identified in individual student organizations' extracurricular standards of behavior.
- Temporary confiscation of items that disrupt the educational process.
- Verbal correction.
- Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices and/or membership in school-sponsored clubs or organizations.
- Withdrawal or restriction of school transportation privileges.
- Other strategies and consequences as specified by the Code of Conduct.

Corporal Punishment
The school will NOT utilize corporal punishment as a disciplinary management technique.

Student Code of Conduct Offenses and Consequences

The categories of conduct below are prohibited at school and all school-related activities.

Level I Offenses

1. Being in an unauthorized area.
2. Causing an individual to act through the use of threat or coercion.
3. Computer system violations.
4. Damaging or vandalizing property owned by others.
5. Defacing or damaging school property, including textbooks, lockers, furniture, and other equipment, with graffiti or by other means.
6. Disobeying conduct rules regarding school transportation.
7. Disrespect of school staff and persons in authority.
8. Engaging in any misbehavior that gives school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence.
9. Engaging in disruptive actions or demonstrations that substantially disrupt or materially interfere with school activities.
10. Engaging in inappropriate verbal, physical, or sexual contact directed toward another student or a school employee.
11. Engaging in threatening behavior toward another student or school employee on or off school property.
12. Failure to complete assigned homework.
13. Failure to comply with directives of school staff (insubordination).
14. Failure to comply with school dress code policies and grooming standards.
15. Failure to leave campus within 30 minutes of school dismissal (unless involved in an activity under supervision).
16. Failure to report known hazing, harassment, or bullying of students.
17. Improperly discharging a fire extinguisher.
18. Inappropriate behavior (not abusive, threatening, violent).
19. Inappropriate or indecent exposure of a student's private body parts.
20. Inappropriate public display of affection: (Public displays of affection deemed inappropriate by public standards such as lewd or inappropriate—kissing, touching, fondling, holding hands, etc.).
21. Insensitivity to others.
22. Making false accusations or hoaxes regarding school safety.
23. Persistent tardiness (tardy, without excuse, on four or more days within a period of 45 rolling school days).
24. Possessing a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person.
25. Possessing any electronic devices without permission.
26. Possessing matches, lighters, etc.
27. Possessing aerosol canisters or any other object used to set off fire alarms.
28. Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety; using e-mail or Web sites at school to encourage illegal behavior; or threatening school safety.
29. Refusing to accept discipline management techniques assigned by a teacher or the Head of School or designee.
30. Repeatedly violating campus or classroom standards of behavior.
31. Skipping class, detention, or mandatory tutorial sessions.
32. Throwing objects that can cause bodily injury or property damage.
33. Using a skateboard, scooter, and/or roller blades while on campus.
34. Using any telecommunications or other electronic devices, without permission, during school hours.

Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required)

1. After school detention.
2. Application of one or more Discipline Management Techniques listed on page 51.
3. Confiscation of cell phones or other electronic devices;
4. Grade reductions for cheating/academic dishonesty.
5. In-school suspension.
6. Out-of-school suspension for up to three days.
7. Removal from the classroom and/or placement in another classroom.
8. Restitution/restoration, if applicable.
9. Sanctions for single or repeated non-compliance with Dress Code, beginning on page 19.
10. School-assessed and school-administered probation.
11. Temporary confiscation of items that disrupt the educational process.
12. Verbal correction.
13. Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations.

Disciplinary actions may be used individually or in combination for any offense.

Level II Offenses

1. Abusing over-the-counter drugs.
2. Academic dishonesty (cheating or copying the work of another).
3. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a public school fraternity, sorority, secret society, or gang, as defined in Texas Education Code § 37.121.
4. Bypassing of Internet blocks on school computers or networks to enter unapproved sites.
5. Committing extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person).
6. Damaging or vandalizing property owned by others, including but not limited to school property or facilities.
7. Defacing or damaging school property, including textbooks, lockers, furniture, and other equipment, or property of any other person with graffiti or by any other means.
8. Engaging in offensive conduct of a sexual nature (verbal or physical).
9. Failure to comply with conditions of in-school suspension placement.
10. Failure to comply with medication policies.
11. False accusation of conduct that would constitute a misdemeanor or felony.
12. Falsifying records, passes, or other school-related documents.
13. Fighting/mutual combat.
14. Gambling.
15. Gang-related activity of any kind or nature (behavior that is deemed serious gang-related activity may be elevated or addressed as a Level Three offense).
16. Inappropriate behavior (e.g., violent; threat of being violent; racially, ethnically, or culturally motivated actions).
17. Interference with school activities or discipline.
18. Involvement in a felony offense not listed in Title 5, Texas Penal Code, and the school is notified by the police.
19. Leaving classroom, school property, or school-sponsored events without permission.

20. Making an obscene gesture.
21. Persistent Level I offenses (two or more Level One offenses within a semester).
22. Possessing drug paraphernalia.
23. Possessing or selling look-alike drugs or items attempted to be passed off as drugs or contraband.
24. Possessing or selling seeds or pieces of marijuana in less than a usable amount.
25. Possessing prescription drugs, giving a prescription drug to another student.
26. Possessing, viewing, or distributing pictures, text messages, emails, or other material of a sexual nature in any media format.
27. Refusing to allow lawful student search.
28. Sexual harassment/sexual abuse not defined as a Level III offense.
29. Theft.
30. Threats (nonviolent/verbal or written).
31. Throwing objects not considered an illegal weapon that can cause bodily injury or property damage.
32. Unruly, disruptive, or abusive behavior that interferes with the teacher's ability to communicate effectively with the students in the class.
33. Use of profanity or vulgar/offensive language (orally or in writing).
2. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program.
3. Verbal or written abuse (e.g., name calling, racial or ethnic slurs, or derogatory statements that may disrupt the school environment, etc.).
4. Willful destruction of school or personal property and/or vandalism.

Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required)

1. Any applicable Level I Disciplinary Consequence.
2. Out-of-school suspension for up to five days.

Disciplinary actions may be used individually or in combination for any offense.

Level III Offenses

1. Abusing a student's own prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug while on school property or at a school-related event.
2. Aggravated assault.
3. Aggravated kidnapping.
4. Aggravated robbery.
5. Aggravated sexual assault
6. Any offense listed in Sections 37.006(a) or 37.007 (a), (b), and (d) of the Texas Education Code, no matter when or where the offense takes place.
7. Arson.
8. Assault.
9. Burglary of a motor vehicle on campus.
10. Capital murder.
11. Commission of a felony offense listed under Title 5, Texas Penal Code.
12. Committing or assisting in a robbery or theft, even if it does not constitute a felony according to the Texas Penal Code.
13. Committing the following offenses on school property or within 1,000 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

a. Behaving in a manner that contains the elements of an offense relating to abusable volatile chemicals.
b. Behaving in a manner that contains the elements of the offense of public lewdness or indecent exposure.
c. Committing an assault under Texas Penal Code 22.01(a)(1).
d. Engaging in conduct punishable as a felony.
e. Selling, giving, or delivering to another person an alcoholic beverage; committing a serious act or offense while under the influence of alcohol; or possessing, using, or being under the influence of alcohol, if the conduct is not punishable as a felony offense.
f. Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense.

14. Conduct endangering the health and safety of others.
15. Creation or participating in the creation of a "hit list" under Texas Education Code § 37.001(b)(3).
16. Criminal attempt to commit murder or capital murder.
17. Criminal mischief.
18. Criminally negligent homicide.
19. Deliberate destruction or tampering with computer data or networks.
20. Engaging in bullying and/or cyberbullying.
21. Engaging in bullying that encourages a student to commit or attempt to commit suicide.
22. Engaging in conduct punishable as a felony listed under Title 5 of the Texas penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
    a. The student receives deferred prosecution;
    b. A court or jury finds that the student has engaged in delinquent conduct; or
    c. The Head of School or designee has reasonable belief that the student engaged in the conduct.
23. Engaging in conduct punishable as a felony.
24. Engaging in conduct punishable as a Level III expulsion offense when the conduct occurs off school property and not at a school-sponsored or school-related event, and the conduct creates a substantial disruption to the educational environment.
25. Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.
26. Engaging in conduct relating to harassment of a school employee, including but not limited to:
    a. Initiating communication and in the course of the communication making a comment, request, suggestion, or proposal that is obscene;
    b. Threatening, in a manner reasonably likely to alarm the person receiving the treat, to inflict bodily injury on the person or to commit a felony against the employee, a member of the employee's family or household, or the employee's property;
    c. Conveying, in a manner reasonably likely to alarm the employee receiving the report, a false report, which is known by the scholar to be false, that another person has suffered death or serious bodily injury; or
    d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.
27. Engaging in conduct that constitutes dating violence, including intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship.
28. Engaging in conduct that constitutes discrimination or harassment, including conduct motivated by race, color, religion, national origin, gender, disability, or age and directed toward another student or school employee.
29. Engaging in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a student, employee, or volunteer.

30. Engaging in conduct that contains the elements of retaliation against any employee or volunteer, whether on or off of school property.
31. Engaging in the electronic transmission of sexually explicit visual material that:
    a. Depicts any person engaging in sexual conduct; or
    b. Depicts a person's intimate parts exposed; or
    c. Depicts the covered genitals of a male person that are in a discernibly turgid state; and
    d. Is not sent at the request of or with the express consent of the recipient.
32. Engaging in inappropriate or indecent exposure of private body parts.
33. Engaging in online impersonation.
34. Failing to complete three or more in-school suspension assignments without a valid excuse.
35. Felony criminal mischief against school property, another student, or school staff.
36. Gang activity.
37. Hazing.
38. Inappropriate sexual conduct.
39. Inciting violence against a student through group bullying.
40. Indecency with a child.
41. Indecent exposure of body parts.
42. Inhalant abuse.
43. Issuing a false fire alarm.
44. Manslaughter.
45. Murder.
46. Persistent Level I offenses (four or more Level I offenses committed in any one school year).
47. Persistent Level II offenses (two or more Level II offenses committed in any one school year).
48. Possessing any prohibited items, including but not limited to:
    a. A "look-alike" weapon (includes but is not limited to BB guns, CO2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon);
    b. A laser pointer for other than an approved use;
    c. A pocketknife or any other small knife with a blade less than 1.5" in length;
    d. A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
    e. A stun gun;
    f. Ammunition;
    g. An air gun or BB gun;
    h. Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic or explosive device;
    i. Mace or pepper spray;
    j. Matches or a lighter;
    k. Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device or accessory to a vapor product; or
    l. Any articles not generally considered to be weapons, including school supplies, when the Head of School or designee determines that a danger exists.
49. Possessing, selling, distributing, or being under the influence of inhalants.
50. Possessing, selling, distributing, or being under the influence of a simulated controlled substance.
51. Possessing, smoking, or using tobacco products and/or e-cigarettes at school or a school-related or school-sanctioned activity on or off school property.
52. Possession, use, transfer or exhibition of any firearm, handgun, improvised explosive device, location-restricted knife, club, or any other prohibited weapon or harmful object (as determined by the school).
53. Possessing, using, giving, or selling paraphernalia related to any prohibited substance (illegal, prescription, and over-the-counter drug).
54. Public lewdness.

55. Releasing or threatening to release "intimate visual material" of a minor or a student who is 18 years of age or older without the student's consent.
56. Required registration as a sex offender.
57. Selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana, a controlled substance, a cannabidiol (CBD) substance, a dangerous drug, or an alcoholic beverage.
58. Setting or attempting to set fire on school property.
59. Sexual abuse of a young child or children.
60. Sexual assault.
61. Stealing from students, staff, or the school.
62. Targeting another individual for bodily harm.
63. Use, exhibition, or possession of a hand instrument designed to cut or stab another by being thrown, including but not limited to a dagger; dirk; stiletto; poniard; bowie knife; sword; spear; switchblade; assisted-open knife (regardless of length); or as otherwise defined by Board of Director's policy.
64. Use, exhibition, or possession of a knife with a blade more than 1.5" in length, including but not limited to switchblade knives or any other knife not defined as a location-restricted knife.
65. Vandalism or conduct constituting criminal mischief with respect to school facilities or property.
66. Violating the terms and conditions of a student behavior contract.
67. Violating computer use policies, rules, or agreements, such as the Student Acceptable Use policy, and including conduct involving but not limited to:
    a. Attempting to access or circumvent passwords or other security-related information of the school or its students or employees, and uploading or creating computer viruses, including such conduct off school property if the conduct causes a substantial disruption to the educational environment.
    b. Attempting to alter, destroy, or disable school computer equipment, data, the data of others, or other networks connected to the school, including conduct occurring off school property if the conduct causes a substantial disruption of the educational environment.
    c. Using the Internet or other electronic communications to threaten students, employees, or volunteers, including conduct occurring off school property if the conduct causes a substantial disruption to the educational environment.
    d. Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including conduct occurring off school property if the conduct causes a substantial disruption to the educational environment.
    e. Using e-mail or Web sites at school to encourage illegal behavior or threaten school safety.
68. Any discretionary or mandatory expulsion violation under Texas Education Code, Chapter 37.

Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required)

1. Out of school suspension for five–ten days.
2. Expulsion.

Student Code of Conduct Consequences

After-School Detention
Detention may be held each day after school. Students who serve detention must make arrangements to be picked up from school. Parents may request in person a delay of the detention; no phone calls or notes will be accepted.

During detention:

- Students will bring materials to work on. Classroom materials may be sent by a teacher.
- Sleeping is not permitted.
- Students will follow all rules concerning classroom behavior. Failure to comply will mean suspension from school.
- Any student assigned to the detention room must stay the entire time. Students refusing to sit their time will be suspended from school.

Suspension
The School utilizes two kinds of suspension: in school suspension and out of school suspension.

In School Suspension: The following rules and regulations apply to all students assigned to in school suspension:

- Students must report to the detention room at start of their grade level school day. In school suspension will be run from start of student grade level school day until dismissal time.
- Students will bring materials to work on. Students are responsible for obtaining assignments from each teacher.
- Students will not be permitted to go their lockers. All materials must be brought to the room when reporting.
- Students may not bring food or drink into the detention room.
- No disruptive behavior will be allowed.
- Unexcused absences from suspension will be referred to the Head of School or designee.
- Sleeping is prohibited.
- Students must abide by the provisions of this Student Code of Conduct during their suspension period.
- A student who misses a scheduled in-school suspension without a confirmed excuse will be assigned one day out of school suspension. The missed in-school suspension period will be rescheduled. If a student misses more than three scheduled in-school suspension assignments without a confirmed excuse, he or she may be subject to expulsion.

Failure to follow these guidelines will be reported to the Head of School or designee for further action, which may include up to three days of out of school suspension or any other Level I consequence.

Out of School Suspension: In deciding whether to order out-of-school suspension, the Head of School or designee may take into consideration factors including self-defense, prior discipline history, the student's status as a student in foster care or who is homeless, intent or lack of intent and other appropriate or mitigating factors determined by the Head of School or designee.

In addition to the Code of Conduct violations listed above that may result in suspension, the Head of School or designee has authority to suspend a student for a period of up to five school days for any of the following additional reasons:

1. The need to further investigate an incident,
2. A recommendation to expel the student, or
3. An emergency constituting endangerment to health or safety.

Special Rules for Suspensions Involving Homeless Students: The school may not place a student who is homeless in out-of-school suspension unless the student engages in the following conduct while on school property or while attending a school-sponsored or school-related activity on or off of school property:

1. Unlawful possession of a firearm or other weapon;
2. Assault, sexual assault, aggravated assault, or aggravated sexual assault; or
3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana or a controlled substance, a dangerous drug, or an alcoholic beverage.

Emergency Placement
If the Head of School or designee reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of the school or a school-sponsored activity, the Head of School or designee may order immediate removal of the student. The Head of School or designee may impose immediate suspension if he or she reasonably believes such action is necessary to protect persons or property from imminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

Removal from School Transportation
A student being transported by School transportation to or from school or a school-sponsored or school-related activity may be removed from a school vehicle for conduct violating the School's established standards for conduct in a school vehicle.

Conference, Hearings and Appeals

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by state and federal law and School policy.

Process for Suspensions lasting Up to Five Days
Prior to suspending a student, the Head of School or designee must attempt to hold an informal conference with the student to give notice of the suspension recommendation. Additionally, prior to suspending a student for up to five days, the Head of School or designee must attempt to hold an informal conference with the student to:

1. Notify the student of the accusations against him/her,
2. Allow the student to relate his or her version of the incident, and
3. Determine whether the student's conduct warrants suspension.

If the Head of School or designee determines the student's conduct warrants suspension during the school day, the Head of School or designee will make reasonable effort to notify the student's parent(s) that the student has been suspended before the student is sent home. The Head of School or designee will notify a suspended student's parent(s) of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Head of School or designee.

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Process for Out-of-School Suspensions Over Five Days and Expulsion
Notice: When the Head of School or designee determine that a student's conduct warrants suspension for more than five days or expulsion, but prior to taking any expulsion action, the Head of School or designee will provide the student's parent(s) with written notice of:

- The reasons for the proposed disciplinary action; and
- The date and location for a hearing before the Head of School, within five school days from the date of the disciplinary action.

The notice shall further state that, at the hearing, the student:

- May be present;
- Shall have an opportunity to present evidence;
- Shall be apprised and informed of the school's evidence;
- May be accompanied by his or her parent(s); and
- May be represented by an attorney.

Hearing Before Head of School or Designee: The school shall make a good faith effort to inform the student and the student's parent(s) of the time and place for the hearing. The school shall hold the hearing regardless of whether the student, the student's parent(s) or another adult representing the student attends, so long as notice of the hearing has timely been provided. The Head of School or designee may audio record the hearing.

Within 48 hours or two school days, whichever is later, following the hearing, the Head of School or designee will notify the student and the student's parent(s) in writing of his or her decision as to whether the student's conduct warrants suspension and/or expulsion and, if so, the decision shall specify:

1. The length of the suspension or expulsion, if any;
2. When the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period; and
3. The right to appeal the Head of School or designee's decision to the Board of Directors or the Board's designee.

The notice shall also state that failure to timely request such a hearing constitutes a waiver of further rights in the matter, and that disciplinary consequences will not be deferred pending the outcome of an appeal of an extended suspension or expulsion decision.

Appeal to the Board of Directors: The student or his or her parent(s) may appeal the extended suspension or expulsion decision to the Board of Directors by notifying the Head of School in writing within seven calendar days of the date of receipt of the Head of School or designee's decision. The student and/or his or her parent(s) will be informed of the date, time, and location of the meeting in which the disciplinary consequence will be reviewed. The Board of Directors will review the disciplinary administrative record and any audio recording or transcription/minutes of any hearings or conferences before the Head of School or designee at a regular or specially called meeting in closed session as permitted by the Texas Open Meetings Act. The appeal shall be limited to the issues and documents considered during the disciplinary consequence, except that if the administration intends to rely on evidence not included in the expulsion record, the administration shall provide the student or parent(s) notice of the nature of the evidence at least three days before the Board of Directors meeting.

The Board of Directors may, but is not required to, allow an opportunity for the student or parent(s) and the administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board of Directors. The Board of Directors will consider the appeal and may request that the administration provide an explanation for the disciplinary decision.

The Board of Directors will communicate its decision, if any, orally or in writing before or during the next regularly scheduled Board of Directors meeting. If no decision is made by the end of the next regularly scheduled Board of Directors meeting, the Head of School's or designee's decision with respect to the disciplinary action appeal shall be upheld. The Board of Directors may not delegate its authority to issue a decision, and any decision by the Board of Directors is final and may not be appealed.

As stated above, disciplinary consequences will not be deferred pending the outcome of an appeal of an extended suspension or expulsion to the Board of Directors.

No Credit Earned: Except when required by law, students will not earn academic credit during a period of expulsion.

Placement of Students with Disabilities
All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and state laws. A student with a disability shall not be excluded from his or her current placement pending appeal to the Board of Directors for more than ten days without ARD Committee action to determine appropriate services in the interim. Pending appeal to a special education hearing officer, a student with a disability shall remain in the present education setting, unless the school and parents agree otherwise.

Gun-Free Schools Act

In accordance with the Gun-Free Schools Act, the School shall expel, from the student's regular program for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to school. The Head of School or designee may modify the term of expulsion for a student or assess another comparable penalty that results in the student's expulsion from the regular school program on a case-by-case basis.

For the purposes of this law, "firearm" means:

1. Any weapon – including a starter gun – which will, or is designed to, or which may readily be converted to expel a projectile by the action of an explosive from the frame or receiver of any such weapon;
2. Any firearm muffler or firearm silencer;
3. Any destructive device. "Destructive device" means any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon – other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes – by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described, and from which a destructive device may be readily assembled.

Attachment 10: Evidence of Community Support

Provide evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

buildinghope

QUALITY/RESULTS/GROWTH FOR PUBLIC CHARTER SCHOOLS

January 14, 2020

RE: Doral Academy of Texas

To whom it may concern:

Building Hope is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects. Our services may also include grants to pay for professional fees associated with a project (i.e., architect, engineering), or other project-specific needs and sponsoring school fundraising events to support the academic program.

Building Hope is committed to support **Doral Academy of Texas, Inc.**. in securing a long-range plan for the opening of the above-referenced charter school. In order to ensure that the charter school is able to secure working capital for opening, Building Hope can offer a number of different services including facility and working capital financing. Building Hope may provide such financial assistance to the charter school by:

- Lending funds to for facilities acquisitions and/or improvements at below-market rates.
- Guaranteeing, insuring, and reinsuring debt used to assist charter schools to acquire, renovate, or construct school facilities.
- Guaranteeing or insuring leases of personal or real property that are needed to begin or continue the operation of the charter schools.
- Facilitating financing by potential lenders.
- Facilitating the issuance of bonds by charter schools or other public entities for the benefit of charter schools.
- Credit Enhancement Program

In addition, if the charter school is unable to secure a start-up grant, Building Hope can secure a line of credit for the school to help with the startup costs. Building Hope provides loan guarantees to make facilities financing more affordable for public charter schools throughout the United States. Guarantees range in size from $950,000 to $1 million. They have a five-year term with a 1% commitment fee and a 1% annual guaranty fee.

Sincerely,

Richard Moreno
President-
Building Hope
Services

TURNER-AGASSI CHARTER SCHOOL FACILITIES FUND II, L.P.

3000 Olympic Blvd, Suite 2120
Santa Monica, CA 90404

TO: Doral Academies of Texas Board of Directors
FROM: Turner-Agassi Charter School Facilities Fund II, L.P.
DATE: January 7, 2020
RE: Facilities Support for Doral Academies of Texas

Dear Doral Academies of Texas Board of Directors,

Please accept this letter as an indication of our initial interest in working to help Doral Academies of Texas finance and build a charter school facility. We have met with the impressive Doral Academies of Texas team (Krista Piferrer and Doug Rodriguez) to discuss Doral Academies of Texas's facilities needs and vision for the school site as well as toured numerous potential sites. We selected a preferred site in Buda and entered into a purchase and sale agreement for the same in October 2019. A school at the preferred site will serve the children of the independent school districts referenced in the charter application.

Turner-Agassi's mission is to create facilities solutions for best in class charter school operators. Turner-Agassi will provide the capital and personnel required to find, finance, and build a facility for Doral Academies of Texas. Turner-Agassi's model is to build a facility for an operator, lease it to the operator pursuant to a long-term lease but also give them the option to purchase the facility once their enrollment has stabilized. To date, the Turner-Agassi team and its affiliates have built 96 schools for 49,000 students across the United States and has the capacity to build more.

We are hopeful that the opportunity exists for us to work with Doral Academies of Texas in the future.

Sincerely,

Bari Cooper Sherman, on behalf of
Turner-Agassi Charter School Facilities Fund II, L.P.

Business	Legal
AG	LF

Families Empowered

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

January 8, 2020

Dear Commissioner Mike Morath:

I am writing to strongly support Doral Academy's charter application, a proposed new public K-8 charter school in the rapidly growing Sunfield/Buda area. Doral Academy would provide an innovative, STEM-focused curriculum currently not available to students in their target area of Hays, Wimberley, San Marcos and Lockhart. This is an already-proven, nationally award-winning model for a similar population of students in Florida, Colorado, and Nevada.

As the Chief Program Officer for Families Empowered, I recognize the urgent need for high-quality schools for families. Families Empowered is a non-profit parent service organization. We have served families for 10 years, and currently have a network of over 90,000 families across Texas who are actively looking for school options; we communicate with these parents regularly and offer them accurate, actionable, neutral information about their options.

We know, firsthand, that there are thousands of parents in Central Texas that are seeking school options that fit their child's needs – we have over 5,500 families in Central Texas and over 14,000 in San Antonio that have turned to us for help this past year. Having worked with hundreds of school leaders and potential school leaders, we also know that Doral Academy can offer some of these parents and students something truly unique, and an option they are seeking.

We know that the need for school options is particularly acute in Buda and Kyle, where the population is growing at a rapid pace. The need for more teachers and classrooms is urgent, as many elementary schools in that region are already at or beyond state-regulated capacity, and several large developments are currently under construction. In fact, Doral Academy has already secured a building site adjacent to the Sunfield community which will be comprised of over 4,000 single family homes.

I enthusiastically support the approval for a charter for Doral Academy as a new high-quality option for Central Texas's students. My contact information is listed below, should you need anything further.

Sincerely,

Mina Kumar

Mina Kumar
Chief Program Officer
Families Empowered
mkumar@familiesempowered.org



DONNA CAMPBELL, M.D.
TEXAS STATE SENATOR
DISTRICT 25

December 18, 2019

Mr. Mike Morath
Commissioner of Education
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701

Dear Commissioner Morath:

I am writing in support of Doral Academy of Texas and their anticipated request for approval under the Generation Twenty-Five Open Enrollment Application.

I have met with Doral Academy board members and I am impressed with the school's vision, mission, and track record of success. Doral Academy has 14 schools in Colorado, Nevada, North Carolina, and Florida where they have received three National Blue-Ribbon recognitions.

Doral's leadership and board have conducted significant outreach in my Senate District. There's a significant need for additional high-quality public school options in this fast-growing region. Area public schools are straining to keep up the pace and parents will welcome additional high-quality options such as Doral Academy of Texas.

Providing a well-educated, STEM-proficient workforce and a pool of college-ready high school graduates is critical to this region's economic success. This is something that Doral's unique curriculum can deliver.

Thank you for your consideration of Doral Academy of Texas and their Gen25 charter school application. Your continued efforts on behalf of students, teachers, and parents of our state is greatly appreciated!

Sincerely,

Senator Donna Campbell, M.D.
Texas Senate District 25

cc: SBOE Board
Chair: Keven Ellis
Vice chair: Marty Rowley
Secretary: Georgina Perez
Ruben Cortez, Jr.
Marisa Perez-Diaz
Lawrence Allen, Jr.
Ken Mercer
Matt Robinson
Barbara Cargill
Donna Bahorich
Tom Maynard
Patricia Hardy
Pam Little
Aicha Davis
Sue Melton-Malone

CAPITOL OFFICE:
ROOM 3E.8
P.O. BOX 12068
AUSTIN, TEXAS 78711
(512) 463-0125
FAX: (512) 463-7794

Attachment 11: Bylaws

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

AMENDED AND RESTATED BYLAWS
OF
DORAL ACADEMY OF TEXAS

WHEREAS, the initial Board of Directors of Doral Academy of Texas (the "Corporation") caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation NOW, THEREFORE:

BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws will govern its affairs in pursuit of its declared purposes.

PREAMBLE
CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS

This Corporation is formed for charitable purposes, and it will be nonprofit and nonpartisan. In particular, shall seek to own and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

ARTICLE ONE
NAME, OFFICE AND SEAL

1.01 NAME: The name of the Corporation is "Doral Academy of Texas"

1.02 OFFICE: The principal office of the Corporation will be located at 845 Proton Road, San Antonio, Texas 78258.

1.03 SEAL: The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

ARTICLE TWO
MEETINGS

2.01 REGULAR MEETINGS: Regular meetings of the Board of Directors will be held as needed to conduct business and in accordance with these Bylaws. Meetings shall be held at a time and location selected by the Board and in accordance with state law. The primary purpose of the meetings will be to review the performance of the Corporation for the current fiscal year, to plan the program and activities of the Corporation for the next fiscal year, and to transact any other business as may properly come before the Board of Directors.

2.02 SPECIAL MEETINGS: Special meetings of the Board of Directors may be called for any purpose not otherwise prescribed by statute, regulation, grant or loan condition or the Certificate of Formation, by the Chairman, or by any two Directors, to transact any business described in the call for the special meetings.

2.03 ANNUAL MEETINGS: Annual meetings of the Board will be held in the month of August or as soon thereafter as practical, at a time and location selected by the Board. The primary purpose of the annual meeting will be to review the performance of the Corporation for the current fiscal year, to plan the operations and activities of the Corporation for the next fiscal year, to elect officers of the Corporation, and to transact any other business as may properly come before the Board of Directors.

MEETINGS RELATING TO CHARTER SCHOOLS

2.04 CHARTER SCHOOL MEETINGS: When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person, but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

(c) Video Conferencing: Meetings may also be conducted by videoconference call if the presiding officer is present at one location open to the public and the notice of the meeting states the intent to have the presiding officer present. Audio and video must be simultaneously available to the public and the meeting shall be audio recorded. Each participant shall be clearly visible and audible to other participants and to members of the public in attendance. The meeting must meet other prerequisites of the Texas Open Meetings Act.

2.05 NOTICE FOR CHARTER SCHOOL MEETINGS: When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to one hour before such meeting. At such an emergency meeting, the Board may only address the matter requiring the emergency action. The notice must identify the nature of the emergency and the urgent public necessity requiring emergency action.

(c) Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

(d) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

2.06 CHARTER SCHOOL MEETING ORDER OF BUSINESS: When conducting business related to the operations or affairs of the Corporation's open-

enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

2.07 NON-CHARTER MEETINGS: When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Articles of Incorporation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

2.08 BOARD ACTION BY UNANIMOUS WRITTEN CONSENT: When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, the Board may take any action required or permitted to be taken at a meeting of the Board of Directors of committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by all directors or committee members entitled to vote (unanimous written consent) subject to all requirements of applicable law. The unanimous written consent for any suction action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10th) day after the earliest date of consent and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested.

2.09 MEETINGS BY TELEPHONE OR SIMILAR COMMUNICATIONS: When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, the Board of Directors may participate in meetings by means of conference telephone or similar communications equipment, whereby all directors participating in the meeting can hear each other at the same time, and participation in any such meeting shall constitute presence in person by such Director at such meeting. A written record shall be made of all actions taken at any meeting conducted by means of a conference telephone or similar communications equipment.

MEETINGS & RECORDS GENERALLY

2.10 CORPORATE RECORDS: The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.11 QUORUM: The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise provided in Article 2.08 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

2.12 ORDER OF BUSINESS: Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees
- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

2.13 RECORD OF BOARD ACTION: All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.10 herein.

2.14 VOTING: All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the

body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

2.15 FUNDAMENTAL ACTIONS: In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board:

(a) Amendment of a certificate of formation [or articles of incorporation];
(b) Voluntary winding up under Chapter 11;
(c) A revocation of a voluntary decision to wind up under Chapter 11;
(d) A cancellation of an event requiring winding up under Chapter 11;
(e) A reinstatement under Section 11.202;
(f) A distribution plan under Section 22.305;
(g) A plan of merger under Subchapter F;
(h) A sale of all or substantially all of the assets of the Corporation;
(i) A plan of conversion under Subchapter F; or
(j) A plan of exchange under Subchapter F

2.16 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation, or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

2.17 PARLIAMENTARY PROCEDURE: For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by *Robert's Rules of Order Newly Revised,* 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

ARTICLE THREE
MEMBERS

3.01 MEMBERSHIP. The sole member of the Corporation shall be Doral Academy, Inc., the address of which is 11100 NW 27th Street Doral, Miami, Florida 33172.

3.02 TRANSFER. Membership in the Corporation shall not be transferable, but any successor to Doral Academy, Inc., by merger or otherwise, shall automatically be substituted for Doral Academy, Inc. as the member of the Corporation.

3.03 RIGHTS OF MEMBERS. The member of the Corporation named in the Certificate of Formation shall have the following rights:

(a) to elect the members of the Board of Directors in accordance with the relevant provisions of Article Four of these Bylaws, except that the corporate member may not change or remove a member of the Board of Directors without the express written approval of the Texas Education Commissioner;

(b) to approve or disapprove amendments to the Certificate of Formation of the Corporation and these Bylaws, in accordance with the relevant provisions of Article Ten of the Bylaws;

(c) to inspect the financial records of the Corporation, upon written request, at the office of the Corporation during regular business hours;

(d) to approve, or to disapprove, with or without cause, the use by the Corporation of the name, symbol, emblem, insignia or other identifying feature of the member, or of any institution affiliated with the member, prior to the use thereof for any purpose; and

(g) to cause the dissolution of the Corporation and to receive upon such dissolution all of the assets of the Corporation which remain after payment of all debts and liabilities of the Corporation.

3.04 VOTING. The member shall, by certified copy of a resolution of its Board of Directors, designate an officer, director or other person connected with the member, who shall have authority to vote on behalf of the member of the Corporation. The Corporation shall be entitled to treat any person so designated as the person entitled to vote the membership interest of such member, and for all other purposes, and accordingly shall not be bound to recognize any equitable or other claim to or interest in such membership interest on the part of any other person, whether or not it shall have express or other notice thereof, except as otherwise provided by law.

ARTICLE FOUR
DIRECTORS

4.01 MANAGEMENT: The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

4.02 NUMBER AND QUALIFICATIONS: The Board of Directors will consist of no fewer than three (3) persons.

4.03 REMOVAL: Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will

certify a Director's excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

4.04 TERM: The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 4.03 and 4.06 herein.

4.05 VACANCY: The Chairman of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

4.06 RESIGNATION: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

4.07 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

4.08 CONFLICT OF INTEREST AND INTERESTED DIRECTORS AND OFFICERS. The Board shall adopt (and periodically review) an Ethics and Conflicts of Interest Policy satisfying the requirements of federal and state law governing conflicts of interest and interested transactions among charter school and charter holder board members and officers, as described in Texas Education Code chapter 12 and 19 T.A.C. §§ 100.1131, 100.1132, 100.1133, 100.1134, and as required by Local Government Code chapter 171 and 176 and Government Code chapter 573.

4.09 POWERS. All corporate powers, except, such as are otherwise provided for in these Bylaws, the contract for charter and in the laws of the State of Texas, are hereby vested in and shall be exercised by the Board of Directors. Without limiting the Board's authority, the following powers and duties must generally be exercised by the Board, acting as a body corporate in meetings posted in compliance with Texas Government Code, Chapter 551:

(a) Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
(b) Final authority to adopt or amend the budget of the charter holder or the charter school;
(c) Final authority to authorize the expenditure or obligation of state funds or the use of public property;

(d) Final authority to direct the disposition or safekeeping of public records;
(e) Final authority to adopt policies governing charter school operations;
(f) Final authority to approve audit reports; and
(g) Initial or final authority to select, employ, direct, evaluate, renew, nonrenew, terminate, or set compensation for the Chief Executive Officer.

ARTICLE FIVE
OFFICERS

5.01 OFFICERS: The officers of the Corporation will consist of the Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

5.02 APPOINTMENT: The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

5.03 CHAIRMAN: The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his absence.

5.04 SECRETARY: A Secretary will act under the direction of the Chairman and in his absence have the duties and powers of the Chairman. A Secretary will have other duties and powers as the Chairman of the Board of Directors may assign. The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman.

5.05 TREASURER: The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation;

rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the Bylaws as may be assigned by the Board of Directors or the Chairman.

5.06 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be directors, to serve as officers or agents of the Corporation.

ARTICLE SIX
COMMITTEES

6.01 COMMITTEES: Designated committees may be established by the Chairman of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairman of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished or any committee member removed for any reason and at any time by the Board of Directors.

6.02 NOTICE. Any committee meeting at which a quorum of the Board of Directors attends, or at which a deliberation as defined by the Open Meetings Act takes place, shall give written notice of the meeting and shall keep and deliver a copy of minutes of its proceedings to the Secretary of the Board, in accordance with the Texas Open Meetings Act. Committees that are advisory only without delegated authority or power may not fall under the Open Meetings Act. If, however, a committee has delegated authority or it has power to make final decisions, to adopt rules regarding school business, or if the Board of Directors usually approves its recommendations in full, then it must meet in accordance with the Open Meetings Act.

6.03 RECORDS: Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

ARTICLE SEVEN
DEPOSITS, CHECKS, LOANS AND CONTRACTS

7.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

7.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all

endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

7.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE EIGHT
CONTRACTS WITH DIRECTORS AND OFFICERS

8.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Furthermore, in accordance with Texas law and commissioner rule, a transaction with a current or former board member or officer of the charter school, who served within 5 years of the transaction, may require an independent appraisal, audit and prior notice to the TEA for TEA's review and approval prior to entering into such transaction.

8.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE NINE
INDEMNIFICATION OF DIRECTORS AND OFFICERS

9.01 LIABILITY: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member, and will not be liable for the act or omission of any other Director.

9.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO

ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

9.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE TEN
AMENDMENT OF BYLAWS

10.01 AMENDMENT. The Board may seek to alter or amend the Certificate of Formation or Bylaws, subject to the member's approval as provided in Article Three. The member shall have the sole power to alter and amend the Certificate of Formation or Bylaws and to repeal the Bylaws or to adopt new Bylaws.

ARTICLE ELEVEN
MISCELLANOUS

11.01 FISCAL YEAR. The fiscal year of the Corporation will begin on July 1 of each year and will end on June 30 of the next year.

11.02 ANNUAL REPORT: The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

(a) The assets and liabilities of the Corporation as of the end of the fiscal year.

(b) The principal changes in assets and liabilities during the fiscal year;

(c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year.

(d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;

(e) The substantial activities and projects begun, in progress, and completed during the Fiscal year.

(f) Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

11.03 FEDERAL TAX FILING: The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

11.04 CONSTRUCTION: Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

11.05 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

DORAL ACADEMY OF TEXAS

BY: _____
Director

Attachment 12: Code of Ethics and Conflict of Interest Policy

Provide the following:

- Governing board's proposed Code of Ethics
- Governing board's proposed Conflict of Interest policy
- Identify any existing relationships that could pose actual or perceived conflicts if the application is approved.
- Outline specific steps the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

DORAL ACADEMY OF TEXAS
ATTACHMENT 12 – Code of Ethics & Conflict of Interest

Schulman, Lopez, Hoffer & Adelstein, L.L.P. prepared the attached Proposed Ethics, Conflict of Interest and Nepotism Policy.

Preamble

The Board of Directors (collectively, the "Board" or the "Directors," and individually a "Director") of **Doral Academy of Texas** is committed to maintaining the highest legal and ethical standards in the conduct of the business of **Doral Academy of Texas,** and to protecting the integrity and reputation of **Doral Academy of Texas**, the Board, and all **Doral Academy of Texas** employees, volunteers, and programs.

The Directors and Officers (as defined below) shall exercise their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers shall ensure that they (1) do not compromise their independence of judgment, (2) preserve confidence and trust in the organization and the Board, and (3) protect and fulfill the mission of **Doral Academy of Texas**. As such, this Policy will assist Directors and Officers as they identify actual or potential conflicts of interest, and with a procedure to address conflicts which may arise.

Sec. 1.7.1. ETHICAL PRINCIPLES.

Sec. 1.7.1.1. Personal and Professional Integrity.

Directors and Officers shall conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

Sec. 1.7.1.2. Financial Stewardship.

As a tax-exempt public charity, **Doral Academy of Texas** shall expend funds and record those expenditures in a manner that advances the charitable and educational mission and objectives of **Doral Academy of Texas**, and not the private interests of Directors or Officers.

Sec. 1.7.1.3. Public Accountability.

Doral Academy of Texas shall provide comprehensive and timely information in accordance with applicable state and federal law, and shall be responsive to reasonable requests for information about its activities. Additionally, informational data about **Doral Academy of Texas**, such as IRS Form 990, audited financial statements and Annual Financial and Compliance Report, shall be made available to the public in accordance with applicable state and federal law.

Sec. 1.7.1.4. Accuracy and Retention of Records.

Doral Academy of Texas will create and maintain records that satisfy operational and legal requirements, including federal, state and local laws.

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Sec. 1.7.1.5. Political Activities.

As a 501(c)(3) tax-exempt public charity, **Doral Academy of Texas** shall not engage in political activities. Directors and Officers shall not use their relationship with **Doral Academy of Texas** to promote or oppose political candidates or parties, or to create the appearance that **Doral Academy of Texas** endorses or opposes a political candidate or party for elected office.

Sec. 1.7.1.6. Endorsements and Use of the Doral Academy of Texas Name and Affiliation.

The **Doral Academy of Texas** and **Doral Academy of Texas** name, logo, letterhead, or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Directors.

Sec. 1.7.1.7. Questions, Concerns or Reports of Violations.

Should a Director or Officer believe a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his or her duty to report the matter to the President of the Board of Directors, or the Chief Executive Officer/Superintendent, as appropriate.

Sec. 1.7.2. CONFLICTS OF INTEREST.

Sec. 1.7.2.1. Statement on State Law.

Doral Academy of Texas and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code, and 19 TAC §§ 100.1131–100.1135, including, but not limited to the following:

Sec. 1.7.2.1.1. *Employees Serving on the Board*

(1) Directors and Officers of **Doral Academy of Texas** shall comply with Local Government Code, Chapter 171 in the manner provided by the conflict of interest provisions described in 19 TAC §§ 100.1131–100.1135. (*See* below.)

(2) Officers of **Doral Academy of Texas** are defined by the Commissioner of Education to be persons charged with the duties of, or acting as a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of the charter holder, the school, a management company, or any other person; or a volunteer working under the direction of the charter holder, the school, or a management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer" of **Doral Academy of Texas**.

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(3) The **Doral Academy of Texas** Chief Executive Officer is a person (or persons) directly responsible to the governing body of the charter holder for supervising one or more Central Administration Officers, Campus Administration Officers, and/or Business Managers.

(4) A Central Administration Officer for **Doral Academy of Texas** is a person charged with the duties of, or acting as, a Chief Operating Officer, director, or assistant director of the charter holder for **Doral Academy of Texas**, including one or more of the following functions:

(A) assuming administrative responsibility and leadership for the planning, operation, supervision, or evaluation of the education programs, services, or facilities of the Board, for appraising the performance of the Board's or **Doral Academy of Texas**'s staff;

(B) assuming administrative authority or responsibility for the assignment or evaluation of any of the personnel of the Board, including those employed by a management company;

(C) making recommendations to the Board or **Doral Academy of Texas** regarding the selection of personnel of the Board, including those employed by a management company;

(D) recommending the termination, non-renewal, or suspension of an employee or officer of the Board, including those employed by a management company; or recommending the termination, non-renewal, suspension, or other action affecting a management contract;

(E) managing the day-to-day operations of the Board, as its administrative manager;

(F) preparing or submitting a proposed budget to the charter holder Board or **Doral Academy of Texas** (except for developing budgets for a **Doral Academy of Texas** campus, if this is a function performed by a Campus Administration Officer under the terms of the open-enrollment charter);

(G) preparing recommendations for policies to be adopted by the Board, or overseeing the implementation of adopted policies, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;

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(H) developing, or causing to be developed, appropriate administrative regulations to implement policies established by the Board, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;

(I) providing leadership for the attainment of student performance in **Doral Academy of Texas**, based on the indicators adopted under TEC §§ 39.053–39.054, or other indicators in the **Doral Academy of Texas** charter; or

(J) organizing the central administration of the Board.

(5) A Campus Administration Officer for **Doral Academy of Texas** is a person charged with the duties of, or acting as, a principal or assistant principal of a **Doral Academy of Texas** campus, including one or more of the following functions:

(A) approving teacher or staff appointments for a **Doral Academy of Texas** campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(B) setting specific education objectives for a **Doral Academy of Texas** campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(C) developing budgets for a **Doral Academy of Texas** campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(D) assuming the administrative responsibility or instructional leadership, under the supervision of a Central Administration Officer, for discipline at a **Doral Academy of Texas** campus;

(E) assigning, evaluating, or promoting personnel assigned to a **Doral Academy of Texas** campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter; or

(F) recommending to a Central Administration Officer the termination or suspension of an employee assigned to a **Doral Academy of Texas** campus, or recommending the non-renewal of the term contract of such an employee.

(6) A Business Manager is a person charged with managing the finances of **Doral Academy of Texas** or **Doral Academy of Texas**.

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(7) **Also Excluded from the Board.** Except as otherwise provided by law, a person who receives "compensation or remuneration" (as defined by law and herein) from the nonprofit corporation holding **Doral Academy of Texas**'s open-enrollment charter may not serve on the Board, with the following exceptions:

(A) If each charter school operated by the Board as charter holder has received a satisfactory accountability rating, as defined by applicable law, for at least two of the preceding three school years, **Doral Academy of Texas** employees may serve on the Board, as described below, and as provided by law.

(B) If the charter holder has operated at least one charter school which reported attendance that occurred prior to September 2, 2001, but no charter school operated by the charter holder has received a sufficient number of substantive ratings to determine whether it has received a satisfactory rating for at least two of the preceding three school years, then **Doral Academy of Texas** employees may serve on the governing body of the charter holder, as provided by law.

(C) An employee of **Doral Academy of Texas** may serve as a Director if: (i) only employees of **Doral Academy of Texas**, and not employees of the Board, serve on the Board; (ii) the compensation or remuneration received by that Director is limited to salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with **Doral Academy of Texas**; (iii) **Doral Academy of Texas** employees do not constitute a quorum of the Board or any committee of the Board; and (iv) all **Doral Academy of Texas** employees serving on the Board comply with all applicable conflict of interest provisions required by law.

Sec. 1.7.2.1.2. *Conflicts Requiring an Affidavit and Abstention from Voting*

The following circumstances shall be deemed a Conflict of Interest (as defined below), and the Director or Officer shall, in addition to the procedures set forth in Section 1.7.2.3 (Conflict of Interest Procedures), take the following action:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the Director or Officer shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest, and shall abstain from further participation in the matter if:

(A) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or

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(B) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

(2) The affidavit described above is filed with the Secretary of the Board of Directors.

(3) The Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit. A Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit unless a majority of the Board is composed of persons who are likewise required to file, and who do file affidavits of similar interests on the same official action.

Sec. 1.7.2.1.3. *Separate Vote on Budget Item*

The Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a Director has a substantial interest. Abstention is required, except as provided above and in 19 TAC § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (1) the affected Director has complied with the above-stated requirements; and (2) the matter in which the affected Director is concerned has been resolved.

Sec. 1.7.2.2. Statement on Federal Law.

Doral Academy of Texas and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section 4958 of the Internal Revenue Code and 26 CFR § 53.4958 (the "federal tax rules") when it is contemplating entering into a transaction or arrangement that may benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A "disqualified person" includes Directors and Officers, and any person who is in a position to exercise substantial influence over the affairs of the corporation. A "disqualified person" includes Family (as defined below) of the disqualified person.

Sec. 1.7.2.2.1. *Interested Person*

Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect Interest, as defined below, is an "Interested Person."

(1) A person has an "Interest" if the person has, directly or indirectly, through business, investment, or Family:

(A) an ownership or investment interest, directly or indirectly, in any entity with which **Doral Academy of Texas** has a transaction or arrangement;

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(B) a compensation arrangement with **Doral Academy of Texas**, or with any entity or individual with which **Doral Academy of Texas** has a transaction or arrangement; or

(C) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which **Doral Academy of Texas** is negotiating a transaction or arrangement.

(2) "Compensation" is defined to include direct and indirect remuneration, as well as gifts or favors that are not insubstantial.

(3) A person has an "Interest" if the person has a substantial interest in a business entity or a substantial interest in real property as described in Section 1.7.2.1.2 above.

Sec. 1.7.2.2.2. *Interested Person with Conflict of Interest*

An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

Sec. 1.7.2.3. Conflict of Interest Procedures

Sec. 1.7.2.3.1. *Duty of Prior Disclosure*

In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it, and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

(1) **Transaction Not Subject to Board Action.** An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the President of the Board or Superintendent, any such Interest. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

(2) **Untimely Disclosure.** If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.

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(3) **Failure to Disclose.** If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's explanation, and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

Sec. 1.7.2.3.2. *Determining Whether a Conflict of Interest Exists*

After disclosure of the Interest and all material facts related thereto, the Interested Person *shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists.* No Director shall vote on any matter in which he or she has a Conflict of Interest.

Sec. 1.7.2.3.3. *Vote by Disinterested Directors*

(1) **Nonparticipation of Directors with Conflict.** A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during, or outside of the Board meeting.

(2) **Action by Disinterested Directors.** If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

(A) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(B) Except as otherwise allowed by law, and as set forth in Section 1.7.2.1.2(3), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.

(3) **Vote Not Disallowed by Presence of Directors with a Conflict.** The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified, as prescribed herein.

(4) **Circumstances in Which Comparability Data is Necessary**. If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above at page 6(B)) under the federal tax rules, or if the

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transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by **Doral Academy of Texas** to the Interested Person or Persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(A) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (i) compensation levels paid by similarly-situated schools; (ii) the availability of similar services within the same geographic area; (iii) current compensation surveys compiled by independent firms; and (iv) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to: (i) current independent appraisals of the property, and (ii) offers received in a competitive bidding process.

(B) Based on the Comparability Data, the Board or committee shall determine, by a majority vote of the disinterested Directors or committee members, whether the transaction or arrangement is fair and reasonable to **Doral Academy of Texas**. In conformity with the above determination, the Board or committee shall make its decision as to whether to enter into the transaction or arrangement.

(C) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Section 1.7.2.3.4 (**Documentation**) below.

Sec. 1.7.2.3.4. *Documentation*

The Board Secretary shall keep accurate minutes reporting:

(1) **Interest Disclosed; Determination of Conflict of Interest.** That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(A) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible conflict of interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.

(B) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion, including any alternatives to the

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proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

(C) A completed Affidavit of Abstention complying with Local Government Code Chapter 171 and 19 TAC §§ 100.1131-1134 (*see* Affidavit Exhibit A).

(2) **Nonparticipation of Directors with Conflict.** That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

(3) **Comparability Data.** The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and

(4) **Vote of Disinterested Directors.** That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

Sec. 1.7.2.4. Compensation.

(1) A Director who receives compensation, directly or indirectly, from **Doral Academy of Texas** for services is precluded from voting on matters pertaining to that Director's compensation.

(2) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from **Doral Academy of Texas** for services is precluded from voting on matters pertaining to that member's compensation.

(3) No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from **Doral Academy of Texas**, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

(4) Except with respect to Board decisions regarding a *bona fide* class or category of employees pursuant to Government Code § 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Government Code § 573.002).

Sec. 1.7.2.5. Definitions.

The following terms shall have the following meaning:

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(1) **Director or Officer.** A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school. An officer means a person charged with the duties of, or acting as, a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school." 19 TAC §100.1001(16).

(2) **Business entity**. A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.

(3) **Substantial interest in business entity**. A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or $15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.

(4) **Substantial interest in real estate**. A person has a substantial interest in real estate, if the interest is an equitable or legal ownership with a fair market value of $2,500 or more.

(5) **Substantial interest through a relative or family member**. A Director or Officer is considered to have a substantial interest if a person related to the Director or Officer within the third degree by consanguinity or the third degree by affinity (as defined below) has a substantial interest under **Sec. 1.6.2.5(iii)** above. 19 TAC § 100.1132(d).

(6) **Family.** Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

Sec. 1.7.3. NEPOTISM.

Sec. 1.7.3.1. Nepotism Generally Prohibited.

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

(1) The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or

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(2) The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the Board by blood or marriage within a prohibited degree. Government Code§§ 573.002, 573.041.

Sec. 1.7.3.2. Independent Contractors.

The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

Sec. 1.7.3.3. Payment to Prohibited Person.

A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. Government Code § 573.083; 19 TAC § 100.1116.

Sec. 1.7.3.4. Relation by Consanguinity.

Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. Government Code § 573.022.

Sec. 1.7.3.5. Third Degree of Consanguinity.

An individual's relatives within the third degree by consanguinity are the individual's:

(1) Parent or child (first degree);

(2) Brother, sister, grandparent, or grandchild (second degree); and

(3) Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). Government Code 573.023.

Note: There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood.

Sec. 1.7.3.6. Relation by Affinity.

Two persons are related to each other by affinity (marriage) if they are married to each other, or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce, or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as

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long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. Government Code § 573.024.

Sec. 1.7.3.7. First Degree of Affinity.

A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

Sec. 1.7.3.8. Second Degree of Affinity.

If two individuals are related to each other in the second degree by consanguinity, the spouse of one of the individuals is related to the other individual in the second degree by affinity.

Sec. 1.7.3.9. Third Degree of Affinity.

An individual's relatives within the third degree of affinity are:

(1) Anyone related by consanguinity to the person's spouse within the first or second degree; and

(2) The spouse of anyone related to the person by consanguinity within the first or second degree. Government Code § 573.025.

Sec. 1.7.3.10. Existing Employees/Continuous Employment.

The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or Officer to whom the person is related in a prohibited degree, and that prior employment is continuous for at least:

(1) Thirty days, if the Director or Officer is appointed; or

(2) Six months, if the Director or Officer is elected. Government Code § 573.062(a).

(3) A person who was not restricted or prohibited under Education Code 12.1055 as it existed before September 1, 2013, from being employed by **Doral Academy of Texas** and who was employed by **Doral Academy of Texas** before September 1, 2013, is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with **Doral Academy of Texas**. Education Code § 12.1055(d).

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Sec. 1.7.3.11. Continuous Employment Exception.

For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed director or officer. *Atty. Gen. Op. GA-177 (2004).* If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a *bona fide* class or category of employees. Government Code § 573.062(b). A "change in status" includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000).* For an action to be "taken with respect to a *bona fide* category of employees," the officeholder's action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991).* The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. Government Code § 573.061.

Sec. 1.7.3.12. Retired Teachers.

A teacher who has retired from a full-time, certified teacher position has broken his or her employment with **Doral Academy of Texas**, and does not qualify for the continuous employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001).*

Sec. 1.7.3.13. Trading Prohibited.

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual's services are under the Director or Officer's direction or control if:

(1) The person is related to another Director or Officer within the prohibited degree; and

(2) The appointment would be carried out, in whole or in partial consideration for the other Director or Officer's hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. Government Code § 573.044.

Sec. 1.7.3.14. Source of Funding Irrelevant.

The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. *Atty. Gen. L.A. No. 80 (1974).*

Sec. 1.7.3.15. Nepotism Exceptions.

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The nepotism exceptions described in 19 TAC § 100.1115 also apply. Notwithstanding an exception, a Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a *bona fide* class or category of employees.

Sec. 1.7.3.16. Enforcement of Nepotism Prohibitions.

In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board of Directors. A failure to thus remove is a material charter violation.

(1) Removal must be in accordance with the Articles and Bylaws of **Doral Academy of Texas** and in accordance with the terms of the charter and other state and federal law.

(2) A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

Sec. 1.7.3.17. Delegation of Hiring Authority.

The Board may delegate final authority to select **Doral Academy of Texas** personnel to the Chief Executive Officer/Superintendent, Human Resources Director, or other designated Officer.

If such authority is designated to the Chief Executive Officer/Superintendent, the Chief Executive Officer/Superintendent is a "public official" for purposes of Chapter 573, Government Code, with respect to a decision made under that delegation of authority. Education Code § 11.1513(f). As such, if the Chief Executive Officer/Superintendent has been delegated final authority to select **Doral Academy of Texas** personnel, the Chief Executive Officer/Superintendent may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

(1) The person is related to the Chief Executive Officer/Superintendent by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree; or

(2) The person is related to a Board member by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

An individual who is related to the Chief Executive Officer/Superintendent within the relevant level or consanguinity (blood) or by affinity (marriage) and was employed by **Doral Academy of Texas** before September 1, 2013 is considered to have been in continuous employment as provided

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by Government Code § 573.062(a), and is not prohibited from continuing employment with **Doral Academy of Texas**.

Notwithstanding the above, each Director remains subject to Chapter 573, Government Code with respect to all **Doral Academy of Texas** employees. Education Code §§ 11.1513(f), 12.1055.

Sec. 1.7.4. CONFIDENTIALITY.

Sec. 1.7.4.1. No Improper Disclosure.

A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available, or that **Doral Academy of Texas** maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally, and any information that the Board or **Doral Academy of Texas** otherwise determines or deems as Confidential Information.

Sec. 1.7.4.2. No Use of Information for Personal Benefit.

A Director shall not use **Doral Academy of Texas** property, Confidential Information, or the status of his or her position to solicit business for others, or in any other manner obtain a private financial, social or political benefit.

Sec. 1.7.5. DISCLOSURE AND ANNUAL REVIEW.

Sec. 1.7.5.1. New Directors and Officers.

Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit B.

Sec. 1.7.5.2. Periodic Review.

To ensure that **Doral Academy of Texas** operates in a manner consistent with charitable purposes, and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (i) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (ii) whether partnerships, joint ventures, and arrangements with management organizations conform to **Doral Academy of Texas**'s written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Sec. 1.7.5.3. Annual Review.

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Each Director and Officer shall annually complete the Annual Statement of Disclosure and Compliance. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

Sec. 1.7.5.4. Applicable Law.

This Policy is supplemental to and does not replace federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations. When in conflict, the applicable law shall control.

Adopted the _____ day of _____, 20__

_____ President

_____ Member

_____ Secretary

_____ Member

_____ Treasurer

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EXHIBIT A

STATE OF TEXAS §
§
COUNTY OF _____ §

I, _____, a local public official, make this affidavit and hereby under oath state the following:

I have a substantial interest in a business entity or real property that may receive a special economic effect that is distinguishable from the effect on the public by an action contemplated by **Doral Academy of Texas**.

The business entity or real property in which I have a substantial interest is: [*name and address of business and/or description of property*]:

_____

_____

_____

I or a person that is related to me within the first degree of consanguinity (blood) or affinity (marriage) as defined by state law has a substantial interest in this business entity or real property for the following reasons [*check all that apply*]:

☐ an ownership interest of 10 percent or more of the voting stock or shares of the business entity;

☐ an ownership interest of 10 percent or more or $15,000 or more of the fair market value of the business entity;

☐ funds received from the business entity exceed 10 percent of _____ (my, his, her) gross income for the previous year;

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☐ real property is involved and _____ (I, he, she) have/has an equitable or legal ownership with a fair market value of at least $2,500;

Upon filing of this affidavit with the official record keeper of the charter holder for **Doral Academy of Texas**, I affirm that I shall abstain from voting or further participating in any matter involving the business entity or real property, unless allowed by law.

SIGNED this the _____ day of _____, 20___.

_____
Signature of Affiant

_____
Title

Before me, the undersigned authority, this day personally appeared _____ _____ (Affiant Name) and by oath swore that the facts herein above stated are true and correct to the best of his/her knowledge or belief.

SWORN TO and SUBSCRIBED before me on the _____ day of _____, 20__.

_____
Notary Public, State of Texas

(seal) My commission expires: _____

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Attachment 13: Board Members' Résumés and Biographical Affidavits

For each member of the proposed school's governing board, provide a résumé AND a notarized Board Member Biographical Affidavit, a template for which is available on the Subchapter D Experienced Operator application page.

All prompts and response boxes must be completed on the affidavit. If a prompt does not apply to the board member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter school is identified.

***NOTE*: Substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy, and may be removed from consideration. Applicants must ensure that each board member individually provides her/his own personal response.**

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Doral Academy of Texas
Name of Sponsoring Entity:	Doral Academy of Texas, Inc.

BACKGROUND

Full Legal Name:	Krista Marie Piferrer
Home Mailing Address:	5830 McNaughton Kyle, TX 78640
Phone Number:	210.241.7956
E-mail Address:	krista.piferrer@gmail.com
Business Name:	Texans for Senator John Cornyn
Business Mailing Address:	807 Brazos St.
Business Phone Number:	210.241.7956
E-Mail Address:	kpiferrer@johncornyn.com

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

○ Yes

◉ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

[redacted] Having exceptional education options is tremendously important. As a graduate of a magnet school myself, I believe strongly that students who are connected to a passion focus in school – like the technology tracks offered by Doral – raises the tide of achievement in other study areas for students.

2. What is your understanding of the appropriate role of a public charter school board member?

I believe board members must focus on setting student outcomes expectations, and empower the superintendent/principal with the resources needed to meet those outcomes. I also believe board members are ambassadors for Doral Academy in the community, and should be open and available to parents and community members.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My entire career – spanning more than 15 years – has been within an area of public service. Whether serving as spokesperson for a governor or senator, leading community stakeholders meetings for a non-profit, or advocating for healthcare policy issues as a board member of the San Antonio Chamber of Commerce, I have extensive experience in taking leadership roles and active public participation.

4. Describe the specific knowledge and experience that you would bring to the board.

I served on the San Antonio Chamber of Commerce board for six years, and led several projects and initiatives – such as congressional engagement regarding the city's healthcare and bioscience priorities – on behalf of the larger organizations. I also have more than a decade of experience in emergency management, which will provide subject matter expertise as Doral is designing it's safety and security plan. More than anything, I am a mom who is vested in the greatest way possible in ensuring exceptional education options for children in my community.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Doral Academy of Texas seeks to provide a rigorous and relevant education to students, empowering each unique child to grow and learn in a supportive and caring environment. Doral Academy believes each child has potential, and will support their path to success

2. What is your understanding of the school's proposed educational program?

Doral Academy of Texas will design a curriculum that teaches children the TEKS through hands-on, innovative programming. The choice of curriculum and design lies with the superintendent.

3. What do you believe to be the characteristics of a successful school?

I believe a success school is one where children feel safe and supported by teachers and administrators who are, themselves, enthusiastic about learning and teaching. Parental engagement and empowerment, as well as teacher development, are also key in ensuring school success. Furthermore, Doral Academy's system to

4. How will you know that the school is succeeding (or not) in its mission?

The Doral Academy system embeds regular assessment of each student (formal and non-formal testing and observation), which provides real-time data on student growth. Regardless of learning style or achievements, each student at Doral should exhibit a year's grow within a year's time. The state's school grading system will mark a measure of success, as well as feedback from parents and teachers regarding the Doral experience.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board is responsible for setting student outcomes, and equipping the superintendent with the resources he/she needs to meet those goals. The board will hold the superintendent/principle accountable for meeting outcomes. Daily operations lie within the purview of the principle, not the board.

2. How will you know if the school is successful at the end of the first year of operation?

Through regular assessment/observation, as well as the State of Texas school grades, Doral will have a strong indication of its performance after its first year.

3. How will you know at the end of four years if the school is successful?

There is always room for improvement, and innovation is a key pillar of the Doral model. Success at the end of four years will include not only based on exceptional student achievement, but also community engagement – measured by markers such as partnerships with the local bioscience and technology business sector – as well as public reputation will help paint a picture of how Doral is succeeding.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

On the outset, the Doral board must lay the foundation for "what right looks like;" specifically setting expectations for student outcomes and governance. The board must maintain its responsibility to meet regularly and take actions necessary to remove barriers or access resources requested by the superintendent/ principle to achieve success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

As a board, our focus must be on ensuring teachers and students succeed. Any distraction from this mission or unethical behavior must be addressed in a timely manner, in accordance with Doral Academy's bylaws and TEA requirements.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

◉ Yes

○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship. I worked with Kara Belew from 2007-2008

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

○ Yes

◉ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

○ Yes

◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

○ Yes

◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

○ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

○ Yes

◉ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

○ Yes
◉ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

○ Yes
◉ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

○ Yes
◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes

◉ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Krista Piferrer, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature Krista Piferrer Date Jan. 14, 2020

State of Texas

County of Travis

On this day, Alexander Lopez (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 14th day of January, 2020.

(Notary Public) [signature] (Seal)

My commission expires 03/02/21

ALEXANDER LOPEZ
Notary Public, State of Texas
Comm. Expires 03-02-2021
Notary ID# 131027075

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Doral Academy of Texas
Name of Sponsoring Entity:	Texas Education Agency

BACKGROUND

Full Legal Name:	Douglas Paul Rodriguez
Home Mailing Address:	7613 SW 188 Terrace, Cutler Bay, Florida 33157
Phone Number:	786-351-4270
E-mail Address:	drodriguez4145@gmail.com
Business Name:	Doral College
Business Mailing Address:	2525 NW 112th Ave Doral, Florida 33172
Business Phone Number:	305-463-7210
E-Mail Address:	drodriguez@doral.edu

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

(•) Yes

( ) No, does not apply to me

If Yes, state the name of the entity: Doral Academy of North Carolina

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

I was previously the Principal of Doral Preparatory Academy in Doral Florida for 6 years. During the time I was Principal and in the years after I stepped down Doral has always been one of the highest performing schools in the state of Florida. Doral provides outstanding educational programs and outcomes for students. When the opportunity arose for Doral to expand to Texas I was asked to be part of the founding board becuase of my first hand knowledge of the educational program. I was motivated by the opportunity to bring the Doral system of education to students in Texas.

The Doral school being replicated in Texas will have a STEM focus. The need to educate students in the areas of science and technology is apparent in all of the educational research that I have read. As a board member, I will have th opportunity to work with students at a young age to enhance and build the skills necessary to help them contribute to a world in which technology is changing at a rapid rate. I will have an influence on and help to shape educational policy at the school.

2. What is your understanding of the appropriate role of a public charter school board member?

To keep the best interest of the students in mind when making decisions and to adopt policies that are in-line with the mission and vision of the board. To remain compliant with all federal and state laws and to be fiscally responsible with school funds.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve on the Board of Doral Academy of North Carolina and have extensive experience in education serving as a teacher and administrator for over 32 years.

4. Describe the specific knowledge and experience that you would bring to the board.

I have extensive experience in education and school finance. I have served schools in various communities throughout Miami-Dade County had have been highly successful in improving student achievement.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Doral Academy will set the standard for outstanding student achievement while preparing students to become creative problem solvers by emphasizing the interconnections between science, technology and engineering.

2. What is your understanding of the school's proposed educational program?

Doral Academy will provide quality instruction, high expectations, and a standard-based curriculum with a focus on STEM. The education program will prepare students for high academic performance, stimulate their lifelong love of math and science an create new pathways for them to pursue academic and professional careers in STEM.

3. What do you believe to be the characteristics of a successful school?

Many things can define a successful school. The most obvious is the academic achievement of its students and maximizing each students potential. Beyond that, the satisfaction of parents, students, staff and community members with the school is extremely important.

4. How will you know that the school is succeeding (or not) in its mission?

The school will have a set of goals and objectives that will be measurable and related to the academic program. The level to which the school meets these SMART goals will help guide the Board in determining the success or failure of the school.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The governing board its the ultimate policy-making body of the school. They provide oversight to the entire school operation from academic goal setting to fiscal oversight with input from the school administration, staff, students and parents. The Principal and the Superintendent will be responsible for the day to day operations of the school while reporting to the board.

2. How will you know if the school is successful at the end of the first year of operation?

By reviewing the goals and objectives that were set at the beginning of the school year. The board will periodically request reports from the administration as to progress towards meeting those goals.

3. How will you know at the end of four years if the school is successful?

The board will review the academic history of student achievement, demand of students applying for seats at the school, fiscal history of the school and satisfaction surveys from key stakeholders.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Meet regularly and review goals and objectives and select progress monitoring tools to take snapshots of progress. Provide opportunities for input from the school community and be open to new ideas that may help strengthen the schools progress.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would have a discussion with those board members and discuss my concerns and would immediately report my findings to the board and the charter authorizer. If necessary, report any criminal activity to the local authorities.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

○ Yes

◉ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

○ Yes

◉ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

○ Yes

◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

◉ Yes

○ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship. During this process I have met and come to know employees of Academica Southwest in a professional manner.

○ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

○ Yes

◉ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

○ Yes

◉ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

Doral Academy Principal 2010-2016. 11100 NW 27 street, Doral Florida 33172

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

○ Yes

◉ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes

◉ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Douglas Rodriguez, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

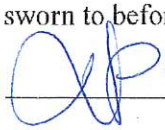
Signature  Date 1/14/2020

State of Florida

County of Miami-Dade

On this day, Douglas Rodriguez (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 14th day of January, 2020.

(Notary Public) 

(Seal)



NATALIE B PANTOJA
MY COMMISSION # GG 045576
EXPIRES: November 7, 2020
Bonded Thru Budget Notary Services

My commission expires 11/7/2020

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Doral Academy of Texas
Name of Sponsoring Entity:	Doral Academy of Texas, Inc.

BACKGROUND

Full Legal Name:	Kara Lynn Belew
Home Mailing Address:	700 Bulian Lane Austin, TX 78746
Phone Number:	512.799.9240
E-mail Address:	kara@tenetleadership.com
Business Name:	Tenet Leadership
Business Mailing Address:	700 Bulian Lane, Austin, TX 78746
Business Phone Number:	512.799.9240
E-Mail Address:	kara@tenetleadership.com

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

○ Yes

◉ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

I am a long time public education advocate focused on improving student results. I am very passionate about using best practices to ensure all students are reading and doing math on grade level by the end of 3rd grade. I visited Doral schools in Florida, they are getting exceptional results for poor children, with focus on ELL. It would be an honor to bring Doral to the students of Texas. Doral schools nationally are some of the highest performing with poor students.

2. What is your understanding of the appropriate role of a public charter school board member?

I am a certified Lone Star Governance Coach and Specialist. It is the boards job to set student outcome goals and hire a Superintendent that can achieve them.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Leading State of Texas expert on School Board Policy, school finance, House Bill 3, teacher recruitment and retention programs etc.

4. Describe the specific knowledge and experience that you would bring to the board.

Expert on education policy, law and budget to Governor Perry and Abbott, former TEA Deputy Commissioner of Education, Finance, TEA school board coach and specialist.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Doral Academy of Texas is focused on student outcomes, through use of proven best practices, innovation, data, hiring and retaining effective teachers and focusing on parents.

2. What is your understanding of the school's proposed educational program?

Doral is focused on ensuring students learn the Texas Essential Knowledge and Skills, and perform at our above grade-level on the STAAR, with a focus on hard work and character.

3. What do you believe to be the characteristics of a successful school?

Fundamental belief that all students, rich or poor, black or white, can learn at grade level. Focus on research; effective teachers, teach TEKS, use data to

4. How will you know that the school is succeeding (or not) in its mission?

Primarily if students are performing at or above grade level on the STAAR, which demonstrates they are learning the Texas Essential Knowledge and Skills.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

We will follow the Texas Education Agency Lone Star Governance program and House Bill 3. Establish strong, SMART student goals, and monitor progress with parent and community input.

2. How will you know if the school is successful at the end of the first year of operation?

If data indicates that students are learning the TEKS and performing at grade-level or growing towards grade level. If the progress measures of the school boards goals are on track, especially STAAR results.

3. How will you know at the end of four years if the school is successful?

We will be carefully monitoring our school board student outcome goals through our monitoring calendar. We should know if students are on track in the TEKS and growing toward grade level. Focus on research; effective teachers, teach TEKS and use data to personalize plans and instruction.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We need to follow the research in Lone Star Governance: set student outcome goals, monitor if goals are being achieved, if not, require the Superintendent to change inputs.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

It is our job to 100% appear and act ethically. I would immediately see to rectify the situation by stopping the behavior and removing the member and contact authorities as necessary.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

◉ Yes

○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship. My spouse does not know them. I have completed Lone Star Governance training, seen them at Board Meetings etc.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

◉ Yes

○ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship. My spouse does not. As a school board trainer, Deputy Commissioner of Finance for TEA and mom, I know lots of school employees.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

○ Yes

◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

◉ Yes

○ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship. Academica Southwest, Danny Diaz.

○ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

○ Yes

◉ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

○ Yes

◉ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Tenet Leadership, LLC
-Tenet Leadership will NOT charge Doral Academy of Texas for any services.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

I was the Deputy Commissioner of Finance for TEA, I train charter schools on Texas Lone Star Governance, School Board Leadership, I also teach at the Texas Charter School Association annual conference.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

○ Yes

◉ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes

◉ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

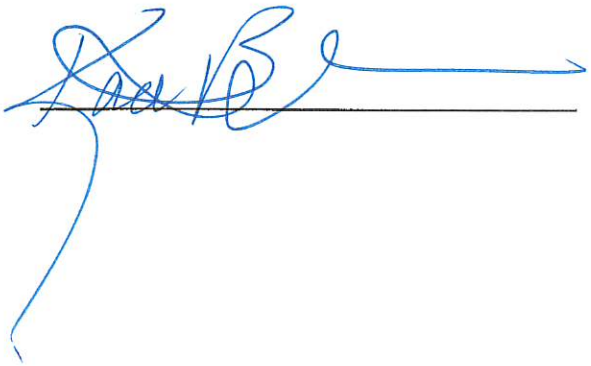
○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Kara Belew, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature  Date Jan. 14, 2020

State of Texas

County of Bexar

On this day, Kara Belew (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 14 day of January, 20 20.

(Notary Public) Triana Trevino (Seal)

My commission expires March 15, 2022

TRIANA TREVINO
Notary ID #125469508
My Commission Expires
March 15, 2022

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Doral Academy of Texas
Name of Sponsoring Entity:	Doral Academy of Texas, Inc.

BACKGROUND

Full Legal Name:	Talisa Michele Wilson
Home Mailing Address:	7531 Elegante Way
Phone Number:	210.386.4856
E-mail Address:	talisa.wilson@brooksacademy.org
Business Name:	Somerset Academy Inc., d/b/a Brooks Academies of Texas
Business Mailing Address:	4802 Vance Jackson Road San Antonio, Texas 78230
Business Phone Number:	210.541.0051
E-Mail Address:	talisa.wilson@brooksacademy.org

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

○ Yes

◉ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

My motivation to serve on the board of the proposed charter school is because I want to collaboratively make an impact on educational systems on a larger scale. This impact will include assisting fellow board members with effective governance that focuses on adopting/monitoring systems that are mission/vision focused systems/goals that promote student achievement.

2. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member is to provide oversight of the educational programs of the district to ensure academic success by adopting policies, hiring/evaluating the superintendent and adopting and overseeing the annual budget.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have the capability of being an effective board member because I have 20+ years' experience in education. My experience includes teaching 3rd-8th grade. I have also served as a coordinator in the following areas: Curriculum Instruction, STAAR Testing, Gifted & Talented, Response to Intervention, ESL, and At-Risk. I am currently serving as a District Coordinator for School Improvement (DCSI).
I have also completed the Lone Star Governance training. I participate in on-going professional development sessions on the Accountability System and House Bill 3 with Region 20. I am currently participating in the Superintendent certification program with Region 4.

4. Describe the specific knowledge and experience that you would bring to the board.

The specific knowledge and experience that I bring to the board is 6 years as a principal. I currently am a principal of a A-rated K-5th grade campus. Additionally, I have specific knowledge of how to utilize data-driven instruction along with researched based best practices to include Gradual Release of Responsibility (GRR), Backwards Design and Response to Intervention (RtI).
Additionally, I participated in professional development sessions with the Association and Supervision of Curriculum Development (ASCD) that focused on Intentional and Targeted Teaching with educational experts---Douglas Fischer, Nancy Fry and leadership coach Vera Blake. I had the fortunate privilege of participating in a 3-day seminar with Paul Bambrick-Santoyo on his best practices outlined in his books Driven by Data, Get Better Faster and Leverage Leadership.
I also participated in two seminars at the University of Virginia's Darden/Curry Partnership for Leaders in Education (PLE) program. This program focused on school turnaround. The first session was held in Charlottesville, VA (2015) and the second session took place in Albuquerque, NM (2017).

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission and guiding beliefs are grounded in the Effective Schools Framework that includes powerful school leadership, supporting teachers and helping them to be effective with using quality curriculum that is aligned with state standards. In addition, developing positive school culture fosters the school's mission and guiding beliefs.

2. What is your understanding of the school's proposed educational program?

The school's proposed educational program will focus on the implementation of the STEM model---Science, Technology, Engineering and Math. This educational program will be aligned with the Texas Knowledge and Skills (TEKS).

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school are as follows:
- Shared mission, vision along with SMART goals that are clear
- High expectations for staff and students
- Effective leadership that includes empowering staff and cultivating leadership
- On-going professional development for staff
- Focus on teaching and learning to ensure the curriculum is aligned with standards
- Consistent monitoring of all systems, feedback and follow-up
- Positive campus culture and collaboration
- Involving parents in productive ways

4. How will you know that the school is succeeding (or not) in its mission?

A school is succeeding (or not) in its mission when there is consistent review and discussion of its SMART goals by all stakeholders. This on-going collaboration is detailed in the campus plan for the campus, by grades and content areas. When the school is falling in its mission, there must be an in-depth discussion of root causes/barriers. Once root causes are identified, clear action steps to include resources needed, who is responsible and timelines must be documented into a plan that will be monitored followed with immediate feedback and follow-up.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The role that the board plays in the school's operation is to adopt/monitor the yearly budget to include the approval of contracts/vendors, amendments and expansion of the school's infrastructure.

2. How will you know if the school is successful at the end of the first year of operation?

I will know if the school is successful at the end of the first year of operation if the campus is on track or has exceeded the SMART goals set in the areas of academics, finances, and enrollment.

3. How will you know at the end of four years if the school is successful?

I will know if the school is successful at the end of the four years if there are
- ☐ positive/consistent trends in the academics
- ☐ effective use of data and resources
- ☐ growth in enrollment
- ☐ retention of staff and low turnover
- ☐ financial stability

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The specific steps the charter school board will need to take to ensure that the school is successful is to ensure the adopted policies and budget are maintained with fidelity. In addition, the school board is to also monitor the academic progress of the school by consistent monitoring of the superintendent and how he/she manages the annual goals, mission and vision of the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

If a staff member, parent or member of the community believes that a school board member is acting unethically or inappropriately, the responsibility of that person is to report this conduct to the chairperson of the board. If the complaint is regarding the chairperson, then the other board members should be notified. It is the responsibility of the board to investigate any such claims and determine the course of action to be

taken. This may include a public reprimand, a private reprimand, and a request for resignation. If a staff member, parent, or member of the community believes a crime has been committed, then that person is also expected to report the misconduct to law enforcement, and/or child protective services.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

○ Yes

◉ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

○ Yes

◉ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

○ Yes

◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

○ Yes

◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

○ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

○ Yes

◉ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

○ Yes

◉ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

I am the principal of Brooks Oaks Academy, a K-5 public charter school in the Brooks Academies of Texas district. I have been the principal since July 2017. The campus is located at 6070 Babcock Road San Antonio, Texas 78240.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

○ Yes

◉ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes

◉ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Talisa Wilson, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature Talisa Wilson Date 1/13/20

State of Texas

County of Bexar

On this day, Talisa Wilson (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 13th day of January, 20 20.

(Notary Public) Triana Trevino (Seal)

My commission expires March 15, 2022

TRIANA TREVINO
Notary ID #125469508
My Commission Expires
March 15, 2022

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Doral Academy of Texas
Name of Sponsoring Entity:	Doral Academy of Texas, Inc.

BACKGROUND

Full Legal Name:	Olivia Marie Suarez
Home Mailing Address:	505 Oertli Ln #5, Austin, TX 78753
Phone Number:	(210)-416-7015
E-mail Address:	oliviamsuarez@gmail.com
Business Name:	Texas Medical Association
Business Mailing Address:	401 W. 15th St, Austin, TX 78701
Business Phone Number:	(512)-370-1397
E-Mail Address:	olivia.suarez@texmed.org

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

○ Yes
⊗ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

Education has always been something I've been passionate about. My mom is an elementary school teacher and my dad works at the central office of one of the San Antonio-area school districts. Growing up, they taught me the value of learning all the different subjects in hopes that I would be a well-rounded individual when I got older. After college, I worked as a substitute teacher for a school district in San Antonio, teaching classes from grades K-12. I believe being in an environment where students are allowed to explore different approaches to learning certain subjects and feel secure in asking deeper inquiries about said subjects can be beneficial.

2. What is your understanding of the appropriate role of a public charter school board member?

The public charter school board member plays a role in hiring the charter school's superintendent, and works with the other board members and superintendent in developing the vision and student outcome goals for the school. The board member measures and communicates, but does not interfere with progress toward the vision and student outcome goals.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have attended the TEA charter school training at Region 13 in Austin and the Lone Star Governance training in Buda, Texas in Fall 2019.

4. Describe the specific knowledge and experience that you would bring to the board.

As the youngest member of the school board and having graduated high school in Texas, I am able to provide insight on what curricula have been taught in the classroom, the various structures of state standardized tests and end-of-course exams. I currently work in public relations, so from a marketing standpoint I know how to promote events and news associated with the charter school.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Doral Academy is an institution that believes in each student's capability to learn the necessary skills and understandings that will help them succeed in post-secondary institutions and beyond. Doral Academy believes this will be accomplished by having students learn in an innovative environment through various teaching approaches and up-to-date technology.

2. What is your understanding of the school's proposed educational program?

Doral Academy of Texas intends to offer grade-level courses and advanced courses in the core subjects, with a special focus on science, technology, engineering and math (STEM). The school will also offer fine arts courses such as choir, band, orchestra, theatre arts, and social media/digital production. Doral Academy of Texas will also provide accommodations for students with special education and students who are English Language Learners.

3. What do you believe to be the characteristics of a successful school?

A successful school not only has strong attendance and test scores, but a solid faculty and high satisfaction rate with parents. Students are compelled to challenge themselves more with encouragement from their teachers. Parents take initiative in volunteering with the school's community.

4. How will you know that the school is succeeding (or not) in its mission?

The school will not only have high standardized test scores and a strong graduation rate, but an engaged community. Student enrollment will grow as the school grows, and remain consistent through the course of each school year.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

As previously mentioned, the board will hire the school's superintendent, delegating him/her operational authority to accomplish Doral's vision and student outcome goals.

2. How will you know if the school is successful at the end of the first year of operation?

The school's standardized reading test scores among its third grade students meets and/or exceeds the school's student outcome goals. Enrollment for the following year increases.

3. How will you know at the end of four years if the school is successful?

The school will have met and/or exceeded its goals within its 1 year, 3, year, 5 year marks, especially in regard to students meeting the state's expectations in math, science, and reading comprehension.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to set realistic, attainable student outcome goals with the superintendent, especially during the first few year's of the school's existence. The board will also be consistent with scheduling an appropriate number of board-authorized public meetings to develop a better understanding from the community what the school and its students need.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would approach those respective board members privately and remind them that the school's board is in place to serve the students of the community, not themselves or special interests that do not align with the school's mission. If that approach fails, the board will need to reconvene for a self-evaluation and discuss how to move forward in the midst of unethical behaviors set by the member(s) in question.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

○ Yes

⊗ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

○ Yes

⊗ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

○ Yes

⊗ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

○ Yes

⊗ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

○ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

○ Yes

⊗ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

○ Yes

⊗ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

I have no prior experience with charter schools. Doral Academy of Texas would be the first charter school I'd be an active school board member for.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

○ Yes

⊗ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

○ Yes

⊗ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes

⊗ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

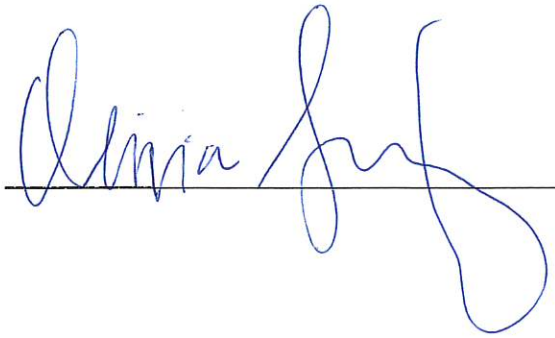
○ Yes

⊗ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Olivia Suárez, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

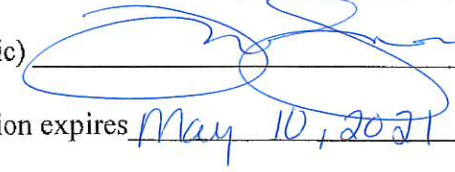
Signature  Date 1/14/2020

State of Texas

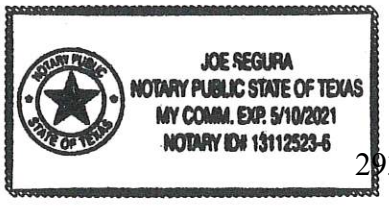
County of Travis

On this day, Olivia Marie Suarez (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 14 day of January, 2020.

(Notary Public)  (Seal)

My commission expires May 10, 2021



BIO:

Kara Belew works at the Texas Public Policy Foundation as the senior education policy advisor. In this role, she leads Foundation efforts to formulate policies to use taxpayer funds more effectively to improve student outcomes across Texas. She also plays an integral role in developing statewide budget policies.

Prior to TPPF, Kara worked as **Deputy Commissioner of Finance at the Texas Education Agency**, and managed the State's $60 billion per year school finance system. Her accomplishments included vastly improving the transparency of the State's school finance system.

Prior to joining TEA, Belew served as Statewide Budget Director for Gov. Greg Abbott. In that capacity, she helped to pass and fund the Governor's education legislative initiatives including Teacher Reading and Math Academies, and Reading Excellence Teams.

Belew was also part of Gov. Rick Perry's administration as an education policy and budget advisor. She was promoted to Team Leader and Senior Education Advisor for public education policy. As part of the education team, Belew helped to pass and implement legislation to ensure college and career-readiness standards for the state's public education system. Her work also focused on school finance and economic development issues. She was appointed to the Education Commission of the States and served on the board of the Texas High School Project (now known as Educate Texas), which created STEM and early college high schools statewide. Belew also worked as Gov. Perry's Director of Fiscal Accountability, where she routinely negotiated with the U.S. Department of Education and other federal agencies on behalf of Texas. She implemented procedures to evaluate statewide fiscal operations, tax and budget concerns.

In addition to her work in two gubernatorial administrations, Belew worked at the Office of the Attorney General as Senior Counsel. In this leadership position, she helped formulate the legal strategy for the State's successful school finance litigation.

A graduate with honors from Southern Methodist University with degrees in Accounting and Political Science, Belew worked for five years at PricewaterhouseCoopers, L.L.P., as a Senior Associate on major public accounts. She became a C.P.A. in 2000, and then attended the University of Texas School of Law where she graduated with honors. Following law school, she completed a two-year law clerkship with the Supreme Court of Texas.

In her commitment to community service, Belew serves on the Board of Literacy First a non-profit dedicated to ensuring Texas students are reading by third grade.

Krista Piferrer

For more than ten years, Krista Piferrer has called Kyle, Texas her home. Originally from Florida, Piferrer began her career as part of Governor Jeb Bush's communications team, and moved to the Lone Star State in 2007 to serve as Deputy Press Secretary for Texas Governor Rick Perry. In this role, she was an advisor and spokesperson for some of the most high profile and critical issues at the time, including emergency responses for hurricanes, floods, wildfires, and the fire at the Governor's Mansion; in addition to a diverse range of key policy reforms and initiatives that included health care, education, criminal justice, homeland security and more. Piferrer's work during the FLDS polygamist ranch incident led her to meet and eventually join BCFS, a global system of health and human services non-profit organizations headquartered in San Antonio, TX that carries out missions spanning from disaster response to medical care, to foster care and adoption, early childhood education, and international humanitarian aid. She also served on the Board of Directors for the San Antonio Chamber of Commerce for a number of years, spearheading several legislative and community development initiatives. Piferrer earned her undergraduate degree from Florida State University and her Master of Healthcare Administration from Texas State University, and is a proud mother of three young children.

Biography

Douglas Rodriguez is a life long educator and product of the Miami-Dade County Public School System. He began his teaching career as a Social Studies instructor at Miami Central Sr. High School twenty-three years ago. He served the Miami-Dade District in various schools prior to his first administrative appointment. While an administrator at G. Holmes Braddock Sr. High School, Mr. Rodriguez received his first appointment as Principal of Miami Springs Sr. During his tenure at Springs Sr. Mr. Rodriguez led the school from a "D" grade to "B" grade in three short years. In 2005, he was given the honor of opening the first public high school in the City of Doral, Ronald W. Reagan/Doral Sr. The school opened with an "A" grade and has maintained that status each year. Today, Ronald Reagan is one of the highest performing schools in the Miami-Dade County Public School System.

Eight years ago Doug volunteered to take over as Principal of Miami Central Senior High School which had received five straight "F" grades from the Florida Department of Education (FLDOE) and was in danger of being closed. When test scores were released in June 2009, Miami Central had made substantial gains in all areas of the Florida Comprehensive Assessment Test (FCAT) and increased its grade by 47 points. In 2010, Mr. Rodriguez implemented a college program at Miami Central. At the end of the school year over 1200 college credits were awarded to Central students. When school grades were released by the Florida Department of Education in November 2011, Central had again raised its school grade to a "C" and was removed from the closure list by the FLDOE. Central was the first inner city school in Miami-Dade County to receive a grade higher than a C. In 2011, President Brarack Obama visited Central Senior High School and proclaimed it a model turnaround school to be emulated around the country.

Mr. Rodriguez has also served as the Principal at Doral Academy Charter Preparatory Middle/High School in Doral. His school has been recognized by Newsweek, US News and World Report and The Washington Post as one of the top schools in the country. In 2014 Doral Academy Performing Arts High School was awarded a Blue Ribbon by the United States Department of Education as an exemplary High Performing School. In 2015, Doral Middle School was awarded a Blue Ribbon and in 2017, Doral Academy of Technology will be awarded a Blue Ribbon.

Mr. Rodriguez is also the founder of Doral College, which opened in the fall of 2011 and currently its President, and CEO. The Doral College model will be the first completely integrated college model for high school students of its kind in the charter school industry.

In addition to his brick and mortar work, Mr. Rodriguez is has also been involved in an ambitious project to bring virtual Florida Dual Diploma Program to students in countries throughout the world. Thousands of students in countries like Spain, Italy and Argentina are working toward their countries diploma while virtually working on receiving their Florida High School Diploma. He has written multiple Virtual Charter School Applications and helped to open the first Virtual Charter School this past Fall.

The latest project for Mr. Rodriguez is as the lead administrator overseeing the Jefferson County School System transition to charter school education. On March 21, 2017, the Jefferson County School Board voted 5-0 to approve Somerset Academy Incorporated's three charter applications. In essence, the vote established Somerset as the entity that would take over the entire districts students' education in grades PK-12 including its alternative school. The vote was historic for Florida and Somerset became the first network of charter schools that will run an entire school district.

Jefferson County while currently small compared to the various school districts throughout the state suffers from generational poverty and very low academic achievement. The district is currently 100% direct certified free and reduced lunch. The challenges to sustained academic success and creating a transformational culture in one of the state's most challenging environments is not lost to the Doug. Somerset will recruit the very best teachers to Jefferson County from throughout the area and across the country.

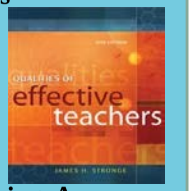
A native of New York City, Mr. Rodriguez holds a B.A from Barry University, M.A. from Nova Southeastern University and Ed.S from Barry University. He has served as the chair of the Senior High School Principals committee and was selected as Miami-Dade County School's Police Principal of the Year in 2003, Dade County Council of Teachers of Mathematics Principal of the Year in 2007, Miami-Dade County Principal of the Year in 2008, State of Florida Principal of the Year in 2008 and was the recipient of The Leonard Miller Principal Leadership Award in 2008. He also currently serves as an educational consultant to various private organizations He has presented to teachers and administrators throughout the country and his prior travels have taken him to Milwaukee Public Schools, Memphis Public Schools, and St. Croix Public Schools.

Olivia Suarez

Olivia Suarez is a multimedia professional based in Austin, Texas. She graduated with a Bachelors in Journalism at the University of Texas at Austin in 2015. Olivia currently works at as the media relations coordinator for the Texas Medical Association, the largest state medical society in the U.S. She previously worked at KVUE, the ABC-affiliate station in Austin, as one of the evening news producers and assignment desk editors, assisting in the production of the 5:00, 6:00, and 10:00 p.m. newscasts.

Educational Literature I Reference

♦ **Qualities of Effective Principals**
Author: James H. Stronge



♦ **Qualities of Effective Teachers**
Author: James H. Stronge

♦ **Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership**

Authors: Douglas B. Fisher, Nancy Frey, and Stefani Arzonetti Hite

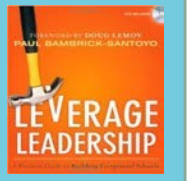
♦ **Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility**

Authors: Douglas B. Fisher, Nancy Frey

♦ **Data Driven Instruction**

Author: Paul Bambrick-Santoyo

♦ **Leveraging Leadership**



Author: Paul Bambrick-Santoyo

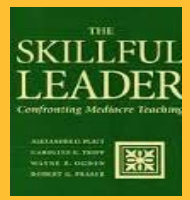
♦ **Visible Learning**

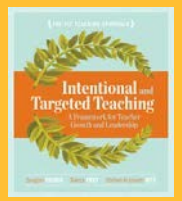
Author: John Hattie

♦ **Skillful Leaders**

Author: Alexander D. Platt

♦ **Instructional Rounds in Educaton: A Network Approach to Improving Teaching and Learning**
Authors: Elizabeth A. City, Richard F. Elmore, Lee Teitel





Social Profile

National Association for Professional Women (NAPW)
Member since 2014

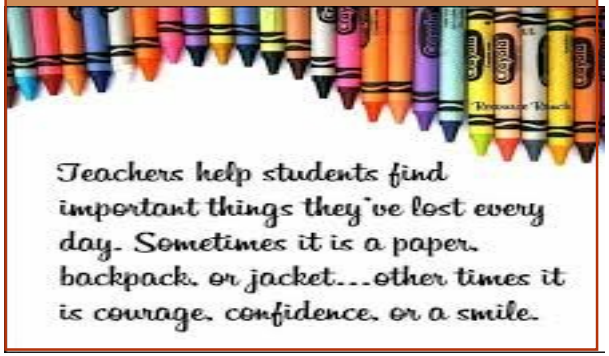
Golden Key International Honor Society
Member since October 2013

National Sorority of Phi Delta Kappa, Inc.
Member since 2000 Gamma Tau Chapter
2012-2014 Gamma Tau Financial Secretary
2012-2014 Regional Xinos Chair/Kudos Chair
"2011 Educator's Hall of Fame" Inducted into the PDK Gamma Tau
2011-2012 Technology Chair
2011-2012; 2002-2007 Xinos & Kudos Youth Sponsor
2006-2007 Regional Conference Souvenir Booklet Chair

National Sorority of Delta SigmaTheta, Inc.
Member since 1992
San Antonio Alumnae Chapter 2015-present
Alpha Kappa Chapter President 1993 at Huston-Tillotson University

Who's Who Among Students in American Universities & Colleges Recognized in 1992
3.8 G.P.A.

Sigma Tau Delta 1990-1994
English Honors Society member at Huston-Tillotson College Austin, Texas



TaLisa M. Wilson



2019-2020
School Leader
&
Special Projects Director
for
Brooks Academies of Texas

****

Every child deserves a champion; an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."
-Rita Pearson

****

6070 Babcock Road , San Antonio, TX 78240
Phone: 210.627.6013 Fax: 210.627.6016
Campus Email: http://oaks.brooksacademy.org/
School Leader Email: talisa.wilson@brooksacademy.org

299 Doral Academy of Texas



Education and Work Experience

I attended Huston-Tillotson College in Austin, Texas and graduated in 1994. I received a Bachelor of Arts Degree in Interdisciplinary Studies with a concentration in English.

I earned my first master's in education as a Reading Specialist in 2007 from Grand Canyon University. In 2011, I received my second Masters of Education in Educational Leadership along with my EC-12th grade Principal Certification from Concordia University.

I have had the distinct pleasure of teaching for 16 years to include 3rd-8th grade, serving as an Instructional Coordinator (1 year), Response to Intervention Coordinator (4 years), Testing Coordinator (4 years), Assistant Principal (4 years) and Principal (3 years) all in the San Antonio Independent School District. I am currently the school leader of Brooks Oaks Academy and Special Projects Director for Brooks Academies of Texas.

Professional Development Profile

♦ University of Virginia's Darden/Curry Partnership for Leaders in Education (PLE) program participant: School Turnaround Program Facilitators: William Roberson & Eric Thomas Location: Charlottesville, VA **(July 2015)** Location: Albuquerque, NM **(January 2017)**

♦ 40 hours of professional development in Leadership, Differentiated Support and Accountability, Talent Management, Instructional Infrastructure, team structures and processes, systematic use of data for monitoring instruction, high impact instruction and differentiation, curriculum development and assessment, and alignment Facilitator: Paul Bambrick Santoya **(January 2017)**

♦ Gradual Release of Responsibility (GRR) Facilitator: Dr. Doug Fischer **(September 2015 February 2017)**

♦ Backwards Design/Lesson Planning Implementation of PLCs Facilitators: Dr. Kathleen McConnell Fad & Paula Rogers—Tools for Great Teacher Consultants **(August 2016 March 2017)**

♦ Instructional Rounds Facilitator: Dr. Vera Blake from ASCD **(September 2016-March 2017)**



Ultimate Career Goals

♦ Organize an educational consulting agency that focuses on coaching principals and teachers

♦ Write a book entitled: ***The Will to Win: An Educator's Reflection of Teaching Against the Odds***

Professional Development Objectives

♦ Foster a teaching and learning environment that is developed by empowering others through leadership, differentiated support, accountability, talent management, and instructional infrastructure

♦ Collaboratively work with stakeholders to develop the school's vision/mission/goals by staying focused and consistent with managing resources, personnel, finances, and technology

♦ Provide effective, inquiry-based, hands-on strategies and teaching aids to promote a high level of rigor for teaching and learning

♦ Foster vertical and horizontal analysis of data to provide remedial support and enrichment opportunities

♦ Continue to acquire professional development on research based leadership and teaching practices for academic success

♦ Obtain my Superintendent Certification

♦ Complete my Ed.D. in Educational Leadership: Curriculum, Instruction, and Assessment

♦ Teach on a collegiate level





Doral Academy of Texas 300

Attachment 14: Organizational Charts for Year 1, Year 3, and Year 5

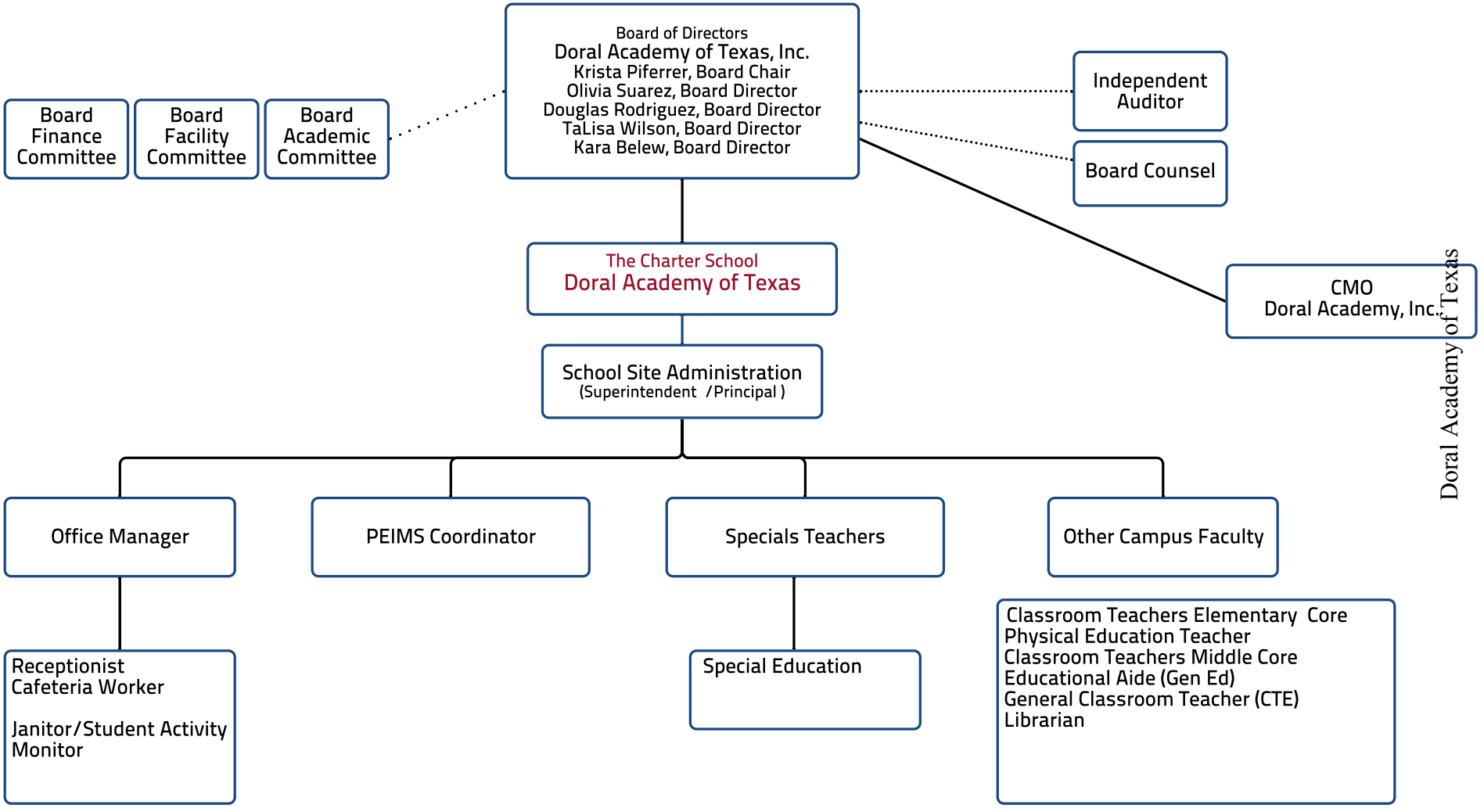
Submit three organizational charts that show the school's governance, management, and staffing structures in:

- Year 1 for the network as a whole (including both network management and schools within the network);
- Year 3 for the network as a whole; and
- Year 5 for the network as a whole.

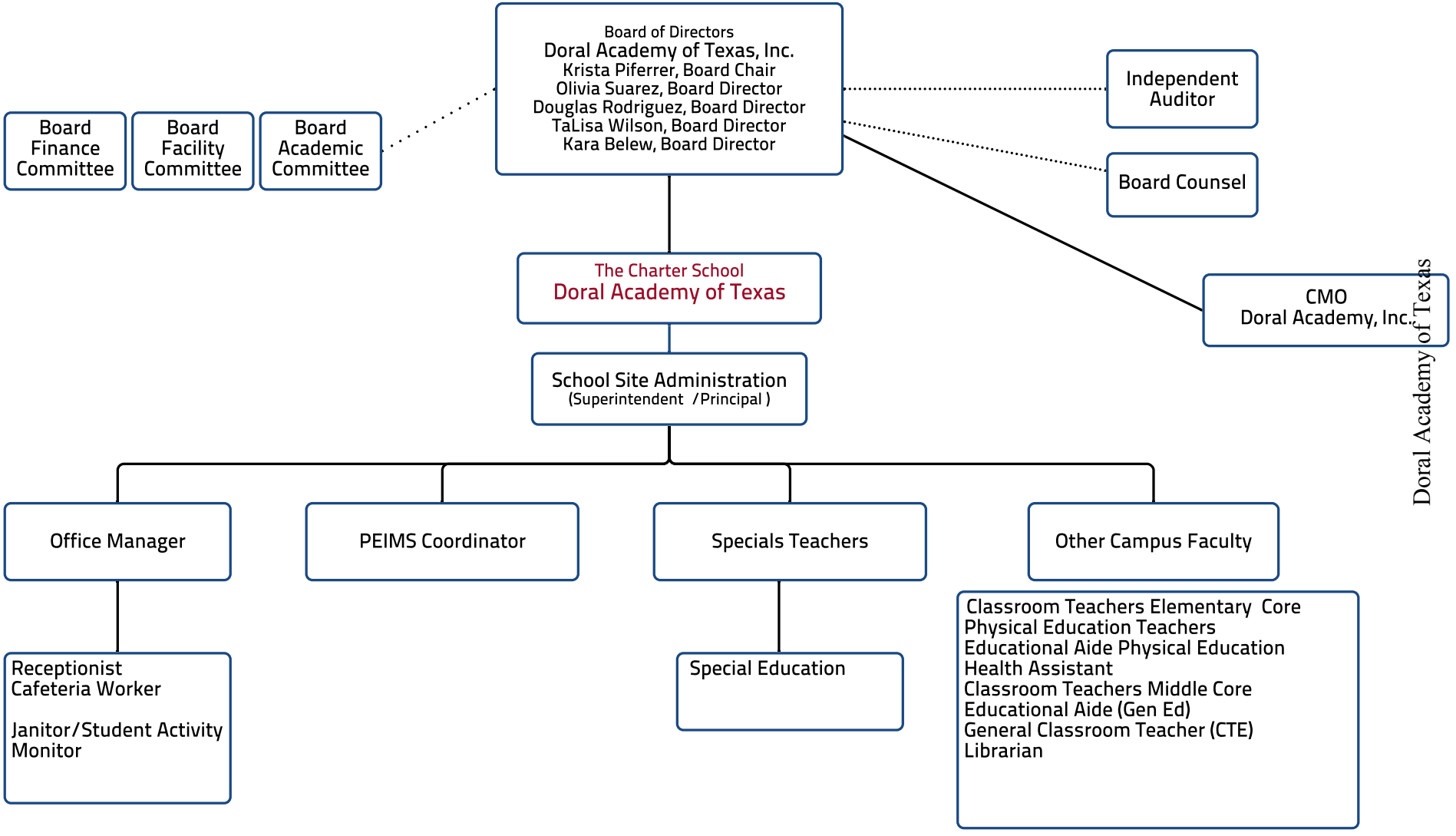
Each organizational chart must clearly delineate the roles and responsibilities of—and lines of authority and reporting among—the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school.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

All positions listed on the organizational charts must be noted on the Staffing Chart provided in Attachment 23 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment 24.

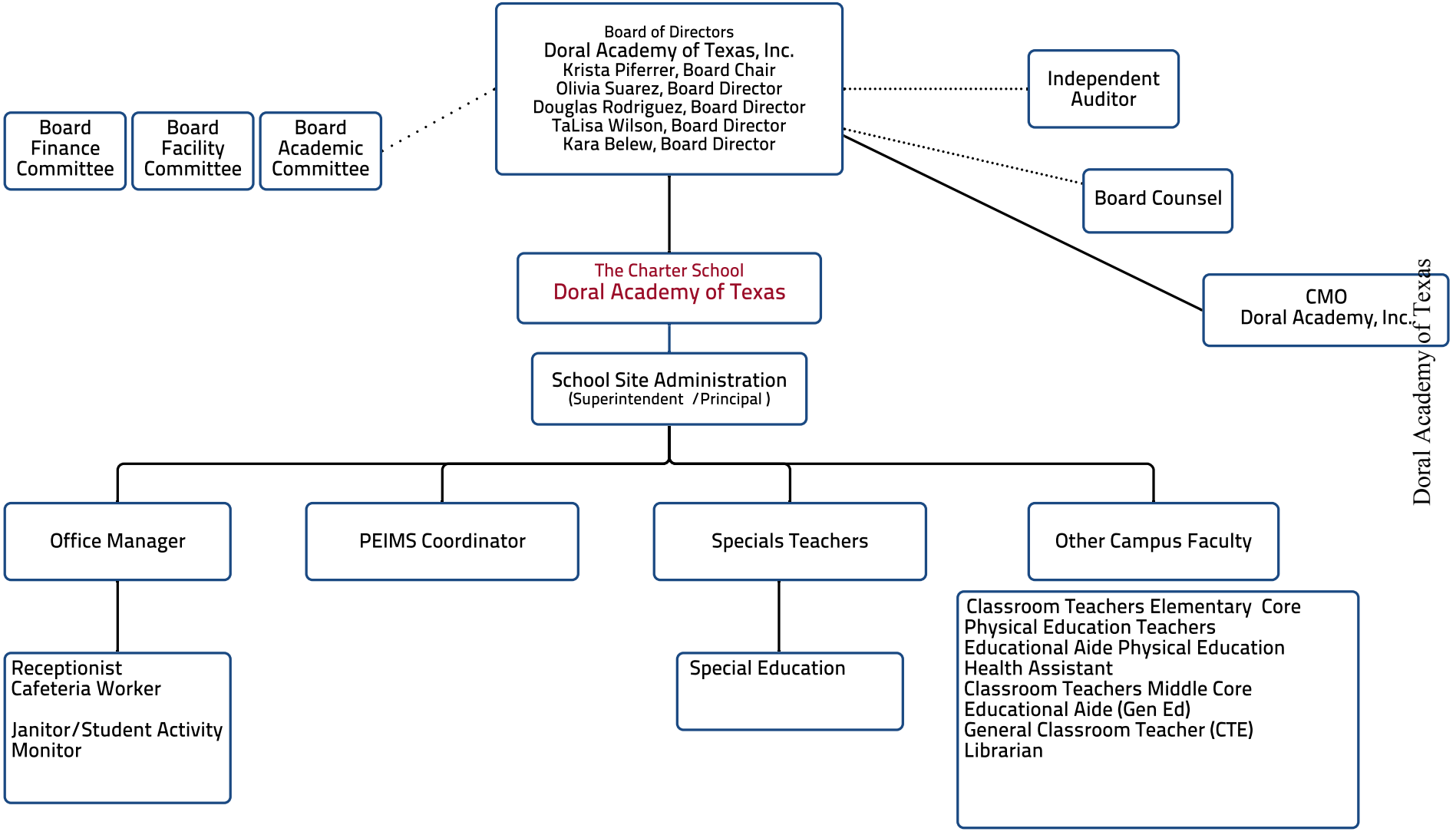
Doral Academy of Texas
Year 1 Organization Chart



Doral Academy of Texas
Organization Chart
Year 3



Doral Academy of Texas
Organization Chart
Year 5



Attachment 15: Superintendent Evaluation Tool(s)

Provide any superintendent evaluation tool(s) that have been developed.

Attachment 15

Superintendent Evaluation Tool

Note: The Board of Directors will join the Texas Association of School Boards and use the expertise of the Leadership Team Services group in order to access the "Superintendent Evaluation Instrument" – a copyright sample of which is attached. This tool can also be found at: https://www.tasb.org/services/leadership-team-services/resources/dicynebts/documents/sample-instrument-with-instructions-feb-2017.aspx

COPYRIGHT MATERIAL

7 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

Attachment 16: Résumé and Qualifications for Proposed Superintendent

Complete **either** Attachment 16 or Attachment 17 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

N/A

Attachment 17: Job Description or Qualifications for Superintendent

Complete **either** Attachment 16 or Attachment 17 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

Proposed Superintendent Qualifications

The candidate for superintendent has not yet been identified; Attachment 17 provides the job description, qualifications, and performance expectations for the position.

Timeline

October, 2020: The superintendent job search begins as described below.

November, 2020: Five candidates receive first interviews and two semi-finalists complete second interviews, scenarios, and plans.

December, 2020: The board names a sole finalist.

January, 2021: The board approves a superintendent who begins work immediately.

Criteria

As set forth in the job description (see attachment 17), the criteria for the superintendent will include:

Residency in Texas and a Texas Superintendent's Certification

Three to five years serving as an instructional leader overseeing multiple schools

Proven record of success for students in academics and preparation for their futures.

Ability to implement the decisions, policies and procedures set by the board of directors.

Excellent problem-solving skills and communication skills.

Knowledge of school finance/budgeting, school facilities, technology, human resources, operations and community relations.

Recruiting

The board will use the job description (see attachment 17) to prepare an employment listing which will be posted on a variety of websites including www.texasid.com and www.schoolspring.com. The employment listing will also be posted on the district website and the Region 13 website. The board will also consider using the Texas Association of School Board's Executive Search Services to recruit qualified candidates.

Selection

The board of directors will review all qualified candidates and use a rubric to determine their top five candidates who will be offered a preliminary interview either in person or via teleconferencing (based on the distance). From the top five candidates, two semi-finalists will be selected. These two semi-finalists will join the board for a second interview and will also complete in-depth case studies and scenarios to provide the board with an insight into their management style, ability to prioritize, etc. Each of the two semi-finalists will be asked to

submit a plan entitled “The First 100 Days” which will detail how the candidate would begin the task of opening a new charter school. Based on the results of these exercises and the second interviews, the board will select a final candidate to be presented at a board meeting. After the final candidate is named, he or she will be presented to the board for final approval at the next board meeting which will be held at least 30 days after the final candidate is named.

The proposed starting salary for the superintendent will be $100,000 per year. This figure was agreed upon by the board after reviewing the superintendent salary information on the Texas Education Agency website (https://rptsvr1.tea.texas.gov/adhocrpt/adpea.html). For the 2018-2019 school year, a comparison of the FTE-weighted salaries for superintendents within Region 13 having an enrollment of less than 1,000 students was approximately $97,700. The board will consider the final candidate’s “education, experience, prior salary history, job duties actually performed, and what a typical person with similar skills experience and job duties would earn” (TEA Generation 25 Application Instructions & Guidance, page 49) when making a final determination of salary so as to ensure that there is no violation of 19 TAC section 100.1022(c)(1)(A)(i).

Attachment 18: Résumé(s) and Qualifications for Proposed Instructional Leadership Team

Provide all résumés and qualifications of the instructional leadership team members who have been selected. Clearly indicate the position that is associated with each résumé. If some of the instructional leadership team members have been selected, but some have not, complete this attachment for those who have been selected and complete Attachment 19 for positions that do not currently have candidates identified.

If none of the instructional leadership team members have been selected, write "N/A" on this Attachment and complete Attachment 19.

Attachment 18

While Board searches for qualified candidates for the leadership team it has assembled a group of experienced team members who will support the school.

Bridget Bilbray-Phillips

Education

Master of Education Administration
1989, University of Nevada, Las Vegas — Las Vegas, Nevada

Bachelor of Science, Elementary Education
1982, University of Arizona — Tucson, Arizona

Professional Experience

- July 2015 – Present, Executive Director, Doral Academy of Nevada, Las Vegas Nevada
- July 2013-July 2015, Principal, Doral Academy Saddle Campus, Las Vegas, Nevada
- August 2012-July 2013, Principal, Somerset Academy Oakey Campus, Las Vegas, Nevada
- August 2006- August 2012, Director, School-Community Partnership Program, Clark County School District, Las Vegas, Nevada
- March 2003-August 2006, Principal, James H. Bilbray Elementary School, Clark County School District, Las Vegas, Nevada
- March 1996-March 2003, Principal, Daniel Goldfarb Elementary School, Clark County School District, Las Vegas, Nevada
- June 1993-March 1996, Principal, Walter Bracken Elementary School, Clark County School District, Las Vegas, Nevada
- August 1992-June 1993, Assistant Principal, Walter Bracken and John S. Park Elementary Schools, Clark County School District, Las Vegas, Nevada
- August 1991-August 1992, Assistant Principal, Walter Bracken Elementary School, Special Assignment at Curriculum and Instruction, Clark County School District, Las Vegas, Nevada
- August 1990- August 1991, Assistant Principal, Marion Earl and Elaine Wynn Elementary Schools, Clark County School District, Las Vegas, Nevada
- August 1986-August 1990, Classroom Teacher, fourth grade, Vegas Verdes Elementary School, Clark County School District, Las Vegas, Nevada
- June 1987-August 1987, Clark County School District Summer School, third through sixth grade, Clark County School District, Las Vegas, Nevada
- August 1985-August 1986, Classroom Teacher, fourth grade, Mt. View Elementary School, Clark County School District, Las Vegas, Nevada
- January 1984-June 1985, Long-term substitute, fourth/fifth grades, Hooper Elementary School, Los Angeles Unified School District, Los Angeles, California
- August 1982-June 1984, Classroom Teacher, third grade, St. Viator 's Elementary School, Las Vegas, Nevada
- August 1981-June 1982, Student Teacher in alternative block program, first grade, Tucson, Arizona

Special Accomplishments/ Awards

- March 2010, Recipient of President Obama's HOPE Award for commitment to education
- June 2008-June 2009, Selected and participated in the Chamber of Commerce Leadership Las Vegas year-long training
- January 2006, Recognized by the State of Nevada PTA as Principal of the Year
- May 2002, One of three finalists submitted to the State of Nevada, Elementary National Distinguished Principal
- 2003, Dr. Harry Wong highlighted the teacher induction program at Daniel Goldfarb Elementary School in his book, *New Teacher Induction: How to Train, Support, and Retain New Teachers*

- June 1994, Recognized by Junior League of Las Vegas for outstanding community service
- May 1989, Excellence in Education Award for Math Program
- May 1988, Excellence in Education for Student Government Program
- May 1988, Staff member of school recognized as finalist for National Elementary Recognition Program

Professional Memberships

- Clark County Association of School Administrators
- Elementary Principal's Association
- National Association for School Administrators
- Association Supervision Curricular Development
- Las Vegas Chamber of Commerce, Las Vegas, Nevada
- Latin Chamber of Commerce, Las Vegas, Nevada

Community Activities

- July 2014-Present, Member Advisory Council of the Epilepsy Foundation of Nevada
- July 2012-Present, Member Education Sub-Committee, Lied Discovery Children's Museum
- August 2012- Present, Co-Chairman Any Given Child Governance Sub-Committee
- August 2011-Present, Member Any Given Child Committee
- June 2009-2012, Board Member of Lied Discovery Children's Museum
- August 2006-2011, State Board Member of Communities In Schools
- August 2011-2012, Southern Nevada Board Member Communities In Schools
- August 2006-2012, Board Member of Nevada Council on Economic Education
- August 2006-2012, Board Member of Class Act
- August 2006-2012, Member of Jr. Achievement Education Committee
- August 2006-2011, Member of United Way of Southern Nevada, Education Committee

References

Dr. Carla Steinforth
Former Region Superintendent
Northwest Region
2233 Chatsworth Court
Henderson, Nevada 89014
(702) 434-9963
[redacted]

Mrs. Billie Rayford
Former Area Superintendent
Superintendent's Region
7096 Spring Beauty Ave.
Las Vegas, Nevada 89131
H- (702) 645-1105
C- (702) 219-7259
[redacted]

Mr. Steve Linder
Former Vice President of
Community Development
HSBC Bank Nevada, N.A.
2129 Hot Oak Ridge St.
Las Vegas, NV 89134-5519
(702) 417-2108
[redacted]

Bridget Bilbray-Phillips
Executive Director
Doral Academy of Nevada



Mrs. Bridget Bilbray-Phillips is the Executive Director of Doral Academy of Nevada. Doral Academy, an arts integrated charter school, opened its doors in August of 2013 with Mrs. Phillips as the founding principal. The second Doral campus opened in Mountain's Edge in August of 2014, the third Doral Campus opened in the northwest area of the valley in August 2015, our fourth campus opened in the Summerlin area in August of 2016, and our fifth campus opened in southwest Las Vegas in August of 2017.

Bridget was formerly the Director of the School-Community Partnership Program for the Clark County School District for six years. In this position she was responsible for connecting business and community resources to Clark County School District schools. In this role she developed partnerships with non-profit community organizations such as Three Square, Communities In Schools, and Ronald McDonald House Charities.

Bridget received an undergraduate degree in Elementary Education from University of Arizona. She earned a graduate degree in School Administration from University of Nevada, Las Vegas.

Bridget began teaching in a private school in Las Vegas in 1982. She started teaching for the Clark County School District in 1985. During her time in the Clark County School District she worked as a Curriculum Specialist, Assistant Principal, Principal, and Director. As Principal, she was awarded the PTA Lynel Cunningham Site Administrator Award and was one of three finalists submitted to the State of Nevada as the Elementary National Distinguished Principal. She was a 2010 recipient of President Obama's HOPE Award for Education. Bridget was recognized by the Latin Chamber of Commerce for her support of youth and education programs in 2011.

HERMES ORTIZ

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PROFESSIONAL EXPERIENCE

Academica Aug 2011- to date

Data Coordinator

- Responsible for the data procurement for all the schools through the use of excel models to dissect student data and plan targeted instructional interventions
- Responsible to gather and relate information on new FL-DOE rulings that will have an impact on school performance and grading.
- Responsible to provide support across the organization on data analysis for operational and strategic purposes. (school accreditation, marketing and other strategic uses)
- Provide professional development to Faculty and Staff on the interpretation and use of student data.

Miami Dade Public Schools. Aug 2003 – July 2011
Regional Curriculum Support Specialist Aug 2008 – Sept 2011

- Provide 90 schools with data tools to organize an effective instructional effort in the South Region (considerable improvement on our school portfolio during a 3-year period)
- Committee member in support of SINI schools located throughout the region
- Provide professional development to Faculty and Staff on the interpretation and use of student data.
- Developed data chats-cycle procedures.

Miami Springs Senior High Aug 2003- July 2008

- Mathematics 10th - 12th Grade Intensive math teacher
- Instructional Leader
- Data Analysis – Chair
- Other Projects: Various consulting projects on data analysis and process improvement for schools in throughout Miami-Dade County.

Viking Ocean, Inc. May 2002 to 2006
Various Consulting assignments:

- Master Business Plan 2004 - 2010.
- Process re-engineering project. Develop and implement an integral bidding and proposal system. Develop simulation models for technical design applications.

Cordis Corporation. Feb – Aug 2001
Consulting Assignment

- Develop cost and revenue simulation model to optimize tax and labor costs alternatives, for three plants and four global points of sale. Results of the model represented savings of one billion dollars in taxes and two hundred million dollars in labor during a seven year period.

Universal Trading and Engineering Corp. 2000 – 2001.
General Manager

HERMES ORTIZ

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- Responsible for all aspects of the business, including but not limited to bidding proposals, sales, warehouse management, logistics, controllership, engineering and budgets.

Stanton Magnetics, LLC. . 1999-2000
Manufacturing Controller and Special Projects

- Responsible for accounting and controls of manufacturing activities. Development of costing methods and productivity controls. Developed model for production planning and budgeting using Excel. Conversion of legacy manufacturing system to MAS90 Accounting System. Responsible for the construction management of a new 35,000 square feet manufacturing facility.

Peoples Telephone Company (PTC) 1998-1999
Accounts Payable Manager
Responsible for controlling 40,000 monthly A/P. Process re-engineering to reduce phone line disconnections. Provided support to other accounting areas of the business.

Premier Cruises 1997-1998
Director of Onboard Controls/Controller
Responsible for onboard revenue, controls, accounting and cash flows. Development of yearly ship budgets. Monthly variance reporting.

DHL Regional Services Ltd. 1995-1997
Regional Aviation Finance Manager
Responsible for financial accounting and control for Latin America offices. Budget Development and variance reporting. Spare parts inventory controls. Adoption of aviation accounting methods generated important cost savings ($300,000).

Tampa Airlines (Cargo) 1993-1995
General Manager
Responsible for US Operations and Management functions. Managed a workforce of 200 employees and five aircraft. Labor relations, FAA relations. Logistics, warehousing, and import-export activities. Aircraft maintenance and repair. Revenue and cost controls. Responsible for a yearly $20 million-dollar budget.

Challenge Air Cargo, Inc. 1989-1993
Chief Financial Officer
Responsible for the Financial and accounting management functions. During tenure airline expanded from $20 million/yr to $ 60 million/yr supported by bank loans and air leasing agreements. Fleet comprised of three Boeing-757s and one Boeing-707 aircraft.

Emery Worldwide 1986- 1989
Marketing and Strategic Planning Manager
Responsible for Marketing strategies and planning for the Latin American sector. Development and implementation of marketing research tools to penetrate new markets/new products. Development of Business plans for introduction or upgrading of lift capacity to new/existing markets.

Independent Consultant 1983-1986

HERMES ORTIZ

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Development of Database Management Systems for customers in several industries such as: printing, manufacturing, retail and air cargo.

Grupo Mexicano de Desarrollo S. A. (GMD) Mexico City, Mexico. 1973-1983
CIO and Technical Director
Responsible for the MIS and technical functions. Development and implementation of a construction accounting system. Responsible for Project reporting. Project planning and scheduling.

EDUCATION

Bachelor of Science Civil Engineering: National and Autonomus University of Mexico 1971

Construction Management Specialization: Bowcentrum International Education. The Netherlands 1972.

MBA: The Wharton School of Business and Finance 1975-1977

Specialist on Educational Leadership: Florida International University. 2009

COMPUTER SKILLS

Applications: Excel, Word, Power Point, and Tableau.

CARLOS A. FERRALLS
4360 Southwest 5th Street ◊ Miami, Florida, 33134
Home: (305) 446-0694 ◊ Cell: (786) 344-5872 ◊ Email: cferralls@dadeschools.net

I have 19 years of experience in teaching, administration, and management of school activities. I developed, manipulated, evaluated, implemented, and enhanced curricular and extracurricular programs to reflect student achievement and growth. I coordinated assigned student activities and services, kept abreast of developments in school curriculum and instruction and provided leadership in determining the appropriateness of incorporating recent developments and trends into the school's educational program. In addition, I also encouraged and supported development of innovative instructional programs. I helped develop a student discipline management system that results in positive student behavior. My greatest strengths, which helped me to achieve a successful head position, are my logical and critical thinking skills, ability to solve the problem quickly and efficiently, and my excellent communication skills and management ability.

Objective

To obtain the role of Assistant Principal, in which I will enable students and employees to achieve at their highest levels; by successfully leading the school through building high performing teams, responsibly managing work and people, and enlisting others in the school vision.

Education

- Master of Science in Leadership Education, Nova Southeastern University, Florida, 2008
- Bachelor of Arts in Education, Glenville State College, West Virginia, 1998

Professional Experience

Head of Schools ◊ Doral Academy Inc., Florida ◊ 2015 – Present

As Head of Schools for Doral Academy Inc., I supervise and manage the organization and coordination of Doral Academy Schools. I support the leadership of the schools in implementing school programs and an effective student discipline management system while adhering to the mission of the schools in maintaining an academically high performing student body. I coordinate and maintain the articulation agreements for Doral Academy Schools in order to provide students with seamless transitioning between schools as well as overseeing faculty performance and student achievements.

Principal ◊ Doral Academy Inc., Florida ◊ 2015 – Present

As Principal, I ensure the efficient operation of the schools and oversee that safety protocols are implemented to create a safe and nurturing environment for the student body. I engage with school staff to develop faculty management, safety protocols, curriculum, and student/parent communications that produce a high quality educational system.

Assistant Principal ◊ Doral Academy Inc., Florida ◊ 2008 – 2015

As Assistant Principal, I took part in student discipline management and the adherence to school procedures. I coordinated school support services including security, cafeteria, and transportation. I engaged with school management to implement the school curriculum and student programs along with the supervision of students and staff.

Administrative Assistant ◊ Miami Senior High School, Florida ◊ 2007 – 2008

As an Administrative Assistant of this school, I assisted the principal and assistant principals in planning, organizing, and administering all functions at the high school level which are essential to the operation of a responsive, effective, and efficient instructional environment which provides maximum opportunity for student growth. Furthermore, I assisted in the implementation of the total instructional program, enforcing standards relative to continuous student progress, achievement, and promotion. I assisted with the development and implementation of the school's master schedule, and implement attendance procedures in accordance with Board policies.

Department Chair of Physical Education ◊ Miami Senior High School, Florida ◊ 2006 – 2007

As a Department Chair, I selected, stored, ordered, and issued inventory equipment, materials, and supplies used in the physical education program. I participated in interviewing and the consideration of teacher candidates in the discipline for which he/she is responsible. I directly supervised the teachers in the Physical Education department in accordance with the supervisory plan established by the principal of the school. I participated in and assumed leadership where required in the development of curriculum guides and curriculum materials at the high school level. Under my leadership, I acted as a liaison between members of the department and high school administration and between the department members and designated personnel.

Physical Education Teacher ◊ Miami Senior High School, Florida ◊ 2000 – 2006

As a Physical Education teacher, I instructed students in physical education activities in educational institution: I planned physical education program to promote development of student's physical attributes and social skills. I taught individual and team sports to students, utilizing knowledge of sports techniques and of physical capabilities of students. I organized, lead, instructed, and refereed indoor and outdoor games. I determined the type and level of difficulty of exercises; corrections needed, and prescribed movements, applying knowledge of sports, physiology, and corrective techniques.

Program Director/Sports Director ◊ International Jose Marti YMCA, Florida ◊ 1998-2000

As a Director, I provided leadership and managed an entire YMCA program. I provided day-to-day fiscal management to ensure that the programs remained within the annual operating budget; provided strategic organizational plans, goals, and objectives; conducted annual interim evaluations for all program employees. I practiced effective and appropriate leadership skills; maintained ability to meet deadlines; exercised ability to work with a wide variety of people; prioritize appropriately; recruited volunteers from the community for coaching and other positions. I supervised 30 staff members; facilitated productive involvement of "high-risk" children; prepared and evaluated program reports; assisted the executive director with daily operations.

Skills

- Expertise in the use of Miami Dade County Public Schools software; Integrated Student Information System (ISIS), Cognos, Principal Viewer, Intranet, Grade Book, Edu-Soft, Connect-Ed, and Control-D-Web.
- I have excellent communication and written skills in English to deliver points in precise.

Biography

Carlos Ferralls received his Bachelor's degree in Education at Glenville State College and a Master's degree in Educational Leadership at Nova Southeastern University. He began his administrative career in 2005 at Miami Senior High School as the administrative assistant. In 2008 he was assigned to work as an Assistant Principal at Doral Academy Preparatory School and for the last four school years has served as the Principal.

Mr. Ferralls is committed to creating a safe and supportive learning environment that prepares every student of the school for the workplace or post-secondary education, following graduation, in order to secure a successful future. He has also developed a system of identifying at-risk students. At Miami Senior High School, Mr. Ferralls assisted these students in clearing a pathway toward successful high school graduation through frequent monitoring. He provides a more aggressive approach for promoting parental involvement, flexibility in scheduling, improved behavior, free academic tutoring, and community involvement.

He has led Doral Academy Preparatory School to be one of the top performing schools in the county, state, nation and internationally. Under his leadership, Doral was awarded a Blue Ribbon Award three times and has a 72% Advance Placement passing rate for the 2018-2019 school year with over 2,500 exams administered. In addition, over 30% of the high school population partake in college level courses while continuing to enroll in the rigorous courses offered at Doral. Due to the expectations placed by Principal Ferralls, 99% of the most recent senior class graduated and were accepted to colleges/universities around the nation.

Liliana Legra-Salazar

15301 SW 39th Lane

Miami, FL 33185

305-409-5453

[redacted]

Summary

Committed to the ideals of equitable public education, I am a student-focused educator with over two decades of serving special and minority student populations. As a first-generation college graduate, I understand firsthand the value of post-secondary education. My commitment to public education began as a teacher's assistant in a classroom serving special education students. Throughout my educational career, I have served as a special education teacher, lead teacher, program specialist, assistant principal, principal, district director, and national director. Since 2015, I have been servicing over 170 schools in the United States through Academica, the nation's largest Educational Service Provider of charter schools. My previous twenty-three years were with Miami-Dade County Public Schools (M-DCPS), the fourth largest school system in the nation. Each of these positions have afforded me the opportunity to: explore and implement evidence-based approaches to maximize student achievement; develop and support teachers and school leaders with the goals of driving excellence and equity; and provide to all children significant opportunity to receive a fair, equitable, and high-quality education to close educational achievement gaps by engaging all stakeholders, specifically parents/caregivers.

Education

Bachelor of Science, Exceptional Student Education

Nova Southeastern University, (12/93)

Master of Science, Special Education & Teaching English as a Second Language

Florida International University, (4/96)

Master of Science, Education and Teaching English as a Second Language

University of Miami, (8/97)

Educational Specialist, PreKindergarten & Primary Education

Nova Southeastern University, (4/99)

Educational Leadership Certificate

Florida International University, (5/00)

Superintendent's Leadership Academy Certificate

Association of Latino Administrators and Superintendents (5/14)

Commissioner's Leadership Academy Certificate

Florida Department of Education (6/15)

Certifications:

State of Florida Teaching Certificate (7/17 – 6/22)

School Principal (All Levels)

Educational Leadership (All Levels)

Specific Learning Disabilities (Grades K-12)

English to Speakers of Other Languages (ESOL) (Endorsement)

Prekindergarten Disabilities (Endorsement)

Teach Like A Champion – Engaging Academics Train the Trainer (11/16)

The National Council for Behavioral Health -Youth Mental Health First Aid Trainer (8/18)

Comprehensive School Threat Assessment (Dr. Dewey Cornell) – Trainer (8/19)

Experience:

National Director for Special Education and Student Support October 2015 - present

Academica

Provide educational, operations and compliance support to 170 client charter schools in the areas of educational

leadership, academic achievement, special education, and student support in the United States. The scope of work

includes:

mentor school leaders on increasing student achievement and analyzing data to determine what instructional

approaches are having the greatest impact;

support schools to ensure at-risk students succeed in a rigorous academic environment;

strategic planning for dramatic improvements in student outcomes of special and minority student populations;

design, develop, and coordinate special education, Section 504, and Multi-Tiered System of Supports (M-TSS)

programs;

provide guidance on adherence to State student policies and procedures;

ensure program compliance by working with district leaders, community agencies, parents, advocates, and attorneys;

facilitate state complaints, mediation, and due process hearings;

collaborate with legislative department on Charter school initiatives (advocating for choice and access to high-

quality schools and equity for students with diverse learning needs);

write and defend initial charter applications and charter renewals;

write and monitor federal grants (Titles I, II, III, IV and the Individuals with Disabilities Education Act – IDEA;

provide professional development and present at state and national conferences.

Exceptional Student Education (ESE) District Director July 2012-October 2015

M-DCPS

Managed all ESE programs and coordinated support for 464 schools (PreK-12) and 35,000 special education students representing the 13 categories covered by IDEA. District responsibilities included:

managed the $77 million dollar IDEA grant;

provided appropriate direction and supervision to ensure work was accomplished within required timelines for senate bills and legislative mandates, extended school year, Medicaid program funding, psychological services (evaluation and staffing process), transition planning and services, and related services (ex: occupational/physical therapy);

participated in Instructional Reviews at selected school sites to create Action Plans which would provide support to the schools' ESE department year round to increase positive student outcomes;

conducted needs assessments in all ESE departments to ascertain professional development needs and coordinated trainings;

provided support for the M-DCPS departments and students through communication and problem solving with parents and staff members;

developed community partnerships with agencies that would support and enhance work with students and their families.

State responsibilities included:

monitored compliance with the District's Student Policies and Procedures (SP&P) Manual as per State directives;

provided educational and programmatic support to ensure the 20 state data indicators met annual state benchmarks and targets; and

facilitated the Bureau of Exceptional Student Education and Student Services (BEESS) Very Large District Meetings.

Elementary School Principal November 2006 – July 2012

Auburndale Elementary School (M-DCPS)

Led the prekindergarten through fifth grade educational program and operations of a school with 800-1000 students (depending on school year) and demographics of 95% Free & Reduced Lunch, 20% ESE, 85% English Language Learners, & 98% Hispanic. Under my leadership, the School Grades were: 2006-2007-C, 2007-2008-B, 2008-2009- A, 2009-2010-B, 2010-2011-B, 2011-2012-A.

School responsibilities included:

managed the total school facility including Primary Learning Center and ESE Center;

budgeted funds generated by the Florida Education Finance Program and reflected expenditures based on the current year's objectives after a thorough review of the school's needs assessment document;

monitored all federal grants the school received (Title I, II, III, & IDEA) and ensured grant activities were completed based on grant requirements;

identified school level objectives each year and developed a school plan for positive student outcomes;

regularly used the results of the student assessment data to identify problems and implement program improvements and/or pacing for Adequate Yearly Progress (AYP) subgroups – Students with Disabilities, Hispanics, and Economically Disadvantaged;

observed and evaluated teacher performance and provided assistance to individual teachers in an effort to improve classroom instruction;

interviewed and recommended appointment to school site vacancies, continued employment or termination of active employees;

arranged/conducted in-service activities and meetings for faculty and staff to meet yearly professional development requirements; and

arranged/conducted monthly parent workshops on topics that dealt with making sound educational decisions for their children.

Undergraduate Education Adjunct College Professor

Jose Maria Vargas University Fall 2009 – Spring 2012

Florida International University Fall 2004 – Summer 2008

Barry University Fall 1999 – Spring 2000

Taught undergraduate students in early childhood, elementary, and special education classes. Additional responsibilities included: developed and managed the class syllabus and ensured that the syllabus met department and college standards; planned and created lectures, in-class discussions and assignments; graded assigned papers, quizzes and exams; assessed grades for students based on participation, performance in class, assignments and examinations; collaborated with colleagues on course curriculum; advised students on how to be successful in class; and remained updated on innovations and changes within fields.

Assistant Principal

South Miami K-8 Center (M-DCPS) August 2002 – November 2006

Joe Hall Elementary (M-DCPS) November 2001 – August 2002

Merrick Educational Center (M-DCPS) October 2000 – November 2001

Assisted the Principal in: curriculum development, supervision and evaluation; student assessment and monitoring;

systematically assessed and monitored student progress using objective and verifiable information; worked with staff to identify and respond to at risk students; initiated referrals to appropriate community agencies when needed; maintained policies and practices for grading, reporting, and promoting; defined and articulated a school philosophy with vision through board adopted goals and administrative recommended objectives; implemented a discipline code that promoted orderliness and student learning; supervised staff and conducted personnel evaluations; planned and implemented professional development for faculty and staff; and established and maintained rules and procedures for student, faculty, and staff safety.

Program Specialist for ESE Department February 2000 – October 2000

Department Chair for ESE Department August 1998 – January 2000

Varying Exceptionalities Teacher August 1996 – June 1998

G. Holmes Braddock Senior High School (M-DCPS)

Varying Exceptionalities Teacher (4th Grade) December 1993 – June 1995

Riverside Elementary School

Conference Presentations

Salazar, L. (2019, November). *Bilingual Education Learners with Special Needs: Effective Instructional Strategies Pre-Conference*

Institute & When Is It Time to Refer an English Language Learner for Special Education, Five Pitfalls to Avoid. Iowa Culture and Language Conference, Coralville, IA.

Salazar, L., Suarez, I., & Marty, J. (2019, October). *20 Essential Points: What All School Administrators Should Know*

About Special Education. Florida Charter School Conference, Orlando, FL.

Salazar, L., Oliver, C. (2019, October). *Section 504 Myths and Realities.* Florida Charter School Conference, Orlando, FL.

Salazar, L., Oliver, C., & Tagle, W. (2019, October). *Seven Strategies to Enhance. School Safety in Your Charter School.*

Florida Charter School Conference, Orlando, FL.

Salazar, L. & Calvo, D. (2019, July). *When Is It Time to Refer an English Language Learner for Special Education?*

Five Pitfalls to Avoid. National Charter Schools Conference, Las Vegas, NV.

Salazar, L. & Calvo, D. (2019, June). *Bilingual Learners with Special Needs: Effective Instructional Strategies.* National

Association for Bilingual Education 5th Annual Dual Language Symposium, Carolina, PR.

Salazar, L. (2019, May). *ESE & Charter Schools 101: How to Become an ESE Expert.* Florida New Charter Schools

Training, Orlando & Ft. Lauderdale, FL.

Salazar, L. & Calvo, D. (2019, March). *English Language Learners with Special Needs: Effective Instructional Strategies.*

48th Annual Conference of the National Association for Bilingual Education, Lake Buena Vista, FL.

Salazar, L., Suarez, I., & Marty, J. (2018, October). *20 Essential Points: What All School Administrators Should Know*

About Special Education. Association of Latino Administrators & Superintendents, San Diego, CA.

Salazar, L. (2018, October). *ESE & Charter Schools 101: How to Become an ESE Expert, Section 504 Myths and Realities*

and *20 Essential Points Special Education*. Florida Charter Schools Conference, Orlando, FL.

Salazar, L. (2018, May). *ESE & Charter Schools 101: How to Become an ESE Expert.* Florida New Charter Schools

Training, Orlando & Ft. Lauderdale, FL.

Salazar, L. & Calvo, D. (2018, March). *Assessing ELLs for Special Education: 5 Pitfalls to Avoid.* 47th Annual Conference

of the National Association of Bilingual Educators, Albuquerque, NM.

Salazar, L. (2017, October). *ESE & Charter Schools 101: How to Become an ESE Expert.* Florida Charter School

Conference, Daytona Beach, FL.

Salazar, L. & Calvo, D. (2017, July). *Assessing ELLs for Special Education: 5 Pitfalls to Avoid.* Florida Association of

Bilingual Educators, Boynton Beach, FL.

Salazar, L. (2017, May). *ESE & Charter Schools 101: How to Become an ESE Expert.* Florida New Charter Schools

Training, Orlando & Ft. Lauderdale, FL.

Gallo, R. & Salazar, L. (2014, October). *A Snapshot of a Program for a Student with Disabilities: The Least Restrictive*

Environment (LRE)/Achievement "At A Glance" Monitoring Tool. Florida League of Middle Schools Conference: 2014

Conference on Inclusive Education – Foundations of Teaching Exceptional Students, Pembroke Pines, FL.

Salazar, L. (2014, October). *Barriers to Autism Diagnosis in Latino Children & Implementing the Least Restrictive Environment*

Monitoring Tool. Association of Latino Administrators & Superintendents, Atlanta, GA.

Salazar, L., Cappellucci, D., & Johnson, K., (2013, November). *Success at an Early Age: Improving Outcomes for Young Children with Disabilities*. The Urban Collaborative, Chicago, IL.

Salazar, L. & Johnson, K. (2013, October). *Making a Difference for Hispanic Children with Autism and Other Developmental Disabilities.* Association of Latino Administrators & Superintendents, Denver, CO.

Nevin, A., Cramer, E., Salazar, L., & Voigt, J. (2007, April). *Instructional modifications, adaptations, and accommodations of co-teachers who loop: A descriptive case study.* Special Education SIG, Annual Conference of the American Association for Educational Research (AERA), Chicago, IL.

Nevin, A., Cohen, J., Salazar, L., & Marshall, D. (2007, February). *Student teacher perspective on inclusive education practices in an urban multicultural district.* Annual Conference of the American Association for Colleges of Teacher Education (AACTE), New York City. [Available as an ERIC Document #ED495705]

Nevin, A., Cramer, E., Voigt, J., & Salazar, L. (2007, February). *Instructional Modifications, Adaptations, and Accommodations of Co-teachers Who Loop: A Descriptive Case Study".* Eastern Educational Research Association, Clearwater Beach, FL.

Gordillo, W., Cramer, E., Marshall, D., Nevin, A., & Salazar, L. (2006, May). *Restructuring for Student Success: Achieving Positive Learning Outcomes for Students with Disabilities in Inclusive Settings.* Urban Special Education Leadership Collaborative Spring 2006 Meeting, Miami, FL.

Cramer, E., Nevin, A., Voigt, J., & Salazar, L. (2006, April). *The accommodated learner in a multicultural urban setting.* Poster session presented at Council for Exceptional Children, Salt Lake City, Utah.

Orlando, C., Gordillo, W., Nevin, A., & Salazar, L. (2005, December). *Restructuring for Student Success: A Large Urban District's Path in Achieving Positive Learning Outcomes for Students with Disabilities in Inclusive Settings.* Florida Department of Education K-12 Continuous Improvement Conference, Orlando, FL.

Cramer, E., Nevin, A., Salazar, L.., & Landa, K. (2005, April). *Promoting a co-teacher team in an urban, multicultural setting.* Poster presented at Council for Exceptional Children, Baltimore, MD.

Salazar, L. & Landa, K. (2005, April). *Looping a diverse co-teaching classroom from 3rd-4th grade.* Paper presented at the Council for Exceptional Children (CEC) Annual Convention – Kaleidoscope Session, Baltimore, MD.

Salazar, L. (2004, April). *Universal Design and Differentiated Instruction: Resolving Competing Mandates from IDEA and NCLB*. Florida International University 3rd Annual Research Conference, Miami, FL (with Nevin, A.., Falkenberg, C., Nullman, S., & Silio, M.).

Publications and Scholarly Work:

Salazar, L. (2019). ELs and special ed eligibility: 5 misteps to avoid. *The Special Education, LRP Publications*, 34(13), 6.

Nevin, A., Cramer, E., Voigt, J. & Salazar, L. (2008). Instructional modifications, adaptations, and accommodations

of coteachers who loop. *Teacher Education and Special Education, 31*(4), 283-297.

Nevin, A., Cohen, J., Salazar, L., Marshall, D. (2007, Fall). A longitudinal study over three consecutive semesters of

the impact of a "Jumpstart for Inclusion" workshop on student teacher perspectives on inclusive education. *Florida*

Educational Leadership, 8(1), 58-64.

Salazar, L., et. al. (2006). Universal Design and Differentiated Instruction: A Position Paper to Resolve Potentially Competing Mandates of the "Individuals with Disabilities Education Act" and "No Child Left Behind." ERIC Document #ED490358.

Cramer, E., Nevin, A., Salazar, L., & Landa, K. (2006, Fall*).* Co-teaching in an urban, multicultural setting: Research report. *Florida Educational Leadership, 7*(1), 43-50.

Salazar, L., & Nevin, A. (2005, Spring). Co-teachers in an urban multicultural school. *Florida Educational Leadership*, *5*(2), 15-20.

Nevin, A., Falkenberg, C., Nullman, S., Salazar, L., & Silio, M. (2004, April). Universal design for learning and

differentiated instruction: Resolving competing mandates of the Individuals with Disabilities Education Act and

No Child Left Behind. In S. Nielsen, T. Rocco, & M. Plakhotnik (Eds.). *COERC 2004: Proceedings of the Third Annual*

College of Education Research Conference (pp. 92-97). Miami, FL: Florida International University, College of Education.

Webinars

Assessing ELLs for Special Education: 5 Pitfalls to Avoid; January 10, 2019, Building Hope, Charter Support Unit.

Section 504: 21 Myths and Realities; November 29, 2018, Building Hope, Charter Support Unit.

Podcasts (Academica Media)

Weekly

Teach the Way They Learn (Host)

https://itunes.apple.com/us/podcast/teach-the-way-they-learn/id1441228702?mt=2

Monthly

The Judy Marty Show (Co-Host)

https://itunes.apple.com/us/podcast/the-judy-marty-show/id1441773538?mt=2

Recognitions

Florida Division of Vocational Rehabilitation Employer of the Year

The WOW Center Employer of the Year

Miami, FL

2018

White House Champions of Change Finalist

Washington, D.C.

2014

Autism Speaks Outstanding 2014 Walk Volunteer

Coral Gables, FL

2014

Council for Exceptional Children (CEC) Administrator of the Year

Miami, FL

2005

Biography

Liliana L. Salazar is the National Director of Special Education and Student Support for Academica. Academica is the nation's largest Educational Service Provider for charter schools. She was formerly the District Director of Exceptional Student Education for the Miami-Dade County Public Schools System (M-DCPS). She was responsible for ensuring a free and appropriate public education for 37,000 students with disabilities for the fourth largest school system in the nation. Liliana has worked in the field of education for over twenty-five years, in the capacities of teacher, assistant principal, principal and district administration. She has presented at several state and national conferences and has co-authored articles published in a variety of educational journals. In October 2018, she began her first weekly podcast show titled "Teach The Way You Learn" where she discusses teaching strategies and how they can be the most effective in reaching all groups of students. She received her Bachelor's of Science in Exceptional Student Education from Nova Southeastern University, her first Master's of Science in Special Education from Florida International University, her second Master's of Science in Education from the University of Miami, and her Educational Specialist degree in PreKindergarten/Primary Education from Nova Southeastern University. She currently resides in Miami, Florida with her husband and their three children.

Attachment 19: Job Descriptions or Qualifications for Instructional Leadership Team

Provide all job descriptions or qualifications of the instructional leadership team members who have not yet been selected. If some of the instructional leadership team members have been selected, but some have not, complete Attachment 18 for those who have been selected and complete this Attachment for positions without identified candidates.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 24). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant instructional leadership team position together with a reference to the appropriate page number in Attachment 24.

JOB DESCRIPTION

Position Title: Assistant Principal

Contract Year: Twelve Months

QUALIFICATIONS

Education: An earned Master's Degree or higher from an accredited institution. Certifications: Valid Texas Certification in Educational Leadership, Administration, Administration & Supervision, School Principal or Professional School Principal at the appropriate grade level for the school.

EXPERIENCE

Required: Three (3) years teaching experience at a school site. Demonstrated ability to communicate effectively in both oral and written forms.

Preferred: 1-3 years of administrative experience at a school site.

Reports to: School principal and school Board of Directors

Supervises: Instructional and Service Personnel assigned by the principal.

POSITION GOAL: To assist the Principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources available for a successful and safe school program for students, staff and community.

SKILLS AND ABILITIES: The Assistant School Principal will effectively perform the performance responsibilities using the following skills and abilities:

- read, interpret and implement the appropriate state and federal statutes and policies, Sponsor's Policies and school board policies and procedures
- use group dynamics within the context of cultural diversity and be knowledgeable of Texas educational reform, accountability and effective school concepts
- demonstrate knowledge and practice of current educational trends, research and technology

- understand the unique needs, growth problems and characteristics of school students
- train, supervise and evaluate personnel
- demonstrate effective communication and interaction skills with all stakeholders

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Assistant School Principal shall:

LEADERSHIP

- Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.
- Assist the principal in providing leadership and direction for all aspects of the school's operation.
- Assist in establishing and monitoring a school mission and goals that are aligned with the Board's mission and goals.
- Exercise proactive leadership in promoting the vision and mission of the Board's Strategic Plan.
- Maintain an active involvement in the school improvement planning process.
- Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.
- Provide for the articulation of the school's instructional program among school personnel.
- Assist in the management and development of the implementation and assessment of the instructional program at the school to ensure all students have equal learning opportunities.
- Use quality improvement principles and processes in daily administration of school.
- Assist in developing and maintaining a safe school atmosphere conducive to learning and student achievement.
- Maintain visibility and accessibility on the school campus and at school related activities and events.
- Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
- Build teams to accomplish plans, goals and priorities.
- Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- Anticipate difficult situations and develop plans to handle them.
- Serve as arbitrator for serious discipline problems in accordance with School policies, board and Sponsor's policies and state statutes.

- Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- Model and maintain high standards of professional conduct while setting high standards and expectations for self, others, and school.

INFORMATION & ANALYSIS

- Address the diverse needs of the school population
- Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the school.
- Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.
- Analyze and use data for decision-making or to improve actions, plans and process.
- Access, analyze, interpret and use data in decision-making.
- Use benchmarks and comparison data in the analysis of results and make data accessible to all stakeholders.

OPERATIONS

- Assist with managing and supervising the school's financial resources including the school's internal accounts.
- Assist with establishing and managing student accounting and attendance procedures at the school.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.
- Assist with coordinating safety and facility inspections at the school.
- Assist in coordinating the school food service program at the school, including the free and reduced food service requirements.
- Assist with the supervision of all extracurricular programs at the school.
- Provide leadership in the effective use of technology in the classroom and in school administration.
- Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Perform other tasks consistent with the goals and objectives of this position as assigned by the Principal.

STRATEGIC PLANNING

- Assist with facilitating and coordinating the development of the School Improvement Plan.

- Assist in communicating overall School Improvement Plan requirements to all staff each employee can understand how the goals and plans relate to his/her own work.
- Assist in allocating resources consistent with the implementation of the School Improvement Plan.
- Collect input and analyze data to develop goals.
- Assist in the selection and acquisition of instructional materials and equipment.
- Assist with establishing and coordinating procedures for student, teacher, parent, and community evaluation of curriculum.
- Assist with facilitating the horizontal and vertical articulation of curriculum within the school.
- Develop the master schedule and assign teachers according to identified needs.
- Assist with providing recognition and celebration for student, staff, and school accomplishments.
- Set high goals and standards for self, others and the organization.

COMMUNITY ENGAGEMENT

- Develop positive relationships with all stakeholders (students, parents, teachers, community).
- Assist with facilitating a program of family and community involvement.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Assist in promoting/marketing the school and its priorities to the community.
- Assist in providing leadership to support community involvement programs and business partnerships at the school level.
- Assist in directing and developing the recruitment of Business Partners to benefit the school and community.
- Assist with the development of activities with business partners that promote student achievement.
- Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.
- Work with parents to resolve complaints or concerns.
- Interact with government and service agencies relative to student welfare.
- Take appropriate reporting and/or referral actions whenever abuse situations are recognized.
- Assist in supervising the implementation of the school's student services (including guidance, health services, and attendance) and other related areas.

- Manage issues, including hiring, evaluation, staff deficiencies and retention; appropriately and professionally personnel.
- Assist with interviewing and selection of qualified personnel to be recommended for appointment.
- Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.
- Delegate responsibilities to appropriate staff members.
- Assign tasks and supervise personnel in task accomplishment including special projects.
- Assist with the development and implementation of an effective staff development program.
- Assist in analyzing data and information to plan staff development to accomplish school goals.
- Assist with providing staff development opportunities and feedback to school personnel.
- Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.
- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- Provide feedback on professional performance and offer assistance to strengthen weaknesses in performance.

JOB DESCRIPTION

POSITION Title: Teacher

Contract Year: Ten-Month Salaried - Annual Contract

QUALIFICATIONS

Education: Bachelor's degree from an accredited college or university; Certifications: valid Texas certification with required endorsements in the subject area.

EXPERIENCE

Preferred: Two (2) years of successful classroom experience in the appropriate subject area.

Reports to: Principal

POSITION GOAL: To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable achievement gains for all students.

SKILLS AND ABILITIES

The teacher shall:

- Possess knowledge of curriculum Texas Standards (TEKS) in the appropriate subject area.
- Be able to adapt, design and implement curriculum to meet the needs of the individual students.
- Be able to suggest educational and classroom management strategies, materials and techniques to parents and other support personnel working with students.
- Be able to use observation techniques for identification, ongoing re-evaluation and planning for students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The teacher shall:

DEMONSTRATE PROFICIENCY

- Demonstrate mastery of all state competencies

- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21st century at the professional and eventually the accomplished level
- Demonstrate knowledge and understanding of the subject matter
- Foster students' achievement gains from baseline assessment levels to be evident in pre/post test comparison results, standardized test scores, and portfolios
- Assist the administration and staff to develop and implement a school-wide behavior management system aligned to the Board's policies and procedures
- Provide supportive classroom management and academic strategies to teachers, students, and parents.

DEMONSTRATE INITIATIVE

- Demonstrate efficiency
- Demonstrate punctuality
- Demonstrate consistent attendance
- Review current developments, literature and technical sources of information related to job responsibility
- Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities, and clubs
- Initiate opportunities for professional development
- Provide supplemental instruction.

PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT

- Demonstrate oral and written proficiency
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments
- Pursue further education and supplemental credentials.

UNDERSTAND AND EMPLOY A VARIETY OF EDUCATIONAL TECHNOLOGIES, STRATEGIES, AND TEACHING STYLES

- Employ differentiated instructional strategies to maximize learning
- Role model using the state competency checklist
- Consistently maintain portfolios (dating and ordering each piece).

SERVE AS ROLE MODELS FOR STUDENTS AND FUTURE TEACHERS

- Promote problem-solving skills and character education
- Promote and enforce school rules.

ADVISE PARENTS

- Keep parents updated through interim reports, report cards, phone calls, and notes home
- Encourage and facilitate parental and community involvement promoting student achievement
- Document parent phone calls, conversations, and conferences

- Work as partners to create behavior modification plans and create Progress Monitoring Plans (PMP) for students
- Maintain flexibility and frequent contact with parents about student progress and school events.

DEMONSTRATE AWARENESS OF EACH STUDENT'S EDUCATIONAL NEEDS

- Continually assess students' development through clearly defined rubrics
- Establish, maintain, assess, and (if needed) modify individual student progression plans
- Identify those students who exhibit exceptional thinking styles and behaviors and implement and/or accommodate those exceptional needs
- Assist in data collection and preparation of reports including individualized educational plans of instruction for students.

WORK COOPERATIVELY AND PRODUCTIVELY WITH CO-WORKERS

- Interact with maturity and professionalism among administration, staff, and students at all times
- Take initiative to implement projects, programs, and/or compensate for shortcomings within classroom and/or the school environment
- Exhibit congeniality among co-workers, students, and parents
- Show assertiveness - delegate when necessary
- Be a team player while respecting others differences
- Separate professional and personal spheres
- Be flexible - always have a back-up plan
- Be willing to help where help is needed.

FOLLOW GUIDELINES REGARDING SAFETY AND EDUCATION

- Supervise student recreation (having at least one person in the classroom at all times)
- Complete and maintain accident reports (keeping one in a permanent file and sending one copy to parents)
- Keep emergency numbers at hand and a stocked first aid kit accessible in classroom
- Maintain up-to-date lesson plans within curriculum guidelines
- Complete, distribute, and maintain files of all behavior and homework referrals as required (one in permanent folder, one sent home)
- Complete and maintain files of all report cards, interim reports, and county test records
- Follow safety requirements regarding aisles, doorways, fire alarms, and fire extinguishers at all times
- Participate in monthly fire and other safety drills
- Keep dangerous objects (knives, rocks, etc.) and toxic substances (ammonias, medicines, etc.) out of the reach of children at all times

- Follow appropriate medication guidelines for all students (remember never to give Tylenol, cough drops, or any prescription medications) Refer student to the nurse's office.

PARTICIPATE ACTIVELY IN SCHOOL FUNCTIONS

- Attend parent/teacher meetings and conferences
- Plan and participate in special events
- Perform other duties as assigned by the Principal.

JOB DESCRIPTION

POSITION TITLE: Guidance Counselor (Budgeted under contracted services)

CONTRACT YEAR: 10-12 Months

QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution; Texas certification in Guidance and Counseling. Bilingual skills preferred. Computer skills as required for the position.

REPORTS TO: Principal or designee

POSITION GOAL: To implement processes to help students through classroom guidance, individual academic planning, responsive services, and system support.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:
The Guidance Counselor shall:

- meet with parents/students prior to and during the registration process, inform the students of classes relative to course selection and assist the administration in the registration and scheduling process
- assist in development of the school's master schedule
- conduct follow-up meetings after the master schedule is developed to make any necessary changes in students' schedules
- conduct orientation meetings to provide information regarding class offerings and registration procedures
- provide individual counseling for students regarding scheduling upon request of
- the student or his/her parent/guardian
- counsel students on personal and academic concerns and notify parents as deemed necessary
- evaluate credits from outside sources
- provide training to teachers, parents and students on pupil progression plan
- provide materials and suggestions for classroom oriented guidance activities
- arrange student, parent and teacher conferences
- acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment
- assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs
- work with parent groups in the area of child growth, development and discipline

- meet with teachers to present and explaining the results of various testing programs
- assist teachers in effective utilization of test results
- identify community and school system resources and when advisable, refer student situations to the proper agencies
- keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested
- gather information from all faculty members having contact with a student being considered for referral
- review current developments, literature and technical sources of information related to job responsibility
- ensure adherence to good safety procedures
- participate in professional growth activities and complete a professional development plan
- attend professional conferences and workshops related to the overall guidance program
- perform other duties as assigned by the Principal
- follow School, Board, and Sponsor policies as well as federal and state laws.

JOB DESCRIPTION

Position Title: English Language Learner (ELL) Specialist/Teacher

Contract Year: Ten (10) Months - Annual Contract

QUALIFICATIONS

Education: An earned bachelor's degree or higher from an accredited institution and Appropriate State of Texas Teaching Certification Endorsement in ESOL

EXPERIENCE

Required: A minimum of four (4) years of combined successful work experience, which includes a minimum of two (2) years teaching experience in ESOL/bilingual education.

Preferred: Preferred degree major in Education or related field. Bilingual in English, Spanish. Computer skills as required for the position.

Supervises: ESOL Teachers, teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor ESOL curriculum for students assigned to the ESOL program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The ESOL Coordinator/teacher shall:

- Coordinate the development of bilingual/ESOL curriculum guides and performance objectives for grades all grades at the school
- Coordinate the identification, assessment and placement of students in the bilingual/ESOL program
- Coordinate the ordering of materials and equipment needed to implement the bilingual/ESOL program
- Develop and assist to implement the school's bilingual/ESOL program
- Coordinate and attend LEP meetings and communicate with parents
- Coordinate testing for ESOL and monitor student LEPS
- Work with principals, teachers and personnel in the bilingual/ESOL program
- Coordinate the internal and external evaluation to maintain an effective feedback monitoring system in coordination with Program Evaluation
- Coordinate activities with early intervention programs to provide services for English Language Learners (ELLs)

- Serve as a consultant on the matters pertinent to the bilingual/ESOL program
- Assist with interviews of potential bilingual/ESOL teachers
- Participate successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment
- Review current developments, literature and technical sources of information related to job responsibility
- Ensure adherence to good safety procedures
- Perform other duties as assigned by the Principal.

JOB DESCRIPTION

POSITION TITLE: English for Speakers of Other Languages (ESOL) Coordinator/Teacher

CONTRACT YEAR: Ten (10) Months - Annual Contract

QUALIFICATIONS

EDUCATION: An earned bachelor's degree or higher from an accredited institution and
Appropriate State of TexasTeaching Certification Endorsement in ESOL

EXPERIENCE

REQUIRED: A minimum of four (4) years of combined successful work experience, which includes a minimum of two (2) years teaching experience in ESOL/bilingual education.

PREFERRED: Preferred degree major in Education or related field. Bilingual in English, Spanish ??. Computer skills as required for the position.

SUPERVISES: ESOL Teachers, teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor ESOL curriculum for students assigned to the ESOL program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The ESOL Coordinator/teacher shall:

- Coordinate the development of bilingual/ESOL curriculum guides and performance objectives for grades all grades at the school.
- Coordinate the identification, assessment and placement of students in the bilingual/ESOL program.
- Coordinate the ordering of materials and equipment needed to implement the bilingual/ESOL program.
- Develop and assist to implement the school's bilingual/ESOL program.
- Coordinate and attend LEP meetings and communicate with parents.
- Coordinate testing for ESOL and monitor student LEPS
- Work with principals, teachers and personnel in the bilingual/ESOL program.
- Coordinate the internal and external evaluation to maintain an effective feedback monitoring system in coordination with Program Evaluation.

- Coordinate activities with early intervention programs to provide services for English Language Learners (ELLs).
- Serve as a consultant on the matters pertinent to the bilingual/ESOL program.
- Assist with interviews of potential bilingual/ESOL teachers.
- Participate successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the Principal.

JOB DESCRIPTION

Position Title: Exceptional Student Education (ESE) Program Specialist

Contract Year: Ten Months

QUALIFICATIONS

Education: Bachelor's degree in Education. Master's degree preferred. Must have certification in Exceptional Student Education areas.

EXPERIENCE

Required: Must possess and maintain current Texas Teaching Certification in Exceptional Student Education. Minimum of five (5) years of successful instructional experience in Exceptional Student Education.

Reports to: School Principal

Supervises: Special Education Teacher, teachers and clerical personnel, as assigned.

POSITION GOAL: The Specialist will conduct staff development activities designed to ensure a free and appropriate public education for all students with disabilities. This position will also assist the School Administrator and Program Specialists in managing all ESE functions within the schools and will ensure compliance in all areas of ESE.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The ESE Specialist shall:

- Coordinates the referral, staffing, placement and re-evaluation process for exceptional student education at the school level, i.e., initials, IEP reviews, transfers, verification of placements
- Directs the use of all forms at the school level including referral and placement forms, IEP's, data entry, FTE, etc., in preparation for staffing's/meetings
- Maintains records and procedures specific to Exceptional Student Education for compliance purposes
- Serves as LEA (Local Education Agency) Representative at the Speech and Language staffing's and IEP meetings

- Acts as a resource to the school personnel regarding ESE rules, regulations, compliance requirements, program needs, school responsibilities, positive behavioral supports, discipline concerns, functional behavior assessments, behavior intervention plans, and other ESE related concerns including implementation of Individuals with Disabilities Education Act
- Assists schools in implementing all processes required for the FTE survey weeks and the federal count
- Provides periodic monitoring of Matrices, IEPs, re-evaluation dates and any other date specific requirements to ensure compliance for audit surveys
- Collaborates with school personnel and others for the development, coordination and implementation of appropriate staff development, e.g., workshops, updates, in-service, conferences, etc.
- Monitors the extent to which students' educational goals are being met in accordance with those outlined in the student's IEP
- Prepares and submits appropriate comprehensive written reports that include interpretation and synthesis of assessment data and other sources data upon request
- Assesses, in conjunction with ESE Program Specialist, the needs of school-based ESE teachers and programs
- Mentors and demonstrates effective teaching strategies to ESE teachers
- Assists schools in the decision-making process required for determining accommodations for students with disabilities participating in standard or alternative assessment
- Serves as liaison between school personnel, i.e., the guidance department, the administrators and the ESE staff
- Develops and implements activities promoting inclusive practices
- Attends workshops, conferences and meetings necessary to maintain and update professional knowledge.

JOB DESCRIPTION

Position Title: Registrar

Contract Year: Twelve Months

QUALIFICATIONS

Education: Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program.

Skills: A well-rounded knowledge of clerical methods, procedures, and business office practice; must be computer literate. Computer skills as required for the position. The hiring administrator may specify preferred, appropriate additional qualifications as may be related to the job.

EXPERIENCE

One (1) year of previous school work experience which demonstrated an expertise to perform various procedures and applications of a repetitive and routine nature following standard practices.

Reports to: Administrator/Principal or designee

POSITION GOAL: To perform a wide variety of clerical duties with respect to registering students, processing and maintaining student records, and otherwise working with student schedules and data in a responsible and accurate manner.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The School Registrar shall:

- Process required forms and information to enroll new students and discuss the process with students and parents
- Maintain cumulative folders and permanent record cards in a secure manner
- Prepare various lists and reports in regard to student ranking, grade averages, graduation, reassignments, etc.
- Process withdrawal and transfer of students and verify that student obligations are settled
- Assist in determining credits and corresponding grade levels
- Receive and mail transcripts and other requested records, as authorized, and prepare related correspondence
- Follow instructions and established policies and procedures to perform specialized registrar duties referring questionable matters to the Guidance Director

- Review students' immunization forms to verify adherence to governmental requirements
- Operate standard office equipment such as any generation of typewriter, calculator, microcomputer, word processor, etc., as well as equipment developed or advanced from future technology as required by the job
- Interact effectively with the general public, staff members, students, teachers, parents, and administrators, using tact and good judgment
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment
- Review current developments, literature and technical sources of information related to job responsibility
- Ensure adherence to good safety procedures
- Perform other duties as assigned by the Principal or designee.

JOB DESCRIPTION

Position Title: Media Specialist

Contract Year: Twelve Months

QUALIFICATIONS

Education: Minimum B.S. or B.A. in Elementary/Secondary Education including library science/media hours to meet Texas State Certification standards.

Experience: Experience in elementary or secondary education and demonstrated knowledge of technology use and integration.

Reports to: Administrator/Principal or designee

POSITION GOAL: To work in a flexible environment, collaborating with staff, teaching skills to students and staff, and maintaining the holdings of the Media Center. Knowledge of curricular areas is essential in order to provide accessible tools for students and staff to direct, enhance, and support the learning process.

SKILLS AND ABILITIES

The Media Specialist will effectively perform the performance responsibilities by having the following skills and abilities:

- Knowledge and ability to work with technology and assist integration in the classroom.
- Ability to select and provide access to a wide variety of materials which meet the needs of various learning situations.
- Ability to organize, catalogue, display, distribute and produce instructional materials.
- Knowledge and ability to teach information and technology literacy needed for independent learning.
- Knowledge of civil rights relating to free access to materials and copyright laws.
- Ability to provide an environment conducive to quick accessibility, good study habits, and development of proficient media users.
- Ability to demonstrate effective interpersonal relationships with students, staff, and parents.
- Ability to be flexible in order to accommodate teachers, students, parents/guardians, and community members.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Media Specialist shall:

- Assess learning and information needs of students and staff
- Plan and work collaboratively with teachers to use appropriate resources that address curricular needs and learning goals
- Instruct students and staff in the effective use of the media center, its resources, and the current technologies necessary to access the resources and information
- Incorporate information literacy into day-to-day instruction
- Advocate and promote reading and life-long learning through motivational activities
- Adhere to and communicate copyright as well as other laws and guidelines pertaining to the distribution and ethical use of all resources
- Advocate the principles of intellectual freedom
- Work cooperatively with other libraries and agencies to share resources that enhance teaching and learning
- Work with the principal and school leadership team to provide flexible access to school library media center resources to accommodate individuals and groups simultaneously
- Organize school library media facilities and resources in a manner that supports the mission, goals, and objectives of the school and maximizes intellectual and physical access to resources
- Encourage the widest possible use of print and electronic resources and services--within the school library media center, throughout the school, and through remote access
- Develop and implements an ongoing collection development and evaluation planning process, that focuses on a variety of formats and resources to meet diverse learning needs
- Prepare budget requests, administer library budgets, and maintain appropriate records
- Evaluate and select resources that build a collection addressing curricular needs and learning goals in collaboration with teachers, technology staff, and students
- Evaluate the school library media program on a continual basis according to accepted standards of quality
- Interact effectively with students, staff, administration, parents, and the community to promote and expand the school library media program
- Prepare and submit accurate reports as required
- Adhere to established laws, policies, rules, and regulations

JOB DESCRIPTION

Position Title: Paraprofessional

Contract Year: Ten Months

QUALIFICATIONS

Education: High School Diploma or GED and passing score on one of the paraprofessional assessments or two (2) or more years of college and passing score on one (1) of the paraprofessional assessments within the first calendar year of employment or valid Texas educational aide certificate.

Experience: Experience with children preferred.

Reports to: Supervising Teacher, Principal or designee

POSITION GOAL: To assist, support and work closely with teachers, administrators, and other team members in providing a quality instructional program for students.

SKILLS AND ABILITIES

The Paraprofessional will effectively perform the performance responsibilities using the following skills and abilities:

- Relate and work with students and adults in a positive manner
- Work cooperatively with colleagues
- Follow written and verbal instructions
- Perform clerical tasks
- Maintain flexibility and confidentiality
- Demonstrate effective oral and written communication skills, basic English and mathematics skills, basic knowledge of technology and ability to apply knowledge to assigned areas of responsibility, and knowledge of operation of office and audio-visual equipment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Paraprofessional shall:

WORK HABITS

- Observe assigned work hours.
- Maintain a pattern of prompt and regular attendance.
- Follow the daily schedule as prescribed.
- Adjust to work assignments and/or schedule changes.

PERFORMANCE RESPONSIBILITIES

- Work with individual students or small groups of students to

reinforce learning of materials or skills initially introduced and outlined by the teacher.
- Provide extra assistance to students with special needs, such as non-English-speaking students or those with physical and/or mental disabilities.
- Assist as directed by the teacher in the effort to successfully maintain students with special needs in an integrated setting, as determined by the IEP team.
- Assist the teacher in preparing materials and equipment for direct instructional activity, including locating, copying, collating, distributing and/or grouping materials to support instructional activities planned by the teacher.
- Assist with bulletin boards and decorations for instructional purposes and for special events.
- Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips.
- Perform assigned non-instructional classroom duties, such as snack time, toileting, and clothing routines.
- Serve as a source of information and help to any substitute teacher assigned to the class.
- Attend staff meetings, and serves on committees as required.
- Perform other duties as assigned by the teacher, principal, or designee.
- Demonstrate ethical behavior and confidentiality of information about students in school environment and community.
- Maintain a cooperative working relationship with principal, supervising teacher, students, parents, staff, and public.

TRAINING

- Participate in professional learning activities which align with school improvement goals.
- Participate in staff development opportunities provided by the county.

JOB DESCRIPTION

POSITION TITLE: Reading/Literacy Coach

CONTRACT YEAR: Ten-Month Salaried - Annual Contract

QUALIFICATIONS

EDUCATION: Bachelor's degree from an accredited college or university; Certifications: valid Texas certification in the subject area.

EXPERIENCE PREFERRED: Experience - Two (2) years of successful classroom experience in the appropriate subject area.

REPORTS TO: Principal

SKILLS AND ABILITIES

The literacy coach shall:

- Possess knowledge of curriculum Texas Standards (TEKS) in the appropriate subject area.
- Be able to adapt, design and implement curriculum to meet the needs of the individual students.
- Be able to suggest educational and classroom management strategies, materials and techniques to parents and other support personnel working with students.
- Be able to use observation techniques for identification, ongoing re-evaluation and planning for students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The reading/literacy coach will serve as a stable resource for professional development throughout a school to generate improvement in reading and literacy instruction and student learning. The coach will support and provide initial and ongoing professional development to teachers in:

- Each of the major reading components, as needed, based on an analysis of student performance data.
- Administration and analysis of instructional assessments.
- Providing differentiated instruction and intensive intervention based on assessments.

Literacy Coach will:

- Model effective instructional strategies for teachers and co-teach in classrooms.
- Facilitate study groups and train teachers in data analysis and using data to differentiate instruction.
- Coach and mentor colleagues.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that research-based reading programs (comprehensive core reading programs, supplemental reading programs and comprehensive intervention reading programs) and strategies are implemented with fidelity and adjusted to meet the needs of all students.
- Help to increase instructional density to meet the needs of all students.
- Help lead and support reading leadership teams at their school(s).
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

The literacy coach will assist to promote school-wide literacy reform by:

- Offering professional growth opportunities for staff;
- Increasing a collaborative environment that fosters sharing and learning;
  Implementing the school-wide reading plan model that supports literacy instruction in all classes;

The literacy coach will work with students in whole and small group instruction in the context of modeling, co-teaching, and coaching in other teachers' classrooms. The literacy coach is responsible for working with all teachers (including ESE, content area, and elective areas) and will be expected to prioritize their time to those teachers, activities, and roles that will have the greatest impact on student learning, namely coaching and mentoring in classrooms.

Attachment 20: Leadership Evaluation Tool(s)

Provide any leadership evaluation tool(s) that have been developed.

Appraiser
Rubric and Evaluation Forms



TEXAS
PRINCIPAL
EVALUATION &
SUPPORT SYSTEM

TEXAS PRINCIPAL EVALUATION & SUPPORT SYSTEM

Appraiser Rubric and Evaluation Forms

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Texas Principal Evaluation and Support System (T-PESS)

(Getting Started Instructions)

Instructions: To begin, please complete the contact information for the principal and appraiser then click on the **SAVE FORM** button before proceeding with the form or printing.

You may want to include the Principal's name and the school year in the file name when you save it. The information entered on this page will be populated throughout all forms in this document.

SPECIAL NOTE: The forms contained in this Adobe PDF document are designed to be used electronically or in a print format. Some sections of the form can also be emailed directly from the document.

Contact Information	
Principal Name:	
Principal Email:	
Principal School:	
School Year:	
Appraiser Name:	
Appraiser Email:	

Principal Name: School Year:

Beginning-of-Year Goal Setting Form
(For BOY Conference)

Instructions: Beginning of Year Goal Setting / Professional Development Plan

Principals complete a self-assessment using the T-PESS Rubric providing an opportunity for them to reflect on their current level of practice in relation to the Texas Principal Standards and serving as the basis for establishing professional growth goals. It is essential that the goal-setting process prioritizes areas of development for the principal as a professional, independent of campus-related needs. The primary goal is focused on the principal's individual growth as a professional. Principals will also set a second goal related to student growth on their campus. Although principals may choose to establish more than two goals, it is not required and any additional goals should be considered carefully so as not to dilute their energies from the two required goals.

The Self-Assessment and Goal Setting step is central to the core intent that the T-PESS process guide self-reflection, inform professional development, and personify continuous growth and improvement.

Principals should use the following criteria when completing the Beginning-of-Year Goal Setting Forms:

- Principals should conduct a comprehensive review of the T-PESS rubric in preparation for completing the Principal Self-Assessment.
- Principals shall set at least two goals; one goal must focus on developing an aspect of the principal's practice while the second goal must focus on an aspect of student growth.
- The strategies and actions to be taken over the course of the year should be outlined in the GSPD plan (goal setting and professional development), along with the expected outcomes, time line for achievement, and the resources needed for attainment.

The Beginning-of-Year Conference provides the principal and the appraiser an opportunity to engage in collaborative conversations. At this meeting, the principal and the appraiser discuss the principal's Self-Assessment and the principal's proposed goals. The primary purpose of the BOY Conference is to give the principal and the appraiser an opportunity to discuss professional practice in relation to the five principal standards.

In preparation for the BOY Conference:

- The principal will submit (1) a copy of his or her completed Self-Assessment and (2) his or her draft goals – one for professional practice and one for student growth.
- The appraiser will review (1) the results of the principal's Self-Assessment and the previous year's summary ratings (if a continuing principal) and (2) the principal's draft goals.

Additional information on Principal Self-Assessment & Goal-Setting and the BOY conference is available in the T-PESS Participant Manual.

Principal Name: School Year:

Professional Practice Goal	
Professional Practice Goal:	
Texas Principal Standard(s) and Indicator(s) to be Addressed:	
Strategies and Actions:	
Expected Measurable Outcomes:	
Timeline for Achieving Goal:	
Resources Needed:	
Comments:	
Student Growth Goal	
Student Growth Goal (can span a period greater than one year):	
Texas Principal Standard(s) and Indicator(s) to be Addressed:	
Strategies and Actions (to be taken over time):	
Expected Measurable Outcomes (to be realized over time):	
Timeline for Achieving Goal:	
Resources Needed:	
Comments:	
Principal Signature:	**Date:**
Appraiser Signature:	**Date:**

Principal Name: School Year:

Principal Evaluation Rubric From
(Mid-Year Conference and the End-of-Year Conference)

The rubric serves as the foundation for Texas Principal Evaluation and Support System. It should be used throughout the process to monitor principals' progress toward consistently using practices that leadership research has identified as necessary to improve the amount of learning that takes place in a school.

Appraisers will use the rubric to complete their assessment of the principals' performance at the beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY). Local policy/ procedure will determine the means, time frame, and formality of these reviews. Example: At the beginning of the year, local procedure may dictate that the supervisor "review" the rubric for an informal assessment. Or, local guidelines might require that the BOY assessment be completed and submitted as a formative assessment. This will be determined at the local level.

The principal and appraiser will use the rubric as a guide for performance discussions throughout the year and as a tool to determine the final evaluation rating for the principal. This is a working document and should be referred to throughout the year. It is designed so that appraisers may take notes and cite evidence in an on-going manner.

Instructions: Appraisers will use the rubric on the following pages to complete their assessment of the principals' performance during the year. Likewise, the principal and appraiser will use this rubric as a guide for performance discussions and as a tool to determine the final evaluation rating for the principal.

To complete this form,

- The Principal Standards serve as the foundation of the T-PESS rubric.
- Read the specific Standard carefully and then review the given indicator.
- Begin in the Developing column. If the practices listed in the Developing column describes the principal's performance throughout the year, mark the box beside the practice. There should be evidence that documents attainment of this performance level.
- For scoring purposes, continue to work down the column of Developing practices. For each practice for which there is sufficient evidence to support the performance level, give a check mark.
- Continue this process through the Proficient column reading and rating as you move down the column. For any practice for which there is NOT adequate evidence for the performance level, the box should be left blank.
- Continue this process through Accomplished, and Distinguished categories for each indicator within the principal evaluation rubric.
- If no practices can be checked at this time, make a comment in the Not Demonstrated / Needs Improvement column.
- If practices in the Distinguished column are marked, provide an explanatory comment.

Principal Name: School Year:

Standard 1 – *Instructional Leadership*: The principal is responsible for ensuring every student receives high-quality instruction.

Indicator 1A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards	☐ Monitors the fidelity of curriculum implementation ☐ Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources	☐ Plans with clearly defined detail for implementation of the district's approved curriculum ☐ Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum	☐ Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards	☐ Comment Required
☐ Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes	☐ Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas . . . and	☐ Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement . . . and	☐ Understands and is knowledgeable about assessment (formative & summative) practices and issues and their effect on student learning . . . and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Leadership teams, Use of research-based school and classroom practices, Campus master schedule, Formative and summative assessments, Education plans for identified sub-populations, and Stakeholder surveys.

Indicator 1B: The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning community	☐ Analyzes instructional implementation data and provides staff with on-going opportunities (e.g. vicarious experience, action research) to master the use of effective instructional strategies	☐ Provides guidance on the implementation and effective use of research-based instructional strategies in every classroom ☐ Implements a system(s) for monitoring the implementation and effective use of research-based instructional strategies in every classroom	☐ Understands and articulates the adopted model of instructional planning and delivery	☐ Comment Required
☐ Leverages professional development and research-based strategies to increase the collective efficacy of teachers and staff	☐ Analyzes and synthesizes teacher performance data to determine school-wide goals for instructional improvement ☐ Develops and executes a specific and targeted plan for instructional professional development informed by teacher evaluation, student achievement, and other applicable data sources . . . and	☐ Utilizes instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery ☐ Utilizes existing structures within the school to provide and actively participate with teachers in meaningful professional development that incorporates self-reflection and addresses findings from multiple data sources . . . and	☐ Demonstrates knowledge about research on effective instructional practices and their impact on student achievement . . . and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Leadership teams, Use of research-based school and classroom practices, Campus master schedule, Formative and summative assessments, Education plans for identified sub-populations, and Stakeholder surveys.

Indicator 1C: The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Empowers, challenges, and supports staff to execute approved programs and research-based school and classroom practices with the fidelity needed to ensure the learning, achievement, and complete educational development of all students	☐ Requires and monitors fidelity and consistency in the implementation of research-based practices and monitors their impact on student learning and achievement	☐ Works collaboratively with teachers and staff to assess the impact of programs and interventions on student learning and achievement	☐ Understands and articulates the impact of school-level practices on student learning and achievement	☐ Comment Required
	☐ Actively utilizes leadership teams to analyze data relevant to the fidelity and consistency of implementing research-based school and classroom practices and the impact of those practices on the learning and achievement of all students . . . and	☐ Utilizes a variety of district- approved student achievement data sources to strategically and intentionally implement effective research-based programs and interventions that improve the achievement of all students . . . and	☐ Understands and articulates the importance of using multiple data sources to inform program decisions that improve the achievement of all students . . . and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Leadership teams, Use of research-based school and classroom practices, Campus master schedule, Formative and summative assessments, Education plans for identified sub-populations, and Stakeholder surveys.

Indicator 1D: The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Develops relationships with parents/guardians and the community to improve good will and trust in the school's ability to close achievement gaps	☐ Utilizes leadership teams to analyze relevant data and optimize work processes, programs, and services that result in closing achievement gaps	☐ Collaboratively develops clear expectations for teachers and staff that emphasize practices consistent with the meaning of equity and result in closing achievement gaps	☐ Understands and articulates a clear meaning of equity within the school community	☐ Comment Required
☐ Makes significant and consistent progress towards eliminating achievement gaps while maximizing individual student achievement	☐ Analyzes relevant achievement data to inform and prioritize program and instructional improvement efforts that make measureable progress towards eliminating the achievement gaps while maximizing individual student achievement	☐ Continually and systematically assesses the progress towards eliminating achievement gaps among identified sub-groups of students	☐ Models and promotes high expectations for all students, student sub-groups, and staff	
	☐ Actively identifies and secures the additional resources necessary to eliminate achievement gaps among student groups . . . and	☐ Analyzes relevant data and ensures that available resources are appropriated and aligned with school improvement priorities to maximize achievement growth for all students . . . and	☐ Understands and articulates the learning and social-emotional needs of student groups within the school community . . . and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Leadership teams, Use of research-based school and classroom practices, Campus master schedule, Formative and summative assessments, Education plans for identified sub-populations, and Stakeholder surveys.

Standard 2 – *Human Capital*: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Indicator 2A: The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Capitalizes on the tangible and intangible assets of staff members to optimize student academic growth and development	☐ Utilizes leadership teams to analyze appropriate data sources and strategically develop processes for recruiting, hiring, supporting, and retaining staff to strengthen the school's vision and mission	☐ Plans with concise details and implements processes for recruiting, hiring, supporting, and retaining staff who implement school improvement priorities and support student achievement goals	☐ Understands and articulates the importance of effective recruiting, hiring, supporting, and retaining teachers and staff members	☐ Comment Required
	☐ Establishes a culture of high performance that supports teacher retention . . . and	☐ Uses approved district processes to screen, interview, and hire a diverse staff that is representative of the vision of the school and meets students' needs ☐ Implements and manages district personnel policies in a fair and equitable manner	☐ Understands and articulates the importance of clear expectations, structures, and procedures for managing human resources	
		☐ Utilizes organizational resources to effectively manage human capital . . . and	☐ Identifies organizational resources and understands the necessity of managing human capital . . . and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Teacher retention data, Teacher professional growth plans, Site professional development plan, National Board Certified Teachers, and Stakeholder surveys.

Indicator 2B: The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Leverages observational and hands-on experiences for teachers that meet staff development needs and ensures expected performance improvement outcomes are met	☐ Uses performance and goal setting data to encourage and challenge staff to reflect on and define the knowledge, skills, and concepts that are essential to the complete educational development of all students	☐ Routinely works collaboratively with teachers and staff to assess the impact of research-based programs and interventions on student learning and achievement	☐ Understands and can articulate the professional development needs of teachers and staff as those needs relate to educating a diverse student population	☐ Comment Required
☐ Maintains and models a school-wide culture of professional learning and improvement that supports frequent professional feedback for teachers and staff	☐ Supports and encourages systematic feedback among teachers and staff ☐ Utilizes leadership teams to accurately analyze teacher performance data to adapt professional development based on the changing needs of the school . . . and	☐ Regularly provides teachers and staff with individual performance feedback and organizes targeted professional development opportunities . . . and	☐ Involves campus committees and/or leadership teams in identifying needs for campus professional development . . . and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Teacher retention data, Teacher professional growth plans, Site professional development plan, National Board Certified Teachers, and Stakeholder surveys.

Indicator 2C: The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Supports teachers and staff to accept leadership responsibilities outside of the school building	☐ Incorporates teachers and staff into leadership and decision-making roles in the school in ways that foster their career development ...and	☐ Defines a process for supporting and modeling leadership development and decision-making activities for teachers and staff members ☐ Facilitates ongoing support for teachers and staff who are taking on new or additional leadership and decision-making roles ...and	☐ Understands and articulates the importance of providing opportunities for teachers to assume leadership and decision making roles within the school ...and	☐ Comment Required

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Teacher retention data, Teacher professional growth plans, Site professional development plan, National Board Certified Teachers, and Stakeholder surveys.

Indicator 2D: The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Maintains a culture where teacher performance evaluations align with student academic growth and development	☐ Holistically analyzes formative and summative teacher and staff evaluations to strategically plan for professional development to improve school wide instructional practice ...and	☐ Creates or adopts protocols to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve	☐ Understands and communicates clear expectations of performance and professional behavior for all staff	☐ Comment Required
		☐ Implements evaluation of teachers and staff according to district policy and state stature ensuring fairness and consistency ☐ Accurately analyzes multiple sources of teacher performance data and makes fair and accurate decisions concerning teacher contract and performance improvement ...and	☐ Understands district policy and state statute governing teacher and staff evaluation ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Teacher retention data, Teacher professional growth plans, Site professional development plan, National Board Certified Teachers, and Stakeholder surveys.

Principal Name: School Year:

Standard 3 – *Executive Leadership*: The principal models personal responsibility and a relentless focus on improving student outcomes.

Indicator 3A: The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Maintains a culture in which teachers and staff encourage and support each other during challenging times	☐ Analyzes relevant school productivity and student achievement data to consider new and innovative ways to lead improvement initiatives	☐ Empowers the school staff to take ownership of the continuous improvement process	☐ Understands and articulates the necessity for establishing and maintaining a culture of continuous improvement	☐ Comment Required
☐ Systematically challenges the status quo by leading change initiatives with potentially beneficial outcomes	☐ Implements collaborative processes to collect, analyze, and act on relevant data about the school's progress toward accomplishing goals	☐ Inspires teachers by including them in the development of a strategic goal setting process ☐ Encourages teachers and staff to accomplish school goals	☐ Understands and articulates a personal vision for improving the school's ability to serve the needs of all students and the necessity for strategic goal setting	
☐ Serve as the driving force behind improvement initiatives that strengthen the collective ability of the school community to adapt to conditions	☐ Creates and uses a transition team during times of change to assist individuals with new ways of doing things …and	☐ Adapts his/her leadership style to the needs of individual teachers and staff struggling with change …and	☐ Understands and articulates how change initiatives can be perceived differently by different stakeholders …and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Campus leadership teams, Stakeholder surveys, Visioning documents, Staff professional development plan, and Teacher retention data.

Indicator 3B: The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improves student outcomes.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Develops and refines structures to gather feedback and data from educational stakeholders	☐ Utilizes performance feedback and synthesizes relevant data to adapt professional practice and leadership behaviors that ensure students receive high-quality instruction	☐ Incorporates performance feedback from supervisors, attends district-mandated professional development, and makes changes to practices	☐ Understands the importance of performance feedback from supervisors in the context of personal and school improvement	☐ Comment Required
☐ Serves as a role model for continuous improvement in professional practice among colleagues	☐ Actively seeks out individual growth and professional development opportunities ...and	...and	...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Campus leadership teams, Stakeholder surveys, Visioning documents, Staff professional development plan, and Teacher retention data.

Indicator 3C: The principal communicates with all audiences and develops productive relationships.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Leverages communication among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the school or district	☐ Monitors the effectiveness of systems and protocols to enable internal and external stakeholder groups to effectively communicate with each other and with the principal and makes adjustments to optimize communication	☐ Implements and utilizes a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community ☐ Designs and utilizes a system of open communication so that members of diverse interest groups feel welcomed and/or heard within the school community	☐ Understands and articulates the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities	☐ Comment Required
	☐ Monitors to improve systems designed to encourage and build community relationships in a manner that fosters respect, outreach, and community engagement ...and	☐ Develops relationships by providing opportunities for the appropriate participation of stakeholder groups in the decision-making process of the school ...and	☐ Understands and can articulate the importance of developing positive relationships with school and community stakeholder groups ☐ Keeps accessible to all stakeholder groups ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Campus leadership teams, Stakeholder surveys, Visioning documents, Staff professional development plan, and Teacher retention data.

Indicator 3D: The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Actively leads in the development of district goals and initiatives for improving achievement of all students	☐ Models ethical behavior by educating the larger community	☐ Develops and implements staff trainings on policies and procedures related to ethical behavior ☐ Ensures compliance of federal, state, and local mandates and policies by all faculty and staff	☐ Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators ☐ Understands and can articulate federal, state, and district mandates and policy regarding the educational services entitled to all students	☐ Comment Required
	☐ Develops a systematic approach for the selection of staff members to lead initiatives designed to mitigate differences among student groups and close achievement gaps	☐ Models cultural awareness and responsiveness to student differences and provides training to faculty and staff	☐ Understands that cultural awareness and student differences (e.g. race, gender, language, SES) influences student achievement	
	☐ Collaborates with leadership teams to develop strategies that demonstrate an ethical responsibility for student opportunity and access to the full span of the curriculum ...and	☐ Educates school personnel on the ethical responsibility to respond to all students' academic, social-emotional, cultural, and physical needs ...and	☐ Understands the ethical responsibility for responding to the academic, social-emotional, cultural, and physical needs of all students ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Campus leadership teams, Stakeholder surveys, Visioning documents, Staff professional development plan, and Teacher retention data.

Principal Name: School Year:

Standard 4 – *School Culture*: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Indicator 4A: The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Leverages personal skills and abilities to be a leader of leaders across the district, in the community, and in the field impacting student learning and achievement ☐ Promotes a unified purpose and shared vision for the school to ensure equity of high expectations for all learners	☐ Serves as the driving force behind a campus-wide belief that teachers and staff can impact student learning and achievement ☐ Maintains a culture of continuous improvement in the school which guides the interventions/enrichment/ outcomes for every student and staff member	☐ Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement ☐ Leads the development of clear, concise, and agreed-upon processes to empower routine and systematic decisions, activities, and initiatives for school improvement	☐ Understands and articulates how unity of purpose, teamwork, and commitment to teaching and learning are interrelated and support the work of the school	☐ Comment Required
☐ Engages school community and stakeholders to promote and internalize the Campus Improvement Plan (CIP) as the baseline for how to do business	☐ Empowers SBDM* to collectively lead and monitor the implementation of the Campus Improvement Plan (CIP) ...and *SBDM: Site-based Decision Making	☐ Regularly uses and applies the Campus Improvement Plan (CIP) to inform and lead campus decisions ...and	☐ Maintains a Campus Improvement Plan (CIP) with a unified purpose and a shared vision for the school ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.

Indicator 4B: The principal establishes, reinforces, and monitors clear expectations for adult, staff, and student conduct, including social and emotional supports.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Engages stakeholders to regularly assess the capacity and need for changes in expectations, structures, rules, procedures, routines, and interventions to advocate for positive impact in the school community	☐ Collaborates with campus leadership to systematically monitor the effectiveness of systems intended to support high levels of student and staff performance ☐ Collaborates with campus leadership to improve systems to support high levels of student and staff performance	☐ Communicates the expectations for high levels of performance for students and staff ☐ Implements systems to improve the efficacy of students and staff to improve performance	☐ Understands and can explain the importance of establishing high performance expectations for students and staff	☐ Comment Required
	☐ Collaborates with campus leadership to improve the operating procedures and rules to maximize opportunities for all students to learn and teachers to teach ...and	☐ Implements and fairly reinforces the operating procedures and rules to guide student and staff behavior ☐ Collects and accurately analyzes data to monitor the effectiveness of the operating procedures and rules ...and	☐ Understands and can explain the importance of a standard set of operating procedures and rules for students and staff to follow ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.

Indicator 4C: The principal purposefully engages families and community members in meaningful student learning experiences.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Develops and utilizes relationships with parents/guardians and the community to develop good will and garner fiscal, intellectual, and human resources in support of the school's improvement agenda	☐ Implements processes that empower parents/guardians and all community stakeholders to contribute to decisions that positively influence student learning experiences	☐ Creates systems and processes that engage parents/guardians and all community stakeholders in a shared responsibility for student and school success	☐ Understands and can explain that parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school	☐ Comment Required
☐ Leverages the influence and synergy of the school and community stakeholders to work together to support high levels of student achievement	☐ Utilizes the culturally responsive needs and positive traditions of the school and community to drive student achievement to higher levels ...and	☐ Identifies the culturally responsive needs and positive, traditions of the school and community ...and	☐ Understands and can explain the importance of cultural perspective in the school and community ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.

Principal Name: School Year:

Indicator 4D: The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Encourages and actively involves community members to participate in and advocate for a safe and orderly school environment	☐ Systematically shares and accurately reports school safety data to teachers and community members ☐ Collaborates with building leadership to actively involve teachers and staff to lead and manage components of the school safety plan	☐ Systematically reviews and analyzes school safety data ☐ Implements school safety initiatives based on data to ensure an environment to maximize teaching and learning	☐ Understands and implements district policies and procedures regarding school safety	☐ Comment Required
	☐ Collaborates with campus leadership to develop systems to ensure students, staff, and community voice is heard ☐ Utilizes feedback from students, staff, and community to improve the social and emotional safety of students and staff ...and	☐ Implements procedures and practices to maintain an orderly and supportive campus ☐ Collects and accurately analyzes data to monitor the effectiveness of the operating procedures and rules ...and	☐ Understands the importance of establishing systems and routines that ensure an orderly and supportive campus environment ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.

Indicator 4E: The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Leverages campus and district student support systems, including parents/guardians, to sustain and strengthen the confidence in the school's ability to minimize student discipline issues in order to best serve the educational needs of all students	☐ Provides a comprehensive analysis of school discipline data and engages learning teams to sustain systems that routinely and conscientiously protect instructional time from interruptions in classrooms and across the campus	☐ Fairly and consistently implements the Student Code of Conduct to ensure an optimal learning environment for all students	☐ Understands and implements district policies and procedures regarding student discipline	☐ Comment Required
	☐ Collect and analyze data concerning student behavior and academic performance to accurately address campus-wide behavioral and academic issues ☐ Collaborates with campus leadership and intervention specialist to develop and implement school wide intervention programs that proactively address the behavioral and academic needs of groups of students ...and	☐ Routinely works with support specialist (*counselors, special education, school psychologist, etc.*) to analyze student behavior and academic performance data ☐ Collaborates with support specialist to develop individualized performance improvement plans for students struggling behaviorally and academically ...and	☐ Understands how behavioral issues with students effect academic performance ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.

Principal Name: School Year:

Standard 5 – *Strategic Operations:* The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.

Indicator 5A: Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Leverages high-level, concrete goals in order to sustain a high performing school culture that creates demand for innovation and improvement	☐ Systematically monitors, evaluates, and refines goals, targets, and strategies through data analysis	☐ Implements change initiatives that are aligned with the school's goals, targets, and improvement strategies	☐ Uses a variety of classroom and school data to challenge the status quo and identify necessary change initiatives	☐ Comment Required
	☐ Systematically and clearly communicates the progress toward achieving goals to all members of the school community ...and	☐ Maintains a consistent focus on the school and classroom influences that affect student learning and systematically communicates successes and shortcomings toward achieving goals and targets within the school ...and	☐ Understands and can explain the importance of open, effective communication in the operation of the school and the progress toward improving student achievement ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, School financial information, Master school schedule with instructional times, Visioning documents, and Staff professional development plan.

Indicator 5B: Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Ensures ongoing student engagement through instructional programs that provide opportunities for personalized learning	☐ Systematically monitors the effect of the master schedule on teacher planning and student achievement	☐ Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction	☐ Designs school schedules and calendars that address the learning needs of diverse student populations	☐ Comment Required
☐ Proactively reviews and adjusts schedules and plans to respond to changes in instructional needs	☐ Analyzes school and classroom data to guide the implementation of policies, practices, and procedures that maximize the use of instructional time ...and	☐ Strategically plans an annual professional development schedule that aligns to school and classroom instructional needs ...and	☐ Ensures adherence to all legal and policy requirements for teacher planning and professional development ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, School financial information, Master school schedule with instructional times, Visioning documents, and Staff professional development plan.

Indicator 5C: Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Designs structures and processes that enable shared responsibility by leadership teams that result in the recommendations and decisions for the allocation of resources that ensure equitable outcomes for all students	☐ Implements processes and procedures that ensure the long-term viability of effective programs and practices	☐ Analyzes relevant data and incorporates feedback in the decisions to allocate resources for professional development needs of faculty and staff	☐ Understands and can explain the importance to assess and allocate school resources to support the professional development needs of faculty and staff	☐ Comment Required
	☐ Analyzes school improvement data to strategically plan for the allocation of human, fiscal and technological resources to maximize outcomes for all students ...and	☐ Seeks human, fiscal, and technological resources necessary for faculty and staff to perform their duties and maximize outcomes for all students ...and	☐ Knows about the school budget and accounting procedures ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, School financial information, Master school schedule with instructional times, Visioning documents, and Staff professional development plan.

Indicator 5D: Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Plays an active role in the development of district/regional/state/ national goals and initiatives directed at improving student achievement	☐ Analyzes relevant school data in order to actively collaborate with school leadership teams to plan and execute strategies of the CIP that are aligned with the district initiatives for improving student achievement ...and	☐ Implements district initiatives directed at improving student achievement	☐ Understands and can explain district goals and initiatives directed at improving student achievement	☐ Comment Required
		☐ Collaborates with administrative colleagues to share best practices related to district goals and initiatives ☐ Seeks internal and external opportunities to secure resources in support of the school's academic program ...and	☐ Openly and effectively communicates between and within school and district administration ☐ Advocates strongly for the school and the school academic program with school district, parents/guardians, and the school community ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, School financial information, Master school schedule with instructional times, Visioning documents, and Staff professional development plan.

Principal Name: School Year:

Mid-Year Progress Form
(Mid-Year Progress Conference)

Instructions: MOY Conference

Reviewing goal progress should be an ongoing process when using T-PESS. When done regularly, it encourages principals to reflect on and refine the leadership practices emphasized to accomplish the goal. Monitoring current progress also offers the opportunity for the appraiser and the principal to discuss and clarify leadership practices within the context of the school using real data.

Approximately halfway through the school year, the appraiser will meet individually with each principal to discuss progress toward the principal's goals and, if applicable, any proposed adjustments to action plans as necessary to reach set goals. The MOY conference also includes a review of selected parts of the rubric as determined most applicable by the appraiser and discussion of any additional support requested by the principal. In preparation for the MOY conference, the principal may wish to prepare a brief summary the most current data of any projects or initiatives related to their T-PESS goals.

Supporting and monitoring principal progress is an important component of the professional development process. The Mid-Year Conference provides the opportunity for principals and appraisers to formatively take stock of the progress the principal is making on his or her professional goals. Key information discussed and decisions made during the conference are captured on the MOY Conference form. Reviewing progress allows for continuing dialogue within the context of the standards, indicators and the principal's performance goals. Additionally, this conference offers the opportunity to modify goals should the need arise.

The Mid-Year Progress Form is used to capture the information reviewed and any decisions made as a result of discussion during the meeting. Following the meeting, the appraiser will complete the form and share it with the principal for review and signature. As a result of this feedback, both principal and appraiser should have a clear understanding of the principal's current level of practice in key areas of focus and goal progress. Ideally, the MOY conference is an extension of the ongoing dialogue between principal and appraiser.

Preparation by the appraiser prior to this conference is important. The appraiser should:

- Review the principal's Self-Assessment and Goal Setting Form.
- Consider the evidence collected through site visits.
- Review and consider the depth and quality of the artifacts submitted or collected.

During the Mid-Year Progress Conference, the principal and appraiser should meet to discuss progress toward goal attainment:

- Using the Mid-Year Progress Form, the appraiser should indicate whether the principal is progressing or not progressing toward goal attainment on both the principal practice goal, as well as the student growth goal set by the principal.
- Include a brief narrative of evidence of progress and/or revise the plan if necessary.

The appraiser should use this form to include any relevant feedback and comments that will assist the principal and promote growth in either or both areas.

Additional information on the MOY conference is available in the T-PESS Participant Manual.

Principal Name: School Year:

Professional Practice Goal		
Professional Practice Goal:		
Indicate progress toward goal attainment:	◯ Progressing	◯ Not Progressing
Evidence of Progress:		
Revised Plan (only if necessary):		
Principal Comments Attached?	◯ Yes	◯ No
Appraiser Comments:		

Student Growth Goal		
Student Growth Goal (can span a period greater than one year):		
Indicate progress toward goal attainment:	◯ Progressing	◯ Not Progressing
Evidence of Progress:		
Revised Plan (only if necessary):		
Principal Comments Attached?	◯ Yes	◯ No
Appraiser Comments:		

Principal Signature:	**Date:**
Appraiser Signature:	**Date:**

Principal Name: School Year:

Principal Summary Rating Form:

Instructions: The Principal Summary Rating Form is to be completed by the appraiser following the End-of-Year Conference where the principal is allowed the opportunity to share artifacts and evidence pertaining to his/her professional goal and performance throughout the year. The discussion of professional performance is collaborative between the principal and the appraiser.

- A final rating should be given for each indicator.
- Local policy will determine if a final overall rating should be given for each standard.
- The appraiser should use all data collected throughout the evaluation cycle, any completed rubrics, and submitted artifacts and evidence in this final performance evaluation.
- The appraiser should add comments, recommended actions for improvement, and resources needed to complete these actions to guide the principal toward continued growth.

Standard 1 – Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.					
Indicators:	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.	○	○	○	○	○
b. The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.	○	○	○	○	○
c. The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.	○	○	○	○	○
d. The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.	○	○	○	○	○
Overall Rating for Standard 1 (Only for districts that aggregate to the standard level)	○	○	○	○	○

Comments:	**Evidence of documentation that may be used to support ratings:**
	☐ Campus Improvement Plan ☐ Student achievement and testing data ☐ Leadership teams ☐ Use of research-based school and classroom practices ☐ Campus master schedule ☐ Formative and summative assessments ☐ Education plans for identified sub-populations ☐ Stakeholder surveys ☐ ☐
Areas for Growth and Resources Needed:	

Principal Name: School Year:

Standard 2 – Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.					
Indicators:	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.	○	○	○	○	○
b. The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.	○	○	○	○	○
c. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.	○	○	○	○	○
d. The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.	○	○	○	○	○
Overall Rating for Standard 2 (Only for districts that aggregate to the standard level)	○	○	○	○	○
Comments:	**Evidence of documentation that may be used to support ratings:** ☐ Campus Improvement Plan ☐ Student achievement and testing data ☐ Teacher retention data ☐ Teacher professional growth plans ☐ Site professional development plan ☐ National Board Certified Teachers ☐ Stakeholder surveys ☐ ☐ ☐				
Areas for Growth and Resources Needed:					

Principal Name: School Year:

Standard 3 – Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.					
Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.	○	○	○	○	○
b. The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, and changes practice in ways that improves student outcomes.	○	○	○	○	○
c. The principal communicates with all audiences and develops productive relationships.	○	○	○	○	○
d. The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.	○	○	○	○	○
Overall Rating for Standard 3 (Only for districts that aggregate to the standard level)	○	○	○	○	○

Comments:

Areas for Growth and Resources Needed:

Evidence of documentation that may be used to support ratings:

- ☐ Campus Improvement Plan
- ☐ Campus leadership teams
- ☐ Stakeholder surveys
- ☐ Student achievement and testing data
- ☐ Visioning documents
- ☐ Staff professional development plan
- ☐ Teacher retention data
- ☐
- ☐
- ☐

Principal Name: School Year:

Standard 4 – School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.					
Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.	○	○	○	○	○
b. The principal establishes, reinforces, and monitors clear expectations for adult, staff, and student conduct, including social and emotional supports.	○	○	○	○	○
c. The principal purposefully engages families and community members in meaningful student learning experiences.	○	○	○	○	○
d. The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.	○	○	○	○	○
e. The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.	○	○	○	○	○
Overall Rating for Standard 4 (Only for districts that aggregate to the standard level)	○	○	○	○	○

Comments:

Areas for Growth and Resources Needed:

Evidence of documentation that may be used to support ratings:

- ☐ Campus Improvement Plan
- ☐ Student discipline data
- ☐ Teacher turnover data
- ☐ School safety plan
- ☐ Stakeholder surveys
- ☐ Community partnerships
- ☐ Stakeholder engagement activities
- ☐
- ☐
- ☐

Principal Name: School Year:

Standard 5 – Strategic Operations: The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.					
Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.	◯	◯	◯	◯	◯
b. Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives students access to diverse and rigorous instructional programs, and builds in time for professional development.	◯	◯	◯	◯	◯
c. Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.	◯	◯	◯	◯	◯
d. Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocate for the needs of district students and staff.	◯	◯	◯	◯	◯
Overall Rating for Standard 5 (Only for districts that aggregate to the standard level)	◯	◯	◯	◯	◯

Comments:	**Evidence of documentation that may be used to support ratings:**
	☐ Campus Improvement Plan ☐ School financial information ☐ Master school schedule with instructional times ☐ Visioning documents ☐ Staff professional development plan ☐ ☐ ☐
Areas for Growth and Resources Needed:	

Principal Comments Attached? ◯ Yes ◯ No
If comments are attached, include Appraiser Signature.

Principal Signature:	**Date:**
Appraiser Signature:	**Date:**

The principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according to the state and local policy for the evaluation process.

End-of-Year Goal Attainment Form:

Instructions: EOY Conference and Summative Annual Report

As the year wraps up, the principal should begin reviewing the artifacts and evidence collected throughout the year to assist in summarizing the impact and to prepare for sharing the summary at the End-of-Year Conference. The school leader should review progress toward his or her performance goals and collect and consolidate the artifacts and data that were agreed upon when making final determinations about goal achievement and improving leadership performance. This information should be sent to the appraiser in advance of the final meeting to allow the appraiser time to adequately prepare for the final meeting.

To complete the evaluation cycle, the principal and appraiser will meet to review the principal's performance for the year and to draft performance goals for next year based on the information available at that time. The principal will have the opportunity to present artifacts and evidence pertaining to attainment of his or her performance goals and any information that would provide additional insight for accurate summary ratings.

The End-of-Year Conference also marks the beginning of the goal-setting process for next year. Drawing from the insight gained as a result of the work in the current year, the principal and appraiser should collaborate to identify possible areas of focus for the coming year. The principal will revisit these possible goals throughout the summer and again with the appraiser in the fall to determine if adjustments are needed or desired, especially in light of any additional data that may become available after the End-of-Year Conference.

When completing the Summary Rating Form, the appraiser will:

- Give a rating for each indicator contained in the standards.
- Make a written comment on any indicator marked Not Demonstrated/Needs Improvement and for any indicator marked Distinguished.
- Give an overall rating for each standard based on the indicator ratings but only if required by the local district.
- Provide the principal with the opportunity to add comments and/or attach written comments to the Summary Rating Form.

Following the End-of-Year Conference the appraiser should use the End-of-Year Goal Attainment form to indicate progress in achieving the established goals and provide a narrative of evidence of completion.

- The appraiser should use this form to include any relevant feedback and comments that will assist the principal and facilitate growth.
- If the principal desires to include comments, the appraiser will check the box below to indicate that comments are included and attached.

The Summary Rating form and the End-of Year Goal Attainment form comprise the Summative Annual Report which is shared with the principal following completion.

Additional information about the EOY conference and the Summative Annual Report is available in the participant's manual.

Principal Name: School Year:

Professional Practice Goal:

Professional Practice Goal:

◯ Significantly Exceeded Expectations	◯ Exceeded Expectations	◯ Attained	◯ Progressing	◯ Not Progressing
Through the completion and full attainment of the established goal, the principal has demonstrated significant and substantial competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Through the completion and full attainment of the established goal, the principal has demonstrated adept competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Principal demonstrated significant progress and growth toward achieving the established goal and the goal was at least marginally attained.	Principal demonstrated significant progress and growth toward achieving the established goal; however, the goal was not attained.	Principal did not demonstrate significant progress or adequate growth toward achieving the established goal.

Evidence of Completion:

Appraiser Comments:

Principal Comments Attached? ◯ **Yes** ◯ **No**

Student Growth Goal:

Student Growth Goal (can span a period greater than one year):

◯ Significantly Exceeded Expectations	◯ Exceeded Expectations	◯ Attained	◯ Progressing	◯ Not Progressing
Through the completion and full attainment of the established goal, the principal has demonstrated significant and substantial competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Through the completion and full attainment of the established goal, the principal has demonstrated adept competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Principal demonstrated significant progress and growth toward achieving the established goal and the goal was at least marginally attained.	Principal demonstrated significant progress and growth toward achieving the established goal; however, the goal was not attained.	Principal did not demonstrate significant progress or adequate growth toward achieving the established goal.

Evidence of Completion:

Appraiser Comments:

Principal Comments Attached? ◯ **Yes** ◯ **No**

Principal Signature:	**Date:**
Appraiser Signature:	**Date:**

Principal Name: School Year:

Principal Record of Activities Form
(Optional)

Instructions: The record of activities is an optional form intended to ensure the process for evaluating principals is followed according to district adopted policy.

- The appraiser and the principal will follow district approved processes for conducting the evaluation.
- Use this form to record and track each component or step of the evaluation process.

Principal Record of Activities	Date	Appraiser	Principal
Self-Assessment Form		☐	☐
Beginning-of-Year Conference		☐	☐
Beginning-of-Year Goal Setting Form		☐	☐
Mid-Year Progress toward Goal Attainment Form		☐	☐
End-of-Year Goal Attainment Form		☐	☐
Observations/Performance Data Collection		☐	☐
Evidence/ Artifacts Record and attach the artifact/evidence submitted (e.g., example of teacher performance plan, communication plan, etc.)		☐	☐
End-of-Year Conference		☐	☐
Summary Rating Form		☐	☐
Principal Signature:		**Date:**	
Appraiser Signature:		**Date:**	

The principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according to the state and local policy for the evaluation process.

Attachment 21: Résumé(s) and/or Qualifications for Proposed Financial Team

If some of the financial team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the financial team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 24). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant financial team position together with a reference to the appropriate page number in Attachment 24.

ANA MARTINEZ

EXPERIENCES

2004 to Present

Academica Corp. - Miami, Florida

Chief Financial Officer

- Responsible for the integrity and financial information for Charter School Educational Service Provider of over 140 Schools in Florida, Texas, South Carolina, Georgia, and throughout the US.. Resposibilities include oversight and preparation in budgeting, forecasting, financial planning and analysis, financial accouting, public reporting and compliance, management reporting and all general accounting functions.

2000 - 2004

Swire Properties Inc. - Miami, Florida

1998 - 2000

Controller/Payroll Manager

Assistant Controller/Payroll Manager

1996 - 1997

Senior Accountant

- Senior Project Accountant for Mandarin Oriental Miami - Budget $116 million and Jade Residences at Brickell Bay – Budget $202 million.
- Worked on due dillegence and assisted with the project financing for Jade Residences at Brickell Bay.
- Coordinate requisitions with the General Contractors and attend all draw meetings and bank and owner walk thru's.
- Prepare all bank requisitions and designed bank requistion system which HSBC requested that I create a template for all HSBC customers. Liason with all bank representatives.
- Over saw all accounts payable for projects and other Swire interests.
- Liaison with OCIP Insurance program representatives.
- Preparation of Project Cost Reports.
- Reconcile all balance sheet accounts, prepare month end journal entries and prepare all financial statements, cash flows and variance reports.
- Prepare Budgets and assist with audits.
- Responsible for corporate month end consolidation of over thirty four companies.
- Prepare Condo Docs for new High-Rise Condominiums.
- Responsible for management of payroll, weekly cash position report, rate of investment and outstanding loan balances with interest rates.

1995 to 1996

The Sunshine Group (Exclusive Sales & Marketing Agent for Trump Real Estate Holdings) - Miami, Florida

Controller

- In charge of all financial management for Florida properties and Trump International..

1993 to 1995

Suarez, Ceballos & Ortiz – Miami, Florida

Staff Accountant

- Performed duties associated with staff account for CPA firm.

EDUCATION

1989 to 1993

Florida International University - Miami, Florida

- B.A., Bachelors in Accounting
- Dual minor in Marketing and Management.

LICENSES & CERTIFICATIONS

CPA (Inactive)

SKILLS

Fluent in English and Spanish.

Proficient in Microsoft Word/Excel, MRI Accounting Software, Quickbooks, ABS.

DANIEL D. DIAZ

120 Pocatella Street, Miami Springs, FL 33166
(305) 975-8813 ● ddiaz@academica.org

PROFESSIONAL EXPERIENCE

Academica, Miami, Florida **8/2014-Present**
Director of Community Relations & Special Projects

- Responsible for community outreach to support Academica serviced schools
- Involved charter school expansion efforts and development of new markets.
- Involved in school leadership recruitment and development efforts.

The ACE Foundation, A non-profit entity in Miami, Florida **12/2014-Present**
Executive Director

- Lead efforts to support member Charter Schools and School Choice in our communities.
- Develop and support teacher and school leadership development programs.
- Develop programs to support afterschool and summer camp programs for children in our member schools.
- Lead fundraising efforts to support The ACE Foundation's mission and programs.

Total Bank, Miami, Florida
Senior Vice President / Market Manager / Commercial Lender **8/2010- 7/2014**

- Manage the Bank's Main Office, Coral Gables, Doral, Medley, & Hialeah Markets, and Lending Teams.
- Develop business for the Banking Center by effectively networking the South Florida business community.
- Manage and grow a profitable commercial loan portfolio.

Senior Vice President / Commercial Lender **5/2008- 7/2010**

- Develop business for the Bank by effectively networking the Miami business community.
- Manage and grow a profitable commercial loan portfolio.

BANK PREMIER, Miami, Florida **2003-4/2008**
Senior Vice President / Branch Relationship Manager / Commercial Lender

- Develop business for the Bank by effectively networking the Miami business community.
- Manage and grow a profitable commercial loan portfolio.
- Manage Bank Premier's Main Office.
- Manage the marketing functions for the Bank.

ADP Total Source / Vincam Human Resources, Miami, Florida **1994-2003**
Director of Sales 1999-2003 / District Manager 1994-1998

- Managed a team of 10 salespersons developing business in Miami-Dade County.
- Developed referral networks through the CPA community by organizing and presenting CPE seminars.
- Consistently exceeded sales objectives and was awarded the company's prestigious President's Club award 5 times.

EDUCATION

University of Miami, Miami, Florida
Masters in Business Administration, ***Specialization in Management*** **2000**

Florida International University, Miami, Florida
Bachelors in Marketing and International Business **1994**

AFFILIATIONS / AWARDS

- **Member and Former Board Member of the Kiwanis Club of Little Havana**
- **Honored as one of the 2011 South Florida Business Journal's Top 40 under 40**
- **Winner of the 2006 Building Our Community Award in Banking,** presented by the March of Dimes

GUADALUPE V. ZAPATA
5343 San Simeon Dr.
San Antonio, Texas 7828
210-452-5288

EDUCATION

University of Texas at San Antonio
1986 - 1995
Bachelor's in Business Administration Major in Accounting

Texas Association of School Business Officials
January 1, 1985 – Present

WORK EXPERIENCE

Academica Southwest, Procurement Manager
December 5, 2011–Present
Procurement Manager, responsible for assisting Brooks Academies of Texas in all aspects of purchasing processes. Provide guidance to ensure that Federal, State and Local requirements are applied. Coordinate with Insurance Agency the renewal of the annual Workers Compensation and Liability insurance programs for the School. Responsible for all aspects of the District's Fixed Asset and Controllable Inventory. Assist with accounts payables and Budget Changes.

Harlandale Independent School District, Accounting Manager
August 5, 2002 – December 31, 2010
Manage the Accounts Payable Department's operations for the District. Reconcile and Post Annual District Budget. Finance Manager for the Harlandale Education Foundation.

Edgewood Independent School District, Chief Accountant
1995 - 2002
Oversee business operations in the Accounting, Payroll, Fixed Assets, Accounts Payables and Risk Management Departments. Responsible for reviewing, analyzing and reconciling District Bond Project Budgets and expenditures. Coordinate year-end closing and fiscal year Audit. Project Manager for implementation of the Kronos Time & Attendance System.

Edgewood Independent School District, Accounting Assistant
1993 – 1995
Responsible for all aspects of District's Fixed Asset Inventory. Reconcile and record receivables for the District's Tax Collections and prepared tax reports for Board presentations. As Payroll Accountant I oversaw the payroll operations and was the Project Manager for implementing the Kronos Time & Attendance System.

Edgewood Independent School District, Fixed Assets Clerk
1982 - 1993
Coordinate annual physical inventory, reconcile, update records, and prepare Fixed Asset Schedules for financial audit. Supervise Fixed Asset Inventory Warehouse and Staff.

Edgewood Independent School District, Educational Teacher Assistance
1973 – 1982
Assisted in the Title I Reading Program and Kindergarten Program.

References

Daniel D. Diaz, Director of Community Relations & Special Projects
Academica
6340 Sunset Drive
Miami, Fl. 33143
305- 975-8813

Rose Malmcrona, General Manager
Academica Southwest
4802 Vance Jackson Rd.
San Antonio, TX. 78230
210-204-7376

Ricardo Hernandez, Assistant Superintendent for Business
Harlandale Independent School District
102 Genevieve
San Antonio, Texas 78214
210-989-4336

Dr. Mary Casas, Superintendent
Brooks County Independent School District
200 East Allen
Falfurrias, TX 78355
361-325-8002

Norma I. Garcia

5460 Rowley Rd Apt 1808
San Antonio, TX
78230
norgda37@hotmail.com (E-mail)
(305) 333-7639 (Phone)

OBJECTIVE

Work in an environment that will allow me to satisfy costumers' needs while being part of a team.

EDUCATION

- **University of Florida, Gainesville, FL**
  - Spring 2011- Fall 2014
  - Bachelor of Literal Arts and Sciences in Sociology.
- **Miami Springs Senior High School, Miami Springs, FL**
  - Fall 2006-Spring 2010
  - Summa Cum Laude High School Graduate, 2010

EXPERIENCE

- **Academica Account Manager (August 2015-July 2018), Finance Specialist (August 2018-August 2019) Finance Manager (September 2019-Present). Miami, FL/ San Antonio TX**
  - Oversee sectors of all accounting related activity including preparing monthly and yearly financial statements.
  - Manage all accounts payable activities for various school accounts.
  - Reconcile school bank accounts in the corresponding software system.
  - Manage and ensure accuracy of all income received by school from District/State or any other local sources.
  - Create and supervise yearly budget to safeguard best services are provided to school.
  - Oversee the execution and timely submission of yearly audit.
  - Ensure all banking procedures in place are followed accurately.
- **Mi Apa Latin Café of Gainesville and Alachua Server (July 2012- January 2013), Assistant Manager (January 2013- December 2013) and General Manager (December 2013- April 2014). Gainesville, FL.**
  - Provided general costumer services to individuals of various ethnic backgrounds.
  - Handled, managed and accounted different forms of money transactions.
  - Performed daily checkups of restaurant's revenues, profits and inventory.
  - Created employees' weekly schedules to carefully achieve restaurant's best potential during all hours.
  - Operated human resources services by performing hiring, training and dismissal of employees.

    - Managed restaurants bi-weekly payroll. Maintained best possible environment by encouraging team work, support and communication among all staff members, while preserving a disciplined and safe atmosphere.
- **University of Florida Smather's Library. Gainesville, Fl. January 2011- November 2011**
    - Assisted with the proper organization, stocking and labeling of books.
    - Aided students with books locations.
    - Provided help with instructions of Library databases usage.

SKILLS:

- Language: High fluency in written and spoken Spanish.
- Extensive knowledge of Microsoft Word, Microsoft Power Point, and Microsoft Excel.
- Able and willing to work for extensive periods of time.
- Work well with or without groups.
- Broad comprehension of the TxEis/Quickbooks and MRI Softwares.

Attachment 22: Résumé(s) and/or Qualifications for Proposed Operations Team

If some of the operations team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the operations team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 24). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant operations team position together with a reference to the appropriate page number in Attachment 24.

ANA MARTINEZ

EXPERIENCES

2004 to Present

Academica Corp. - Miami, Florida

Chief Financial Officer

- Responsible for the integrity and financial information for Charter School Educational Service Provider of over 140 Schools in Florida, Texas, South Carolina, Georgia, and throughout the US.. Resposibilities include oversight and preparation in budgeting, forecasting, financial planning and analysis, financial accouting, public reporting and compliance, management reporting and all general accounting functions.

2000 - 2004

Swire Properties Inc. - Miami, Florida

1998 - 2000

Controller/Payroll Manager

Assistant Controller/Payroll Manager

1996 - 1997

Senior Accountant

- Senior Project Accountant for Mandarin Oriental Miami - Budget $116 million and Jade Residences at Brickell Bay – Budget $202 million.
- Worked on due dillegence and assisted with the project financing for Jade Residences at Brickell Bay.
- Coordinate requisitions with the General Contractors and attend all draw meetings and bank and owner walk thru's.
- Prepare all bank requisitions and designed bank requistion system which HSBC requested that I create a template for all HSBC customers. Liason with all bank representatives.
- Over saw all accounts payable for projects and other Swire interests.
- Liaison with OCIP Insurance program representatives.
- Preparation of Project Cost Reports.
- Reconcile all balance sheet accounts, prepare month end journal entries and prepare all financial statements, cash flows and variance reports.
- Prepare Budgets and assist with audits.
- Responsible for corporate month end consolidation of over thirty four companies.
- Prepare Condo Docs for new High-Rise Condominiums.
- Responsible for management of payroll, weekly cash position report, rate of investment and outstanding loan balances with interest rates.

1995 to 1996

The Sunshine Group (Exclusive Sales & Marketing Agent for Trump Real Estate Holdings) - Miami, Florida

Controller

- In charge of all financial management for Florida properties and Trump International..

1993 to 1995

Suarez, Ceballos & Ortiz – Miami, Florida

Staff Accountant

- Performed duties associated with staff account for CPA firm.

EDUCATION

1989 to 1993

Florida International University - Miami, Florida

- B.A., Bachelors in Accounting
- Dual minor in Marketing and Management.

LICENSES & CERTIFICATIONS

CPA (Inactive)

SKILLS

Fluent in English and Spanish.

Proficient in Microsoft Word/Excel, MRI Accounting Software, Quickbooks, ABS.

DANIEL D. DIAZ

120 Pocatella Street, Miami Springs, FL 33166
(305) 975-8813 ● ddiaz@academica.org

PROFESSIONAL EXPERIENCE

Academica, Miami, Florida **8/2014-Present**
Director of Community Relations & Special Projects

- Responsible for community outreach to support Academica serviced schools
- Involved charter school expansion efforts and development of new markets.
- Involved in school leadership recruitment and development efforts.

The ACE Foundation, A non-profit entity in Miami, Florida **12/2014-Present**
Executive Director

- Lead efforts to support member Charter Schools and School Choice in our communities.
- Develop and support teacher and school leadership development programs.
- Develop programs to support afterschool and summer camp programs for children in our member schools.
- Lead fundraising efforts to support The ACE Foundation's mission and programs.

Total Bank, Miami, Florida
Senior Vice President / Market Manager / Commercial Lender **8/2010- 7/2014**

- Manage the Bank's Main Office, Coral Gables, Doral, Medley, & Hialeah Markets, and Lending Teams.
- Develop business for the Banking Center by effectively networking the South Florida business community.
- Manage and grow a profitable commercial loan portfolio.

Senior Vice President / Commercial Lender **5/2008- 7/2010**

- Develop business for the Bank by effectively networking the Miami business community.
- Manage and grow a profitable commercial loan portfolio.

BANK PREMIER, Miami, Florida **2003-4/2008**
Senior Vice President / Branch Relationship Manager / Commercial Lender

- Develop business for the Bank by effectively networking the Miami business community.
- Manage and grow a profitable commercial loan portfolio.
- Manage Bank Premier's Main Office.
- Manage the marketing functions for the Bank.

ADP Total Source / Vincam Human Resources, Miami, Florida **1994-2003**
Director of Sales 1999-2003 / District Manager 1994-1998

- Managed a team of 10 salespersons developing business in Miami-Dade County.
- Developed referral networks through the CPA community by organizing and presenting CPE seminars.
- Consistently exceeded sales objectives and was awarded the company's prestigious President's Club award 5 times.

EDUCATION

University of Miami, Miami, Florida
Masters in Business Administration, ***Specialization in Management*** **2000**

Florida International University, Miami, Florida
Bachelors in Marketing and International Business **1994**

AFFILIATIONS / AWARDS

- **Member and Former Board Member of the Kiwanis Club of Little Havana**
- **Honored as one of the 2011 South Florida Business Journal's Top 40 under 40**
- **Winner of the 2006 Building Our Community Award in Banking,** presented by the March of Dimes

HERIVERTO ZAPATA III

8100 Pinebrook · (210)705-2279
e.zapata@acadsw.com

To obtain a secure full-time position in a business management and operations position.

EXPERIENCE

05/30/2017 – Present

Facilities/ Finance, Academica Southwest

Oversees contractual obligations of janitorial companies are met. Help coordinate projects with S.A.M.'s. Ensures campus ADA requirements are met. Handle all HVAC and electrical issues. Site Administrator of Eduphoria. Athletic facilities upkeep and improvements. Coordinate maintenance personnel for different campus projects across district. Works to ensure all procurement procedures are met and followed. Helps to process Purchase Orders and set up vendors in our system to follow specific procedures set up by our district.

05/01/2016 – 08/13/2016

LANDSCAPER, GREATER TEXAS LANDSCAPES

Responsible for the cultivation and care of the landscaping and grounds surrounding a business or building. Plants flowers, mows, pulls weeds, repairs structures, and maintains irrigation systems outside of building. Applies chemicals, fertilizers and pesticides to designated areas in correct amounts.

05/01/2014 – 08/16/2014 & 05/01/2015 – 08/15/2015

WAREHOUSE DELIVERY/STOCK, ROHNE CO. INC.

Cut and welded custom steel order to customers specifications. Loaded delivery trucks with finished orders correctly packed for delivery locations. Stocked and cataloged all incoming equipment and products. Processed invoices and sent out payment to appropriate vendors.

EDUCATION

MAY 2017

BACHELOR OF SCIENCE IN KINESIOLOGY, ANGELO STATE UNIVERSITY

Graduated Cum Laude
President of the Angelo State Power Lifting Club

JUNE 2013

HIGH SCHOOL DIPLOMA, MACARTHUR HIGH SCHOOL

Graduated Magna Cum Laude
Class President
National honor society

SKILLS

- Attention to detail and accuracy
- Up to date with procurement procedures required by TEA
- Knowledgeable about state inspections and ADA requirements at the campus level
- Effective communication skills with coworkers to ensure deadlines and task are followed up and completed
- Technologically competent with all Microsoft programs, Photoshop, Eduphoria, TxEis

Florencio Zepeda, Jr.

11102 Stagwood Pass, San Antonio, TX., (210) 687-5364, Zepeda.satx@yahoo.com

Objective

To obtain employment in a progressive in the private or public sector that is truly focused on customer service and is dedicated to having a positive impact on society.

Experience

Director of Federal Programs/PEIMS/Child Nutrition

2016 – Present Academica Southwest Miami, Florida

- Plan, implement and evaluate the Charter's three (3) departments mentioned above.
- Supervise the following Charters Child Nutrition Department. Write, monitor and submit the Federal programs applications and assure our PEIMS submissions met every federal, state and local policy and regulations.
- Provide necessary training for all three departments. Including but not limited to the TSDS PEIMS Data Standards, Student Attendance Accounting Handbook.
- Calculate Maintenance-of-Effort (MOE) for our Special Education department.
- Calculate and submit Federal Comparability report to TEA.

Executive Business Officer

2012 – July 2016 Edgewood I.S.D. San Antonio, Texas

- Plan, implement and evaluate the district's $120M budget process.
- Supervise the following departments: Accounting, Investments, Finance, Payroll, Purchasing, Accounts Payable and Risk/Benefits Management.
- Prepare recommendations for the district's investment funds
- Monitor spending and calculate projected revenues
- Calculate Maintenance-of-Effort (MOE) for our Special Education department.
- Calculate and submit Federal Comparability report to TEA
- Prepare all Board Agenda items that dealt with spending
- Monitored and approved all Contracts, Memorandum Of Understanding, Agreements, RFPs and RFQs.

Director of Planning & Student Information System/PEIMS

2004 - 2012 Edgewood I.S.D. San Antonio, Texas

- Plan, implement and evaluate programs with central office.
- Plan the necessary time, resources & materials to support subordinates in accomplishing educational goals.
- Assist/monitor with district personnel in staffing needs, building & facilities needs, energy needs, capital equipment needs and other cost items for district & individual campus improvement.
- Participate in the district-level decision making process to establish & review the district's goals & objectives.
- Contribute to the recommendation of sound policies directed towards student/program improvement.
- Prepare recommendations for the annual budget process.
- Compile department budgets and cost estimates based upon documented program needs.
- Create and manage our budget.

- Assist with campus closures and student attendance rezoning.

PEIMS / Student Data Administrator
2002 - 2004 Edgewood I.S.D. San Antonio, Texas

- Plan, coordinate & submit all PEIMS submissions without any fatal errors.
- Implement a student list verification program for PEIMS data integrity.
- Implement the PhoneMaster system.
- Decrease the PID error rate for both student and staff to 0%.
- Provide PEIMS, Truancy, Leaver, and Discipline training to Executive Directors, Campus Principals, Vice Principals, Program Directors, Data Clerks and Attendance Clerks.
- Train & present at state and local conferences and meeting.
- Coordinate and monitor data download for EduTest, RISO and other software purchased by other departments.
- Create and manage our budget.

Director of After-School Programs/PEIMS & Admission
1992 - 2002 Progreso I.S.D. Progreso, Texas

- Plan & supervise all after-school programs: 21st CCLC, Adult Education, Optional Extended Year, Testing and student admissions.
- Supervise 49 employees: Transportation, custodians, food service, teachers, data clerks, program facilitators.
- Create and manage the budget for these programs.
- Coordinate international student learning programs between Progreso I.S.D. and the states of Tamaulipas and Nuevo Leon, Mexico.
- Plan, negotiate and contract program service providers.
- Hire, evaluate and dismiss staff.
- Train & present at conferences: LEA, Region 1 and State.

Education

University of Texas at Austin Austin, Texas
2002 - 2004

- Doctorate in Educational Administration [Did not Complete]

University of Texas at Pan American Edinburg, Texas
1999 – 2001

- Masters of Public Administration

University of Texas at Pan American Edinburg, Texas
1995 - 1998

- Bachelor of Art – Political Science

Interests

Planning, problem solving, administrating and coordinating projects, reading and exercising.

References

References are available on request.

Organizations

Texas Association of School Business Officials (TASBO), Association of School Business Officials, International (ASBO, Int.) Kappa Delta Pi,

American Association of School Administration (AASA), Alamo Area Association of School Business Officials (AAASBO)

Certifications

Certified Texas School Business Specialist (CTSBS)
Certified Texas School Business Official (CTSBO)

Presentations

Kerrville, TX 10th Annual TASBO Summer Conf. (June 15-16, 2006)
PEIMS Audits: Utilizing PET and Edit +
Edgewood ISD (Department of Human Resources) April 17, 2006
PEIMS RSCCC Processing Checklist for Finance & Staff Data
Edgewood ISD (District-Wide Educational Improvement Council)
Student Attendance Rate
Fort Worth, TX. 60th TASBO Annual Conf. & Exhibit (Feb. 20-24, 2006)
Tackle the Business of Facility Utilization through School Attendance
Boston, Mass. 91st Annual ASBO International Conf. (Oct. 21-24, 2005)
Tackle the Business of Facility Utilization through School Attendance
Edgewood ISD (Principals, Data Clerks and Attendance Clerks)
PEIMS History and Background
Edgewood ISD (Principals, Data Clerks and Attendance Clerks)
The PEIMS Data Collection Process
Edgewood ISD (Principals, Data Clerks and Attendance Clerks)
The PEIMS Data Elements
The PEIMS Data Tables
Edgewood ISD (Principals, Data Clerks and Attendance Clerks)
PEIMS Training (Fall Submission)
Edgewood ISD (Vice Principals, Data Clerks and Attendance Clerks)
Student Discipline Training

GUADALUPE V. ZAPATA
5343 San Simeon Dr.
San Antonio, Texas 7828
210-452-5288

EDUCATION

University of Texas at San Antonio
1986 - 1995
Bachelor's in Business Administration Major in Accounting

Texas Association of School Business Officials
January 1, 1985 – Present

WORK EXPERIENCE

Academica Southwest, Procurement Manager
December 5, 2011–Present
Procurement Manager, responsible for assisting Brooks Academies of Texas in all aspects of purchasing processes. Provide guidance to ensure that Federal, State and Local requirements are applied. Coordinate with Insurance Agency the renewal of the annual Workers Compensation and Liability insurance programs for the School. Responsible for all aspects of the District's Fixed Asset and Controllable Inventory. Assist with accounts payables and Budget Changes.

Harlandale Independent School District, Accounting Manager
August 5, 2002 – December 31, 2010
Manage the Accounts Payable Department's operations for the District. Reconcile and Post Annual District Budget. Finance Manager for the Harlandale Education Foundation.

Edgewood Independent School District, Chief Accountant
1995 - 2002
Oversee business operations in the Accounting, Payroll, Fixed Assets, Accounts Payables and Risk Management Departments. Responsible for reviewing, analyzing and reconciling District Bond Project Budgets and expenditures. Coordinate year-end closing and fiscal year Audit. Project Manager for implementation of the Kronos Time & Attendance System.

Edgewood Independent School District, Accounting Assistant
1993 – 1995
Responsible for all aspects of District's Fixed Asset Inventory. Reconcile and record receivables for the District's Tax Collections and prepared tax reports for Board presentations. As Payroll Accountant I oversaw the payroll operations and was the Project Manager for implementing the Kronos Time & Attendance System.

Edgewood Independent School District, Fixed Assets Clerk
1982 - 1993
Coordinate annual physical inventory, reconcile, update records, and prepare Fixed Asset Schedules for financial audit. Supervise Fixed Asset Inventory Warehouse and Staff.

Edgewood Independent School District, Educational Teacher Assistance
1973 – 1982
Assisted in the Title I Reading Program and Kindergarten Program.

References

Daniel D. Diaz, Director of Community Relations & Special Projects
Academica
6340 Sunset Drive
Miami, Fl. 33143
305- 975-8813

Rose Malmcrona, General Manager
Academica Southwest
4802 Vance Jackson Rd.
San Antonio, TX. 78230
210-204-7376

Ricardo Hernandez, Assistant Superintendent for Business
Harlandale Independent School District
102 Genevieve
San Antonio, Texas 78214
210-989-4336

Dr. Mary Casas, Superintendent
Brooks County Independent School District
200 East Allen
Falfurrias, TX 78355
361-325-8002

Jason Robaina

San Antonio, TX | jason.robaina@gmail.com | (305)-458-2170

OBJECTIVE | To improve on my skills of digital advertising. While leveraging communication skills to help promote and expand the organization.

EDUCATION |

UNIVERSITY OF MIAMI CORAL GABLES, FL

Major: Advertising Management
Minors: Business Management, Marketing
Member of the Federation of Cuban students

BARBARA GOLEMAN SENIOR HIGH SCHOOL MIAMI LAKES, FL

High School Degree
Member of the football team and science club. Graduated in top 15% of class.

EXPERIENCE |

EMPLOYEE ACADEMICA/ACADEMICA SOUTHWEST
MARCH 2019-PRESENT

Participate in the monitoring and servicing of current and proposed charter school networks. Communicate with different organizations and how the network can benefit or participate in certain activities. In charge or marketing and advertising campaigns with oversight from the district. Assist in the implication of new processes to streamline the enrollment and registration process of new and re-enrolling students.

INTERN ORANGE BOWL COMMITTEE
SEPTEMBER 2018-JANRUARY 2019

Activations at different events including promotions, giveaways and awareness campaigns, relating to everything Orange Bowl. These events included the Orange Bowl Basketball Classic and 2018 CFP semifinal game. Communicated with thousands of individuals face to face.
Scheduled and coordinated department wide staffing and location details at different events. Economic impact surveys were also conducted.

INTERN HOLLAND & KNIGHT
JUNE 2016-AUGUST 2016

Assisting partners in daily tasks and observing them in their work schedule. Sitting in on zoning hearings within the county and municipal governments. Assistance of tasks included research of specific topics, organization of documents

SKILLS & ABILITIES | Proficient with Microsoft software, knowledgeable in Adobe Photoshop and InDesign, bilingual (Spanish), schedule management, systems analysis, time management, great team worker, communicates well with others, focuses on the details, proficient writer and creative thinker.

COMMUNITY SERVICE | Completed 100 hours of service in High School which included park restorations, volunteering at athletic events and food drives for the less fortunate. While at the University of Miami, note taker for Camner Center for Academic Resources, completed beach clean ups and participated in food and toy drives.

REFERENCES | **HUGO ARZA**, ATTORNEY
HOLLAND & KNIGHT
T 305.789.7783
[redacted]

DYLAN ABELES, DIGITAL MEDIA ASSISTANT
ORANGE BOWL COMMITTEE
T 305.341.4780
[redacted]

Julie DeClouette

13218 Montecito San Antonio, TX

jdeclouette19@gmail.com 210-818-7681

Experienced in school staffing, benefits administration, conflict resolution, records maintenance, payroll administration and employee management

Work History:

Human Resources/Payroll Manager

Aug 2015 to Current

Academica Southwest-San Antonio, TX

- Benefits Administrator for 400 school employees
- Supervise the hiring and firing of school personnel
- Oversee the onboarding process for new hires, including scheduling, background checks/fingerprinting, validating credentials and generating employee agreements
- Develop and conduct employee orientation for new and returning employees to distribute benefit, tax and salary information
- Generate and deliver administrative leave/ termination letters
- Exit employees verifying final payout, dates, benefit termination and COBRA notification while staying in compliance with payday law
- Attend trainings regarding benefit updates and payroll law
- Monitor and handle employee disputes and resolutions
- Respond to TWC time sensitive unemployment claims including submitting requested documentation, salary information and participating in phone conferences as required
- Respond to worker's compensation claims including monitoring accuracy of claim report, request medical documentation and communicating with insurance carrier regarding lost days or lost wages
- Respond to FMLA requests including generating needed forms and determining FMLA eligibility
- Submitting and maintaining records and reports for TRS (Teacher Retirement System), annual ACA reporting and service records
- Develop and conduct job fairs
- Initiated a substitute management system with an outside vendor

- Currently oversee semi-monthly payroll submission/validation process for 400 employees with 3 years of direct payroll experience

Executive Director August 2014-July 2015

City Center Health Careers Charter School- San Antonio, TX

- Served as the chief administrative official, providing overall leadership and direction, ensuring compliance with relevant workplace and employment laws
- Developed and maintained policies and procedures consistent with the school's mission, philosophy, and goals
- Emphasized student achievement as the primary outcome of schooling
- Provided direction and communicated to the Board on all school related matters
- Supervised hiring/firing of all personnel
- Worked with the staff, finance personnel, and Board to prepare budgets, monitor progress, and initiate changes as appropriate
- Promoted a climate of professional collegiality and respect

PEIMS Coordinator/Office Manager/Registrar Jan 2010-July 2014

City Center Health Careers Charter School-San Antonio, TX

- Supervised hiring and firing of personnel
- Coordinated the collection, integration, formatting and submission of all data required for PEIMS submission, according to *PEIMS Data Standards.*
- Managed the front office of the school; greeted visitors and received telephone calls; provided information regarding school policies, procedures, actions, activities, programs, and schedules
- Coordinated communication between the principal's office and faculty, students, parents, and outside organizations; scheduled meetings; prepared agendas; prepared information packets and forms. Promoted positive relations with parents and the general public concerning the school.
- Maintained a variety of payroll records; documented absences and secured substitutes; maintained attendance records; prepares semi-monthly payroll submission; maintained accounts payable, receivable and bank deposits; collected and accounted for monies gathered in conjunction with school activities and the school lunch program ordered materials, supplies, and equipment;
- Acted as campus testing coordinator for STAAR testing, maintaining inventories; distributing and collecting confidential testing materials;

- Performed various enrollment and registration activities; prepared registration packets; entered new student data into TxEIS software program; reviewed student records and credits for compliance with related laws and regulations; coordinated distribution of student progress reports to teachers; processed student suspensions; maintained student records pertaining to enrollment, attendance, test results and student progress.

Northside ISD- San Antonio, TX Sept 2009-June 2011

- Adult Education ESOL Instructor and Teaching Assistant- part time
- Even Start Program Instructor- part time

Sunnybrook Christian Academy- San Antonio, TX Aug 1999-June 2009

- 7th/8th grade ELA Classroom Teacher
- 9th-12th grade English/Literature/Speech Classroom Teacher
- Assisted with administration of dress code and discipline policies
- Developed and established a peer led student tutoring program

Sunnybrook Christian Academy- San Antonio, TX Aug 1994-June 1995

- Elementary Classroom Teacher 2nd grade

Education:

- Western Governor's University B.S. Business-Human Resource Management Degree Program in progress
- Alamo Colleges, San Antonio, TX 55 hours
- Child Development Associate (CDA) Certification

Skills:

- Computer: Microsoft Word, Works, Excel, Outlook
- Programs: TxEIS, Gradebook, Texas Records Exchange (TREx), PEIMS Edit Plus, Foundation School Program Application (FSP), NCLB reports
- Experience in public speaking
- Excellent communication skills, verbal and written

Lisa V. Smith

304 Kildare
Cibolo, TX 78108
Mobile: 951 902 3972
Email: lisavasconez@gmail.com

Professional Profile

Dedicated School Board Liaison with a background in board governance, parental involvement and community relations. Strong knowledge of Texas board governance, elementary education and customer service skills and a passion for supporting school systems maintain compliancy and increase in the successful delivery of excellent educational experiences for the students of Texas.

Education

Masters of Arts in Human Services Counseling: Marriage and Family

Lynchburg, VA
Liberty University
Graduated: 2015

Bachelors of Science in Human Service Management

University of Phoenix
Graduated: 2014

Associates of Arts in Elementary Education

University of Phoenix
Graduated: 2011

Employment History

Academica Southwest
Jan 2017- Present
Board Liaison
San Antonio, TX

Responsibilities:

- Maintain records as required by the Texas Education Agency for board governance compliance
- Coordinates and facilitates all Corporate and Local Board meetings as required by the Texas Education Code
- Acts as communication liaison between School Board Members and Superintendent
- Ensures School Board Members receive annual training as required for Board Governance reporting
- Coordinates involvement with school related activities as needed
- Aids in strategizing enrollment plans of action as outlined with yearly enrollment targets set by school leaders
- Maintains communication with all campus school leaders and Superintendent
- Maintains internal calendar outlining important due dates as required for submission for items such as Human Resources, PEIMS, Board Governance and Accounting
- Assists in external responses to emergency situations as needed by the Schools
- Maintains school website to include updates, communication to public and compliance as required by Charter Schools
- Provides support for startup requirements for schools including; enrollment software, website setup, social media accounts and communication to the public

Brooks Academies of Texas
Aug 2015 - Dec 2016
Marketing and Communications Director
San Antonio, TX

Responsibilities:

- Maintained records required by the Texas Education Agency regarding Title I compliance
- Coordinated all school related activities and events
- Coordinated and facilitated all parental and community involvement events and activities as required for a Title I Charter School
- Maintained school website to include updates, communication to public and compliance as required by Charter Schools
- Maintained social media accounts for the school
- Coordinated and aided with enrollment events, targets and strategies
- Strategized best practices for communication with parents
- Fund raising coordinator for major donation drives to include, The Big Give

Achievements:

- Within one year of employment at Brooks as the Parental Involvement Coordinator, I was promoted to the position of Marketing and Communications director for the District
- Successfully raised over $30,000 for the Brooks Academies District through The Big Give donation drive and the Inaugural Brooks Golf Tournament
- Built strong community partnerships with community entities such as; the YMCA, Chick-Fil-A, Brooks City Base, Home Depot and the local Chamber of Commerce

Kingdom Life Christian Ministries Child Development Center
May 2012 – Aug 2015
Lead Preschool Teacher
San Antonio, TX

Responsibilities:

- Teaching a preschool class of up to eighteen students
- Adhere to Texas School Readiness standards and quarterly assessments
- Work with a teacher team to develop and implement summer school curriculums
- Maintain weekly reports regarding students in class
- Maintain communication with parents
- Provide academic advising to parents and families so that their child remains on target

Achievements:

- All students who were in my class beginning of the year showed improved assessment results by the end of the year
- Have received consistently positive feedback on the quality of the service I provided, from both clients and employers
- Have further developed my communication and family advocacy skills
- Single-handedly implemented a curriculum for the preschool class
- Met goals and training requirements so that my preschool class is now considered a Texas School Readiness program awarded by the University of Texas and Children's Learning Institute

Tidewater Finance Company
May 2009 - March 2011
Recovery Administrator
Virginia Beach, VA

Responsibilities:

- Account management
- Customer service for accounts that had been repossessed
- Financial counseling for clients whose accounts were in danger of repossession
- Answering incoming calls from Tidewater Motor customers in reference to their accounts
- Providing assistance to other team members who had difficult customers

- Drafting legal letters using various programs within the Microsoft Suite including Word and Excel spreadsheets

Achievements:

- Within one year of employment I was promoted from a Customer Service Representative to a Recovery Administrator in the Recovery department
- I received several awards for excellent customer service including an employee of the quarter recognition

Best Buy
September 2007-April 2009
Customer Service Operations
Virginia Beach, VA

Responsibilities:

- Returning and exchanging of items to the customers satisfaction
- Transitioned to registers
- In charge of applications for financing

Achievements:

- Employee of the month for excellent customer interaction skills

La Quinta Inn and Suites
August 2006-September 2007
Front Desk Representative
Flagstaff, AZ

Responsibilities:

- Primary contact for all guests and staff
- Checking in and out of guests
- Coordinating maintenance and housekeeping to insure availability of rooms
- Extensive customer service skills and handling of customer complaints and comments
- Resolve and troubleshoot unforeseen issues with minimal or no supervision
- Conducted group sales and well as meeting room sale targets
- Experience with LISA and Night Vision Software
- Training of new employees
- Able to communicate in Spanish and adapted to all surroundings

Achievements:

- Received recognition as employee of the month
- Became trainer within first year
- Several positive guest comments that led to hotel being recognized for great customer service

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Skills and Strengths

- Strong knowledge in Texas requirements for Charter School Governance
- Strong knowledge in Texas law regarding Title I and Parental Involvement
- Experience with public relations response to emergencies
- Goal Oriented
- Excellent customer service skills
- Excellent communication skills

- Fast learner
- Team player
- Team leader
- Problem solving skills
- Organized
- Time management
- Computer proficiency, including Microsoft Office (Excel, Word, PowerPoint) and Adobe Suite

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Qualifications/Certifications

- Lone Star Governance Trained
- CPR certified
- Class C driver's license

References

Lisa Schutz
Superintendent of Schools
Brooks Academies of Texas
T: (210) 541-0051
E: lisa.schutz@brooksacademy.org

Danny Diaz
Director of Special Projects
Academica Southwest
T: (210) 388-0288
[redacted]

TRIANA TREVINO

1831 Gray Fox Creek, San Antonio, TX 78245 | (210) 765-4281 | trianatrevino@gmail.com

OBJECTIVE:

Service-oriented Office Manager with a BA in Business Administration, highly experienced with core competencies to include strong organizational skills, problem resolution abilities and ability to multitask as well as excellent communication and time management skills. Handles tasks with accuracy and efficiency.

EDUCATION:

In Progress – Not completed
University of Phoenix, Phoenix, AZ
Master of Business Administration

2011
University of Phoenix, Phoenix, AZ
Bachelor of Science in Business Administration

2008
University of Phoenix, Phoenix, AZ
Associate of Arts in Business

1997
La Pryor High School, La Pryor, TX
Diploma

EXPERIENCE:

2016-Present Academica Southwest San Antonio, TX
Payroll Specialist/Office Manager

Responsible for reviewing timesheets and processing of semi-monthly payroll for district employees.
Assisting with the processing of new hires, running background checks and ensuring they are entered in system for payroll processing.
Responsible for entering purchase order requests as needed in school software (TxEIS) and properly using school budget codes with local and federal funds.
Assist and serve as front office, answering phones, taking messages and coordinating meetings as needed.
Assist with travel arrangements for district employees and board members.
Assist with special projects as needed.

2015-2016 Southwest ISD San Antonio, TX
Bookkeeper

Responsible for entering purchase order requests in school software (TxEIS) and properly using budget codes with local and federal funds.
Assist with front office duties, answering phones, taking messages and coordinating meetings as needed.
Responsible for school employees travel arrangements when attending workshops and trainings.
Responsible for fundraising activities, ensuring policies and procedures are followed.
Responsible for daily, weekly deposits for all funds raised by school clubs.
Assist with special projects as needed.

2012-2014 DHW Well Service, Inc. Carrizo Springs, TX
Office Manager

Responsible for reviewing and ensuring daily lease crew and trucking field tickets are processed daily utilizing QuickBooks software.
Responsible for ensuring daily purchased orders are processed.
Responsible for ensuring company invoicing is completed daily.
Responsible for the processing of 300+ employee payroll.
Responsible for processing 941 payroll tax payments biweekly.
Responsible for the processing of 941 Quarterly Reports and TWC State Unemployment Reports
Responsible for reporting monthly Sales Tax reports.
Responsible for reporting monthly Worker's Compensation Audit reports.
Responsible for ensuring all employee deductions are entered on employee insurance, child supports, and wage garnishments as applicable.
Responsible for ensuring all new hire and terminations are processed in a timely manner.
Responsible for the running of all company reports such as Profit & Loss, Balance Sheet, Daily Revenue, AR Reports and AP Reports.

2007-2012 Community Health Development, Inc. Uvalde, TX
Executive Assistant

Provided administrative support to the Chief Executive Officer and other upper management within the organization.
Responsible for reviewing and creating new vendor contracts and agreements.
Responsible for all agency license renewals.
Responsible for ensuring all clinical staff was up to date with licenses and certifications.
Responsible for managing and scheduling meetings for the CEO.
Responsible for all agency wide travel arrangements.
Responsible for preparing agendas and materials for all management and board meetings.
Document preparation and minute taker for management meetings and agency board meetings.
Planned and coordinated corporate luncheons and assist with developing presentations for related on and off-site meetings.
Worked closely with all supervisors and management team.
Acted as the agency's Credentialing Coordinator.

Assisted with various human resources duties, including processing and maintaining all employee records, new hire orientation, and terminations.
Supervised the agency's Outreach department and oversaw the department's projects and day-to-day operations.
Awarded Employee of the Year 2008
Awarded Employee of the Year 2010

2006-2007 Uvalde Police Department Uvalde, TX
Telecommunications Operator

Responsible for dispatching all emergency and non-emergency calls to appropriate personnel.
Responsible for entering all reports in system (i.e. missing persons, stolen property, warrants).

2004-2006 Community Health Development, Inc. Uvalde, TX
Administrative Assistant

Provided administrative support to the Chief Executive Officer and other upper management within the organization.
Document preparation and minute taker for management meetings and agency board meetings.
Planned and coordinated corporate luncheons and assist with developing presentations for related on and off-site meetings.
Awarded Employee of the Year 2005

SKILLS:

- Bilingual – Spanish
- Strong analytical and organizational skills
- Problem resolution abilities
- Able to perform multiple tasks
- Exceptional written and oral communication abilities
- Excellent interpersonal skills, phone manner, and office etiquette
- Proven leadership and supervisory skills
- Software: All Windows operating systems, Microsoft Word, Excel, PowerPoint, Publisher; Adobe, Outlook Express, QuickBooks, scanning technology, Internet proficient



Turner-Agassi Overview

Turner-Agassi partners with some of the nation's preeminent charter school operators serving students and communities in need. Turner-Agassi is managed by Turner Impact Capital, an organization dedicated to bringing market-based solutions to address the social injustices currently found in education, healthcare and housing. Since 2011, Turner-Agassi has committed capital to create 105 schools on 53 campuses serving almost 52,000 students. Going back further, since 1997, the individuals on our team have created more successful charter school campuses than anyone in the United States. Team members have diverse backgrounds in real estate, city planning, social impact investing, community development, school operations, and as classroom teachers. We view quality charter schools as a key component in achieving comprehensive and sustainable education reform, while revitalizing neglected urban communities.

Turner-Agassi is a turnkey developer. We serve our charter school partners by managing site selection, feasibility, modeling, acquisition, design, and construction. We provide 100% of the capital required to fully develop each planned campus; and this capital is committed up-front, i.e. not subject to any financing contingencies. We have raised the necessary funds from a preeminent group of socially-responsible investors and thus have the wherewithal to commit to and develop campuses independent of our ability to secure matching project-related construction and permanent financing. Our in-house construction services department manages every aspect of the actual construction process from the groundbreaking to the completion of the punch list. Overall, Turner-Agassi is positioned to build over $1.2 billion of environmentally-friendly educational facilities for the nation's best charter schools by 2023.

Nationally, we work with a number of budget-sensitive charter management organizations who need to dedicate as much of their limited resources to the exceptional needs of their students as possible. These ongoing partnerships are the best evidence that our model, execution and economics will work for Doral's proposed campus in Buda, TX as we embrace a shared mission that every dollar possible is dedicated to instruction, not construction.

Turner-Agassi acts a "bridge developer" for best-in-class charter schools. Our model was designed to enable charter schools to lease facilities developed by us for their first three years of operations and have an option to purchase the campus typically in year four and five. This does two primary things. First, it enables schools to laser focus on the needs of their students, while *gradually* producing three years of test results, three years of audited statements, enrolling closer to their terminal grades, building a waiting list, hiring and training a high-performing academic staff, developing a board and establishing a robust operating and compliance system. These are all the components required for a school to obtain *optimal* long-term facilities financing, typically in the form of tax-exempt bonds or NMTC. Second, this "bridge" means that investors in such bonds, for instance, are not exposed to the risks associated with entitlements, construction and initial staffing and enrollment. These now mature schools find a much more receptive audience for their offerings with commensurately lower interest rates.

Given that we provide our tenants with an option to purchase the property at an agreed upon pre-determined market price, many schools will exercise their purchase option upon entering the purchase option period.

Attachment 23: Staffing Chart

Using the template provided in the table below, complete the staffing chart for the proposed campus(es). The staffing chart **must** include staffing projections for each year during the initial contract period (Years 1-5) and at capacity.

The staffing chart should align with the organizational charts submitted in Attachment 14 and the Supplemental Human Resources Information Forms submitted in Attachment 24.

The staffing chart should include, but is not limited to, the following positions:

- Superintendent/CEO
- Central office staff, including the chief financial officer and the chief operating officer
- School leaders, including principal(s), assistant principal(s), and other leaders at the campus level
- Teachers (separate rows for each grade level or core subject)
- Teachers (separate row for each special)
- Teachers, ESL/Bilingual
- Teachers, Special Education
- Student support staff (e.g., paraprofessionals, counselors, social workers, etc.)
- Campus operations staff (e.g., clerks, PEIMS coordinator, etc.)

On the staffing chart, all of the categories listed above should be included. Position titles can be modified or added as needed. Every position for which a Supplemental Human Resources Information Form was submitted in Attachment 24 should be listed as a separate row on the staffing chart.

Fill in the total number of full-time equivalent (FTE) staff required for each position in each year. For part-time employees, enter the appropriate percentage of FTE (e.g., an employee who works half days would be 0.5 FTE). Complete only the grade level(s) (elementary, middle, high) that apply to the proposed charter school.

Finally, provide teacher-student ratios in the final row of the table.

Positions	**Staffing Chart**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Central Office						
Superintendent/CEO	0.5	0.5	0.5	0.5	0.5	1.0
Chief Financial Officer						
Chief Operating Officer						

Positions	Staffing Chart					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Other Central Office staff	1.5	2.0	2.0	2.0	2.0	2.0
Total central office FTEs	**2.0**	**2.5**	**2.5**	**2.5**	**2.5**	**3.0**
Elementary School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)	0.5	0.5	0.5	0.5	0.5	1.0
Teachers (*create a separate row for each grade or core subject*)						
Teacher - Prekindergarten	1.0	1.0	1.0	3.0	3.0	3.0
Teacher – Kindergarten	4.0	4.0	4.0	8.0	8.0	8.0
Teacher - Grade 1	4.0	4.0	4.0	8.0	8.0	8.0
Teacher - Grade 2	3.0	4.0	4.0	7.0	8.0	8.0
Teacher - Grade 3	3.0	3.0	4.0	7.0	7.0	8.0
Teacher - Grade 4		3.0	3.0	4.0	7.0	8.0
Teacher - Grade 5			3.0	3.0	4.0	8.0
Teachers (specials, e.g., art)	1.0	1.0	1.0	1.0	1.0	2.0
Teachers, ESL/Bilingual						
Teachers, Special Education	1.0	1.0	2.0	3.0	4.0	5.0
Student support staff (e.g., paraprofessionals, counselors)	2.0	2.0	6.0	8.0	9.0	10.0
Campus operations (e.g., PEIMS coordinator, clerk)	1.5	2.0	2.0	3.0	3.0	5.0
Total elementary FTEs	**21.0**	**25.5**	**34.5**	**55.5**	**62.5**	**74.0**
Middle School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)						

Positions	Staffing Chart					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Teachers (separate line for each grade or core subject)						
Teacher - Grade 6		2.0	2.0	3.0	5.0	6.0
Teacher - Grade 7			2.0	2.0	3.0	6.0
Teacher - Grade 8				2.0	2.0	6.0
Teacher (specials, e.g., art)		1.5	1.5	1.5	1.5	2.0
Teacher, ESL/Bilingual						
Teacher, Special Education						
Student support staff (e.g., paraprofessionals, counselors)		0.5	0.5	0.5	0.5	1.0
Campus operations (e.g., PEIMS coordinator, clerk)						
Total middle school FTEs		**4.0**	**6.0**	**9.0**	**12.0**	**21.0**
High School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)						
Teachers (separate line for each grade or core subject)						
Teacher (specials, e.g., art)						
Teacher, ESL/Bilingual						
Teacher, Special Education						
Student support staff (e.g., paraprofessionals, counselors)						
Campus operations (e.g., PEIMS coordinator, clerk)						

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Total high school FTEs						
Total charter school staff	**23.0**	**32.0**	**43.0**	**67.0**	**77.0**	**98.0**
Teacher-student ratio	**18.8**	**18.7**	**18.9**	**19.4**	**25.0**	**20.2**

Attachment 24: Supplemental Human Resources Information Forms

Using the template provided on the Subchapter D Experienced Operator application page. complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity. Supplemental Human Resources Information Forms should be submitted for each position listed on the staffing chart (Attachment 23).

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and at capacity.

All positions represented in this Attachment should also be represented on the organizational chart submitted in Attachment 14 and on the staffing chart submitted in Attachment 23.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Doral Academy of Texas

Name of Sponsoring Entity: Doral Academy of Texas, Inc.

Position Title: Cafeteria Worker

Reports to: CEO/Superintendent/Principal

Salary Range: $15,000 to $25,000

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Buda and Kyle, Hays County

Number of Students anticipated in year one: 330 In year five: 1,229

Minimum Qualifications Required:

Education Required: High school diploma or equivalent (GED) required.

Experience Required: One (1) year of experience working in a school cafeteria.

Certification Required: DSHS Food Handler Certificate Required.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Hays CISD	105096	Kyle	19,925	$15,134 to $21,770
Lockhart ISD	028902	Lockhart	6,118	$15,079 to $20,793
San Marcos CISD	105902	San Marcos	8,097	$19,448 to $25,312

Name of Proposed Charter School: Doral Academy of Texas

Name of Sponsoring Entity: Doral Academy of Texas, Inc.

Position Title: Cafeteria Worker

Reports to: CEO/Superintendent/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Serve food to students, faculty, staff and other patrons of the school's cafeteria.
2. Follow health and safety procedures for food handling and storage.
3. Prepare daily estimates of meals for preparation of accurate number of meals to minimize waste.
4. Prepare and maintain accurate student meal counts for submission to Texas Department of Agriculture.
5. Maintain inventory of and properly store food items, commodities and other cafeteria supplies.
6. Complete reports relating to inventory, meal counts, spoilage, etc.
7. Receive orders from vendors and prepare related receiving reports.
8. Assist with meal payments, as assigned.
9. Assist with food preparation and meat service, as assigned.
10. Set-up and tear-down of cafeteria.

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM-CEO

Name of Proposed Charter School: Doral Academy of Texas

Name of Sponsoring Entity: Doral Academy of Texas, Inc.

Position Title: CEO/Superintendent/Principal

Reports to: Charter Holder Board of Directors

Salary Range: $75,000 to $150,000

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

To be negotiated. May include cell phone stipend, civic organization membership, insurance and other customary and reasonable remuneration.

Proposed Location (City and County): Buda and Kyle, Hays County

Number of Students anticipated in year one: 330 In year five: 1,229

Minimum Qualifications Required:

Education Required: Bachelor's degree in Education required; advanced degree in Education Administration preferred.

Experience Required: Five (5) years of progressively responsible experience in public school campus administration required; two (2) years of teaching experience required; two (2) years of public school central office administration preferred.

Certification Required: Teacher certification required; Principal and/or Superintendent (or equivalent) certificate preferred.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Hays CISD	105906	Kyle	19,925	$240,001
Lockhart ISD	028902	Lockhart	6,118	$177,000
San Marcos CISD	105902	San Marcos	8,097	$224,128

Name of Proposed Charter School: Doral Academy of Texas

Name of Sponsoring Entity: Doral Academy of Texas, Inc.

Position Title: CEO/Superintendent/Principal

Reports to: Charter Holder Board of Directors

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Will initially serve as both the charter school's superintendent and the campus principal.
2. As superintendent, reports directly to the board of directors on academic and financial results.
3. As superintendent, adopts and implements the central and campus organizational structure.
4. As superintendent, directs, manages and supervises charter school and campus operations.
5. As superintendent, oversees, directs, manages and supervises CMO activities, functions, programs, and services.
6. As superintendent, adopts administrative procedures to implement board policy.
7. As superintendent, approves required data and report submissions to TEA and other agencies.
8. As superintendent, hires and terminates charter school officers and employees.
9. As principal, directs, manages and supervises campus operations.
10. As principal, hires and assigns teachers and other campus staff.

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Doral Academy of Texas

Name of Sponsoring Entity: Doral Academy of Texas, Inc.

Position Title: Educational Aide

Reports to: CEO/Superintendent/Principal

Salary Range: $15,000 to $35,000

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Buda and Kyle, Hays County

Number of Students anticipated in year one: 330 In year five: 1,229

Minimum Qualifications Required:

Education Required: Associate's degree or high school diploma with Educational Aide Certificate required; Bachelor's degree preferred.

Experience Required: One (1) year of experience working as on educational aide or equivalent required.

Certification Required: If applying with high school diploma, Educational Aide Certificate is required; otherwise, it is preferred. An Educational Aide Certificate is required for all special education positions.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Hays CISD	105096	Kyle	19,925	$16,755 to $32,089
Lockhart ISD	028902	Lockhart	6,118	$15,201 to $27,649
San Marcos CISD	105902	San Marcos	8,097	$19,448 to $27,078

Name of Proposed Charter School: Doral Academy of Texas

Name of Sponsoring Entity: Doral Academy of Texas, Inc.

Position Title: Educational Aide

Reports to: CEO/Superintendent/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Provide classroom support and student support as directed by teacher of record.
2. Assist in supervising students during instructional and non-instructional activities and time.
3. For Educational Aides working with Special Education Students, assist teachers and students, as directed, and in accordance with the student's individualized education program.
4. Before school, after school, recess and lunch monitoring duties, as assigned.
5. Assist with student pick-up and drop-off, as assigned.
6. Participate in professional development activities and special events, as assigned.
7.
8.
9.
10.

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Doral Academy of Texas

Name of Sponsoring Entity: Doral Academy of Texas, Inc.

Position Title: Librarian

Reports to: CEO/Superintendent/Principal

Salary Range: $45,000 to $65,000

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Buda and Kyle, Hays County

Number of Students anticipated in year one: 330 In year five: 1,229

Minimum Qualifications Required:

Education Required: Bachelor's degree in Education/Library Sciences required; advanced degree in Education preferred.

Experience Required: One (l) year teaching experience required; one (l) year of experience working as a public school librarian preferred.

Certification Required: School Librarian Certificate preferred.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Hays CISD	105096	Kyle	19,925	$47,665 to $75,845
Lockhart ISD	028902	Lockhart	6,118	$55,406
San Marcos CISD	105902	San Marcos	8,097	$57,272

Name of Proposed Charter School: Doral Academy of Texas

Name of Sponsoring Entity: Doral Academy of Texas, Inc.

Position Title: Librarian

Reports to: CEO/Superintendent/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Inventory all books and digital resources in library.
2. Assist in ordering and management of textbooks, book screening and book repair.
3. Assist students and teachers checking out books, digital library resources and notices.
4. Assist teachers with class use of library and provide instruction on library use.
5. Liaison with community library partners and resource for students and families.
6. Promote literacy and reading fluency.
7.
8.
9.
10.

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Doral Academy of Texas

Name of Sponsoring Entity: Doral Academy of Texas, Inc.

Position Title: Office Manager

Reports to: CEO/Superintendent/Principal

Salary Range: $35,000 to $55,000

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Buda and Kyle, Hays County

Number of Students anticipated in year one: 330 In year five: 1,229

Minimum Qualifications Required:

Education Required: Associates Degree or equivalent experience required; Bachelor's degree preferred.

Experience Required: Three (3) years of progressively responsible experience in office management required: public school campus administration preferred.

Certification Required: None.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Hays CISD	105906	Kyle	19,925	$39,903 to $57,404
Lockhart ISD	028902	Lockhart	6,118	$36,849 to $51,714
San Marcos CISD	105902	San Marcos	8,097	$32,399 to $43,139

Name of Proposed Charter School: Doral Academy of Texas

Name of Sponsoring Entity: Doral Academy of Texas, Inc.

Position Title: Office Manager

Reports to: CEO/Superintendent/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Assist CEO/Superintendent and Principal in all office/administrative duties.
2. Supervise receptionist, janitor, and PEIMS coordinator.
3. Oversee student registration function (registrar) with and as performed by other staff.
4. Accept and deposit all local funds of campus and provide accurate accounting.
5. Assist with campus visitors and parent check-ins/check-outs of student.
6. Coordinate facility services and physical plant needs.
7.
8.
9.
10.

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Doral Academy of Texas

Name of Sponsoring Entity: Doral Academy of Texas, Inc.

Position Title: Receptionist

Reports to: Office Manager

Salary Range:

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Buda and Kyle, Hays County

Number of Students anticipated in year one: 330 In year five: 1,229

Minimum Qualifications Required:

Education Required: High school diploma or equivalent required. Associates degree preferred

Experience Required: Three (3) years of general office experience required; public school office experience preferred.

Certification Required: None.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Hays CISD	105096	Kyle	19,925	$24,932 to $35,898
Lockhart ISD	028902	Lockhart	6,118	$23,086 to $33,595
San Marcos CISD	105902	San Marcos	8,097	$26,650 to $35,003

Name of Proposed Charter School: Doral Academy of Texas

Name of Sponsoring Entity: Doral Academy of Texas, Inc.

Position Title: Receptionist

Reports to: Office Manager

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Answer campus/office mull-line phone system and direct calls as appropriate or lake messages

2. Campus visitor check-in and check-out. Visitor verification and screening through RAPTOR

3. Assist with student late arrivals/early departures

4. Assist with pick-up and drop-off as assigned

5. Assist Office Manager with administrative and clerical tasks as assigned

6.

7.

8.

9.

10.

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Doral Academy of Texas

Name of Sponsoring Entity: Doral Academy of Texas, Inc.

Position Title: Student Activity Monitor/Janitor

Reports to: CEO/Superintendent/Principal

Salary Range: $20,000 to $35,000

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Buda and Kyle, Hays County

Number of Students anticipated in year one: 330 In year five: 1,229

Minimum Qualifications Required:

Education Required: High school diploma or equivalent required.

Experience Required: One (1) year of experience working as a custodian.

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Hays CISD	105096	Kyle	19,925	$21,447 to $30,851
Lockhart ISD	028902	Lockhart	6,118	$20,218 to $27,878
San Marcos CISD	105902	San Marcos	8,097	$26,728 to $34,788

Name of Proposed Charter School: Doral Academy of Texas

Name of Sponsoring Entity: Doral Academy of Texas, Inc.

Position Title: Student Activity Monitor/Janitor

Reports to: CEO/Superintendent/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Maintain school facilities (cleaning, vacuuming, mopping, dusting, etc.).
2. Maintain building and grounds (sidewalks, entryways, playgrounds, parking lots) neat, clean, and safe.
3. Remove and dispose of waste and trash from restrooms (twice per day) and after each meal service.
4. Maintain inventory of cleaning equipment and supplies.
5. Adhere to Occupational Safety and Health Administration requirements.
6. Perform preventative maintenance to equipment, furniture and fixtures.
7. Maintain working knowledge of and facilitate compliance with Texas Hazard Communication Act requirements.
8. Assist with the monitoring of student activities in hallways and cafeteria.
9. Assist with student pick-up and drop-off, as assigned.
10.

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Doral Academy of Texas

Name of Sponsoring Entity: Doral Academy of Texas, Inc.

Position Title: Teacher

Reports to: CEO/Superintendent/Principal

Salary Range: $45,000 to $65,000

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Special Education Teachers and General Classroom Teachers with Bilingual Education or ESL certificate: $ 1,000 stipend. General Classroom Teachers with Gift and Talented Supplemental Certificate: $500 stipend.

Proposed Location (City and County): Buda and Kyle, Hays County

Number of Students anticipated in year one: 330 In year five: 1,229

Minimum Qualifications Required:

Education Required: Bachelor's degree in Education required; advanced degree in Education or subject area preferred.

Experience Required: One (1) year of public school teaching experience preferred.

Certification Required: For core subjects, Special Education and Bilingual Education, state certification is required. Gifted and Talented Supplemental Certificate preferred.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Hays CISD	105096	Kyle	19,925	$47,665 to $75,845
Lockhart ISD	028902	Lockhart	6,118	$49,000 to $63,630
San Marcos CISD	105902	San Marcos	8,097	$49,662 to $60,213

Name of Proposed Charter School: Doral Academy of Texas

Name of Sponsoring Entity: Doral Academy of Texas, Inc.

Position Title: Teacher

Reports to: CEO/Superintendent/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Prepare and deliver lesson plans that meet school curriculum and Texas Essential Knowledge and Skills.
2. Provide accommodations to students with 504 plan/IEP, follow plan and coordinate with Special Education.
3. Use a variety of instructional approaches and strategies to meet student needs and to engage students.
4. Plan lessons and instructional activities to meet student learning styles and needs.
5. Direct paraprofessionals and aides in classroom activities.
6. Manage classroom and students and ensure student safety and bullying-free-zone.
7. Assess student learning and achievement with both formal testing and informal assessments.
8. Take accurate daily attendance.
9. Be an example and role model for students.
10. Extracurricular and other duties as assigned.

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Attachment 25: Teacher Evaluation Tool(s)

Provide any teacher evaluation tool(s) that have been developed.

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PLANNING DIMENSION 1.1
Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
Instructional Planning Includes: • All rigorous and measurable goals aligned to state content standards. • All activities, materials and assessments that: ◦ are logically sequenced ◦ are relevant to students' prior understanding and real-world applications ◦ integrate and reinforce concepts from other disciplines ◦ provide appropriate time for student work, student reflection, lesson and lesson closure ◦ deepen understanding of broader unit and course objectives ◦ are vertically aligned to state standards ◦ are appropriate for diverse learners • Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson • Integration of technology to enhance mastery of goal(s).	**Instructional Planning Includes:** • All measurable goals aligned to state content standards. • All activities, materials and assessments that: ◦ are sequenced ◦ are relevant to students' prior understanding ◦ integrate other disciplines ◦ provide appropriate time for student work, lesson and lesson closure ◦ reinforce broader unit and course objectives ◦ are vertically aligned to state standards ◦ are appropriate for diverse learners • All objectives aligned and logically sequenced to the lesson's goal. • Integration of technology to enhance mastery of goal(s).	**Instructional Planning Includes:** • All goals aligned to state content standards. • All activities, materials and assessments that: ◦ are relevant to students ◦ provide appropriate time for lesson and lesson closure ◦ fit into the broader unit and course objectives ◦ are appropriate for diverse ◦ learners. • All objectives aligned to the lesson's goal. • Integration of technology when applicable.	**Instructional Planning Includes:** • Most goals aligned to state content standards. • Most activities, materials and assessments that: ◦ are sequenced ◦ sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal.	**Instructional Planning Includes:** • Few goals aligned to state content standards. • Few activities, materials and assessments that: ◦ are sequenced ◦ rarely provide time for lesson and lesson closure • Lessons where few objectives are aligned and sequenced to the lesson's goal.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes

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T-TESS
Texas Teacher Evaluation & Support System

PLANNING DIMENSION 1.1

Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

Standards Basis: 1A, 1B, 3A, 3B, 3C

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Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS

Distinguished

Instructional Planning Includes:

- All rigorous and measurable goals aligned to state content standards.
- All activities, materials and assessments that:
  - are logically sequenced
  - are relevant to students' prior understanding and real-world applications
  - integrate and reinforce concepts from other disciplines
  - provide appropriate time for student work, student reflection, lesson and lesson closure
  - deepen understanding of broader unit and course objectives
  - are vertically aligned to state standards
  - are appropriate for diverse learners
- Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson.
- Integration of technology to enhance mastery of goal(s).

Accomplished

Instructional Planning Includes:

- All measurable goals aligned to state content standards.
- All activities, materials and assessments that:
  - are sequenced
  - are relevant to students' prior understanding
  - integrate other disciplines
  - provide appropriate time for student work, lesson and lesson closure
  - reinforce broader unit and course objectives
  - are vertically aligned to state standards
  - are appropriate for diverse learners
- All objectives aligned and logically sequenced to the lesson's goal.
- Integration of technology to enhance mastery of goal(s).

Proficient

Instructional Planning Includes:

- All goals aligned to state content standards.
- All activities, materials and assessments that:
  - are relevant to students
  - provide appropriate time for lesson and lesson closure
  - fit into the broader unit and course objectives
  - are appropriate for diverse learners
- All objectives aligned to the lesson's goal.
- Integration of technology when applicable.

Developing

Instructional Planning Includes:

- Most goals aligned to state content standards.
- Most activities, materials and assessments that:
  - are sequenced
  - sometimes provide appropriate time for lesson and lesson closure
- Lessons where most objectives are aligned and sequenced to the lesson's goal.

Improvement Needed

Instructional Planning Includes:

- Few goals aligned to state content standards.
- Few activities, materials and assessments that:
  - are sequenced
  - rarely provide time for lesson and lesson closure
- Lessons where few objectives are aligned and sequenced to the lesson's goal.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes

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PLANNING DIMENSION 1.2
Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D

Distinguished | **Accomplished** | **Proficient** | **Developing** | **Improvement Needed**

STUDENT-CENTERED ACTIONS ← TEACHER-CENTERED ACTIONS

Instructional Planning Includes:

Distinguished

- Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress.
- Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentially.
- Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

Accomplished

- Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans.
- Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality.
- Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

Proficient

- Formal and informal assessments to monitor progress of all students.
- Consistent feedback to students, families and other school personnel while maintaining confidentiality.
- Analysis of student data connected to specific instructional strategies.

Developing

- Formal and informal assessments to monitor progress of most students.
- Timely feedback to students and families.
- Utilization of multiple sources of student data.

Improvement Needed

- Few formal and informal assessments to monitor student progress.
- Few opportunities for timely feedback to students or families.
- Utilization of few sources of student data.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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PLANNING DIMENSION 1.3

Knowledge of Students

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.

Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
Instructional Planning Includes: • All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. • Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.	**Instructional Planning Includes:** • All lessons that connect to students' prior knowledge, experiences and future learning expectations. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. • Opportunities for students to utilize their individual learning patterns, habits and needs.	**Instructional Planning Includes:** • All lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.	**Instructional Planning Includes:** • Most lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.	**Instructional Planning Includes:** • Few lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.

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Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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PLANNING DIMENSION 1.4

Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

Standards Basis: 1B, 1C, 1D, 1E

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Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
Instructional Planning Includes: • Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application. • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.	**Instructional Planning Includes:** • Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.	**Instructional Planning Includes:** • Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes.	**Instructional Planning Includes:** • Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.	**Instructional Planning Includes:** • Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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INSTRUCTION DIMENSION 2.1

Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
The Teacher • Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. • Provides opportunities for students to self-monitor and self-correct mistakes. • Systematically enables students to set goals for themselves and monitor their progress over time.	**The Teacher** • Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Anticipates student mistakes and encourages students to avoid common learning pitfalls. • Establishes systems where students take initiative of their own learning and self-monitor.	**The Teacher** • Sets academic expectations that challenge all students. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Addresses student mistakes and follows through to ensure student mastery. • Provides students opportunities to take initiative of their own learning.	**The Teacher** • Sets academic expectations that challenge most students. • Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. • Sometimes addresses student mistakes. • Sometimes provides opportunities for students to take initiative of their own learning.	**The Teacher** • Sets expectations that challenge few students. • Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. • Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. • Rarely provides opportunities for students to take initiative of their own learning.

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Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Student Growth Processes
- Analysis of Student Data

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INSTRUCTION DIMENSION 2.2

Content Knowledge and Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
The Teacher • Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. • Integrates learning objectives with other disciplines, content areas and real-world experience. • Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.	**The Teacher** • Conveys a depth of content knowledge that allows for differentiated explanations. • Integrates learning objectives with other disciplines and real-world experiences. • Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.	**The Teacher** • Conveys accurate content knowledge in multiple contexts. • Integrates learning objectives with other disciplines. • Anticipates possible student misunderstandings. • Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Accurately reflects how the lesson fits within the structure of the discipline and the state standards.	**The Teacher** • Conveys accurate content knowledge. • Sometimes integrates learning objectives with other disciplines. • Sometimes anticipates possible student misunderstandings. • Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	**The Teacher** • Conveys inaccurate content knowledge that leads to student confusion. • Rarely integrates learning objectives with other disciplines. • Does not anticipate possible student misunderstandings. • Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Student Growth Processes
- Analysis of Student Data

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INSTRUCTION DIMENSION 2.3
Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Standards Basis: 1D, 1E, 2A, 3A, 4D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
The Teacher • Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. • Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson. • Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning. • Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.	**The Teacher** • Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. • Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. • Skillfully uses probing questions to clarify, elaborate and extend learning. • Provides wait time when questioning students.	**The Teacher** • Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. • Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. • Provides explanations that are clear and uses verbal and written communication that is clear and correct. • Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. • Uses probing questions to clarify and elaborate learning.	**The Teacher** • Leads lessons with some opportunity for dialogue, clarification or elaboration. • Recognizes student misunderstandings but has a limited ability to respond. • Uses verbal and written communication that is generally clear with minor errors of grammar. • Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.	**The Teacher** • Directs lessons with little opportunity for dialogue, clarification or elaboration. • Is sometimes unaware of or unresponsive to student misunderstandings. • Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure. • Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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INSTRUCTION DIMENSION 2.4
Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
The Teacher • Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. • Consistently monitors the quality of student participation and performance. • Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.	**The Teacher** • Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students.	**The Teacher** • Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.	**The Teacher** • Adapts lessons to address some student needs. • Sometimes monitors the quality of student participation and performance. • Sometimes provides differentiated instructional methods and content. • Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.	**The Teacher** • Provides one-size-fits-all lessons without meaningful differentiation. • Rarely monitors the quality of student participation and performance. • Rarely provides differentiated instructional methods and content. • Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.

Academy of Texas



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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INSTRUCTION DIMENSION 2.5
Monitor and Adjust

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
The Teacher • Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Uses discreet and explicit checks for understanding through questioning and academic feedback.	**The Teacher** • Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Continually checks for understanding through purposeful questioning and academic feedback.	**The Teacher** • Consistently invites input from students in order to monitor and adjust instruction and activities. • Adjusts instruction and activities to maintain student engagement. • Monitors student behavior and responses for engagement and understanding.	**The Teacher** • Sometimes utilizes input from students in order to monitor and adjust instruction and activities. • Adjusts some instruction within a limited range. • Sees student behavior but misses some signs of disengagement. • Is aware of most student responses but misses some clues of misunderstanding.	**The Teacher** • Rarely utilizes input from students in order to monitor and adjust instruction and activities. • Persists with instruction or activities that do not engage students. • Generally does not link student behavior and responses with student engagement and understanding. • Makes no attempts to engage students who appear disengaged or disinterested.

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Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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LEARNING ENVIRONMENT DIMENSION 3.1

Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.

Standards Basis: 1D, 4A, 4B, 4C,4D

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Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. • Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. • The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.	• Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. • Students take some responsibility for managing student groups, supplies and/or equipment. • The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.	• All procedures, routines and transitions are clear and efficient. • Students actively participate in groups, manage supplies and equipment with very limited teacher direction. • The classroom is safe and organized to support learning objectives and is accessible to most students.	• Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. • Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. • The classroom is safe and accessible to most students, but is disorganized and cluttered.	• Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. • Students often do not understand what is expected of them. • The classroom is unsafe, disorganized and uncomfortable. • Some students are not able to access materials.

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[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

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LEARNING ENVIRONMENT DIMENSION 3.2

Managing Student Behavior

The teacher establishes, communicates and maintains clear expectations for student behavior.

Standards Basis: 4A, 4B, 4C, 4D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. • Students and the teacher create, adopt and maintain classroom behavior standards.	• Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. • Most students know, understand and respect classroom behavior standards.	• Consistently implements the campus and/or classroom behavior system proficiently. • Most students meet expected classroom behavior standards.	• Inconsistently implements the campus and/or classroom behavior system. • Student failure to meet expected classroom behavior standards interrupts learning.	• Rarely or unfairly enforces campus or classroom behavior standards. • Student behavior impedes learning in the classroom.

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Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

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LEARNING ENVIRONMENT DIMENSION 3.3

Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Standards Basis:
1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				TEACHER-CENTERED ACTIONS
• Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. • Students collaborate positively and encourage each other's efforts and achievements.	• Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. • Students collaborate positively with each other and the teacher.	• Engages all students in relevant, meaningful learning. • Students work respectfully individually and in groups.	• Establishes a learning environment where most students are engaged in the curriculum. • Students are sometimes disrespectful of each other.	• Establishes a learning environment where few students are engaged in the curriculum. • Students are disrespectful of each other and of the teacher.

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Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

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PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1

Professional Demeanor and Ethics

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

Standards Basis: 6B, 6C, 6D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students. • Advocates for the needs of all students in the classroom and campus.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom. • Advocates for the needs of all students in the classroom.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets all professional standards (e.g., attendance, professional appearance and behaviors). • Advocates for the needs of students in the classroom.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets most professional standards (e.g., attendance, professional appearance and behaviors).	• Fails to meet the Code of Ethics and Standard Practices for Texas Educators. • Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.

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Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data
- Daily Interaction with Others

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PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

Goal Setting

The teacher reflects on his/her practice.

Standards Basis: 5D, 6A, 6B

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Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Implements substantial changes in practice resulting in significant improvement in student performance.	• Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short-term goals based on self-assessment. • Meets most professional goals resulting in some visible changes in practice.	• Sets low or ambiguous goals unrelated to student needs or self-assessment. • Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.

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Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, Including the End-of-Year Cconference
- Analysis of Student Data

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PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3

Professional Development

The teacher enhances the professional community.

Standards Basis: 3A, 6A, 6B, 6C

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Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection. • Seeks resources and collaboratively fosters faculty knowledge and skills. • Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus.	• Leads colleagues collaboratively on campus to identify professional development needs through self-reflection. • Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.	• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.	• Engages in most scheduled activities, professional learning communities, committee, grade- or subject-level team meetings as directed.	• Engages in few professional development activities, professional learning communities or committees to improve professional practice.



Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, Including the End-of-Year Cconference
- Analysis of Student Data
- Daily Interaction with Others

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PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4

School Community Involvement

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Standards Basis:
2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Systematically contacts parents/ guardians regarding students' academic and social/emotional growth through various methods. • Initiates collaborative efforts that enhance student learning and growth. • Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.	• Systematically contacts parents/ guardians regarding students' academic and social/emotional growth through various methods. • Joins colleagues in collaborative efforts that enhance student learning and welfare. • Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.	• Contacts parents/guardians regularly regarding students' academic and social/emotional growth. • Actively participates in all school outreach activities • Communicates the mission, vision and goals of the school to students, colleagues, parents and families.	• Contacts parents/guardians in accordance with campus policy. • Attends most required school outreach activities. • Communicates school goals to students, parents and families.	• Contacts parents generally about disciplinary matters. • Attends few required school outreach activities.

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Possible Sources of Evidence:

- Conferences and Conversations with the Teacher, Including the End-of-Year Cconference
- Classroom Artifacts
- Student Data
- Daily Interaction with Others

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RUBRIC WORD BANK

with example qualifiers that are interchangeably used:

DIMENSION EXAMPLE:	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
	STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
LEARNING ENVIRONMENT CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)

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Attachment 26: Proposed School Calendar (Annual)

Provide the proposed calendar for the first year of operation, including the first and last day of school, any planned breaks, and the total number of minutes of instruction.

2021-2022 School Calendar

JULY

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

OCTOBER

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2021
- 1-5 District Closed

August 2021
- 2 New Teacher Orientation
- 2-10 Staff Development
- 11 First Day of Classes

September 2021
- 6 Student & Staff Holiday - Labor Day

October 2021
- 8 End of 1st Quarter
- 11 Student Holiday - Staff Development
- 12 Start of 2nd Quarter

November 2021
- 22-26 Thanksgiving Holiday

December 2021
- 17 End of 2nd Quarter
- 20-31 Winter Break

January 2022
- 3 Student Holiday - Staff Development
- 4 Start of 3rd Quarter
- 17 Student & Staff Holiday - MLK Day *
  - *1st Bad Weather Makeup Day*

February 2022
- 22 Student & Staff Holiday - Presidents Day *
  - *2nd Bad Weather Makeup Day*

March 2022
- 13 End of 3rd Quarter
- 14-18 Spring Break
- 21 Student Holiday - Staff Development
- 22 Start of 4th Quarter

April 2022
- 15 Student & Staff Holiday
- 18 Student & Staff Holiday

May 2022
- 28 End of 4th Quarter / Last Day of Classes
- 25 Student and Staff Holiday - Memorial Day
- 31 Staff Development

June 2022
- 1 Staff Development

Legend
- Staff & Student Holiday
- Staff Development
- Start of Quarter
- End of Quarter
- * Bad Weather Makeup

Instructional Days: 1st Quarter- 42 Days, 2nd Quarter - 44 days

First Semester - 86 days

3rd Quarter - 47 days, 4th Quarter - 47 days

Second Semester - 94 days

For the Year: 180 days Teacher Workdays: 192 days

Calendar includes at least 75,600 minutes of instruction.

Board approved _____.

Doral Academy of Texas

Attachment 27: Proposed School Schedules

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

Doral Academy of Texas
Proposed Daily Schedules for Teachers

PreK Teacher Schedule	
7:15-7:45	**Help with Drop Off**
7:45-8:00	
8:00-8:15	Core Content Instruction
8:15-8:30	
8:30-8:45	Classroom Yoga
8:45-9:00	
9:00-9:15	
9:15-9:30	Core Content Instruction
9:30-9:45	
9:45-10:00	
10:00-10:15	Moving & Learning
10:15-10:30	Core Content Instruction
10:30-10:45	
10:45-11:00	Bathroom/Wash Hands
11:00-11:15	
11:15-11:30	Duty-Free Lunch
11:30-11:45	
11:45-12:00	
12:00-12:15	Active Supervision
12:15-12:30	
12:30-12:45	Active Supervision
12:45-1:00	Bathroom/Wash Hands
1:00-1:15	
1:15-1:30	
1:30-1:45	Core Content Instruction
1:45-2:00	
2:00-2:15	
2:15-2:30	
2:30-2:45	Planning
2:45-3:00	Core Content Instruction
3:00-3:45	Dismissal, Faculty Meetings, Conferences, PLCs, etc.

Kinder Teacher Schedule	
7:15-7:45	**Help with Drop Off**
7:45-8:00	
8:00-8:15	Core Content Instruction
8:15-8:30	
8:30-8:45	Classroom Yoga
8:45-9:00	
9:00-9:15	Core Content Instruction
9:15-9:30	
9:30-9:45	
9:45-10:00	
10:00-10:15	Planning
10:15-10:30	
10:30-10:45	
10:45-11:00	Core Content Instruction
11:00-11:15	
11:15-11:30	Duty-Free Lunch
11:30-11:45	
11:45-12:00	
12:00-12:15	
12:15-12:30	Core Content Instruction
12:30-12:45	
12:45-1:00	Active Supervision
1:00-1:15	
1:15-1:30	
1:30-1:45	
1:45-2:00	
2:00-2:15	
2:15-2:30	
2:30-2:45	Core Content Instruction
2:45-3:00	
3:00-3:45	Dismissal, Faculty Meetings, Conferences, PLCs, etc.

Doral Academy of Texas
Proposed Daily Schedules for Teachers

First Grade Schedule	
7:15-7:45	**Help with Drop Off**
7:45-8:00	
8:00-8:15	Core Content Instruction
8:15-8:30	
8:30-8:45	Classroom Yoga
8:45-9:00	
9:00-9:15	
9:15-9:30	
9:30-9:45	
9:45-10:00	
10:00-10:15	Reading Block
10:15-10:30	
10:30-10:45	
10:45-11:00	Planning
11:00-11:15	Core Content Instruction
11:15-11:30	
11:30-11:45	Duty-Free Lunch
11:45-12:00	
12:00-12:15	
12:15-12:30	
12:30-12:45	
12:45-1:00	
1:00-1:15	
1:15-1:30	Core Content Instruction
1:30-1:45	
1:45-2:00	Active Supervision
2:00-2:15	
2:15-2:30	
2:30-2:45	Core Content Instruction
2:45-3:00	
3:00-3:45	Dismissal, Faculty Meetings, Conferences, PLCs, etc.

Second Grade Schedule	
7:15-7:45	**Help with Drop Off**
7:45-8:00	
8:00-8:15	
8:15-8:30	
8:30-8:45	Core Content Instruction
8:45-9:00	
9:00-9:15	
9:15-9:30	Planning
9:30-9:45	
9:45-10:00	
10:00-10:15	
10:15-10:30	
10:30-10:45	Core Content
10:45-11:00	Instruction
11:00-11:15	
11:15-11:30	Classroom Yoga
11:30-11:45	
11:45-12:00	Duty-Free Lunch
12:00-12:15	
12:15-12:30	
12:30-12:45	
12:45-1:00	
1:00-1:15	Core Content
1:15-1:30	Instruction
1:30-1:45	Active Supervision
1:45-2:00	
2:00-2:15	
2:15-2:30	
2:30-2:45	Core Content
2:45-3:00	Instruction
3:00-3:45	Dismissal, Faculty Meetings, Conferences, PLCs, etc.

Doral Academy of Texas
Proposed Daily Schedules for Teachers

Third Grade Schedule	
7:15-7:45	**Help with Drop Off**
7:45-8:00	
8:00-8:15	
8:15-8:30	
8:30-8:45	
8:45-9:00	
9:00-9:15	
9:15-9:30	Core Content Instruction
9:30-9:45	
9:45-10:00	Classroom Yoga
10:00-10:15	
10:15-10:30	
10:30-10:45	
10:45-11:00	
11:00-11:15	
11:15-11:30	Core Content Instruction
11:30-11:45	
11:45-12:00	Duty-Free Lunch
12:00-12:15	
12:15-12:30	Active Supervision
12:30-12:45	Core Content Instruction
12:45-1:00	
1:00-1:15	
1:15-1:30	Planning
1:30-1:45	
1:45-2:00	
2:00-2:15	
2:15-2:30	
2:30-2:45	Core Content Instruction
2:45-3:00	
3:00-3:45	Dismissal, Faculty Meetings, Conferences, PLCs, etc.

PE Instructor Schedule	
7:15 am - 3:45 pm	
7:15-8:00	Assist with Drop-Off
8:00-8:15	Planning Block
8:15-8:30	
8:30-8:45	
8:45-9:00	Second Grade PE, Health & Wellness
9:00-9:15	
9:15-9:30	
9:30-9:45	Kinder PE, Health & Wellness
9:45-10:00	
10:00-10:15	
10:15-10:30	First Grade PE, Health & Wellness
10:30-10:45	
10:45-11:00	
11:00-11:15	Oversee PreK Lunch
11:15-11:30	
11:30-11:45	Lunch Duty: Oversee safety & behavior of students
11:45-12:00	
12:00-12:15	
12:15-12:30	
12:30-12:45	
12:45-1:00	Duty-Free Lunch
1:00-1:15	
1:15-1:30	Grade Three PE, Health & Wellness
1:30-1:45	
1:45-2:00	
2:00-2:15	PreK PE, Health & Wellness
2:15-2:30	
2:30-2:45	
2:45-3:15	Help with Dismissal
3:15-3:45	Dismissal, Faculty Meetings, Conferences, PLCs, etc.

Doral Academy of Texas
Proposed Daily Schedules for Teachers

Special Ed Instructor Schedule	
7:15-3:45 pm	
7:15-8:00	Assist with Drop-Off
8:00-8:15	Provide instruction and support to students according to schedules set in ARD documents. Oversee case management. Plan curriculum and support for teachers based on students' documented needs.
8:15-8:30	
8:30-8:45	
8:45-9:00	
9:00-9:15	
9:15-9:30	
9:30-9:45	
9:45-10:00	
10:00-10:15	
10:15-10:30	
10:30-10:45	
10:45-11:00	
11:00-11:15	Lunch Duty: Oversee safety & behavior of students
11:15-11:30	
11:30-11:45	
11:45-12:00	
12:00-12:15	Duty-Free Lunch
12:15-12:30	
12:30-12:45	Provide instruction and support to students according to schedules set in ARD documents. Oversee case management. Plan curriculum and support for teachers based on students' documented needs.
12:45-1:00	
1:00-1:15	
1:15-1:30	
1:30-1:45	
1:45-2:00	
2:00-2:15	
2:15-2:30	
2:30-2:45	
2:45-3:15	Help with Dismissal
3:15-3:45	Dismissal, Faculty Meetings, Conferences, PLCs, etc.

PreKSchedule		Kinder Schedule		First Grade Schedule		Second Grade Schedule		Third Grade Schedule	
7:45-8:00		7:45-8:00	Circle Time, Calendar, Announcements, Weathe	7:45-8:00	Circle Time, Calendar, Announcements, Weather	7:45-8:00	Circle Time, Calendar, Announcements, Weather	7:45-8:00	Announcements, Math Warm-Ups
8:00-8:15	Greeting Circle	8:00-8:15		8:00-8:15		8:00-8:15		8:00-8:15	
8:15-8:30		8:15-8:30		8:15-8:30		8:15-8:30	Silent Sustained Reading/Library Visits	8:15-8:30	
8:30-8:45	Classroom Yoga	8:30-8:45	Classroom Yoga	8:30-8:45	Classroom Yoga	8:30-8:45		8:30-8:45	
8:45-9:00	Literacy Lesson & Learning Centers (integrated Social Studies)	8:45-9:00		8:45-9:00		8:45-9:00		8:45-9:00	
9:00-9:15		9:00-9:15		9:00-9:15		9:00-9:15		9:00-9:15	
9:15-9:30		9:15-9:30	Reading Block Part 1	9:15-9:30		9:15-9:30	PE, Health & Wellness	9:15-9:30	
9:30-9:45		9:30-9:45		9:30-9:45		9:30-9:45		9:30-9:45	Reading Block
9:45-10:00		9:45-10:00		9:45-10:00		9:45-10:00		9:45-10:00	
10:00-10:15	Moving & Learning	10:00-10:15	PE, Health & Wellness	10:00-10:15	Reading Block	10:00-10:15		10:00-10:15	Classroom Yoga
10:15-10:30		10:15-10:30		10:15-10:30		10:15-10:30		10:15-10:30	
10:30-10:45	Read-Aloud Time	10:30-10:45		10:30-10:45		10:30-10:45		10:30-10:45	
10:45-11:00	Bathroom/Wash Hands	10:45-11:00	Math Block Part 1	10:45-11:00	PE, Health & Wellness	10:45-11:00	Reading Block	10:45-11:00	
11:00-11:15		11:00-11:15		11:00-11:15	Teacher Read Aloud	11:00-11:15		11:00-11:15	
11:15-11:30	Lunch in Classroom	11:15-11:30	Lunch	11:15-11:30		11:15-11:30	Classroom Yoga	11:15-11:30	
11:30-11:45		11:30-11:45		11:30-11:45	Lunch	11:30-11:45		11:30-11:45	Math Block
11:45-12:00		11:45-12:00	Science and Social Studies	11:45-12:00		11:45-12:00	Lunch	11:45-12:00	
12:00-12:15	Nap Time	12:00-12:15		12:00-12:15		12:00-12:15		12:00-12:15	Lunch
12:15-12:30		12:15-12:30		12:15-12:30		12:15-12:30		12:15-12:30	Outdoor Play
12:30-12:45	Outdoor Play	12:30-12:45	Library Visit/Story Time	12:30-12:45		12:30-12:45		12:30-12:45	Teacher Read Aloud
12:45-1:00	Bathroom/Wash Hands	12:45-1:00	Outdoor Play	12:45-1:00		12:45-1:00		12:45-1:00	Silent Sustained Reading/Library Visits
1:00-1:15		1:00-1:15		1:00-1:15	Math Block	1:00-1:15		1:00-1:15	
1:15-1:30		1:15-1:30		1:15-1:30	books of choice/library visits	1:15-1:30	Math Block	1:15-1:30	
1:30-1:45	Math & Science Lesson & Centers	1:30-1:45	Math Block Part 2	1:30-1:45		1:30-1:45	Outdoor Play	1:30-1:45	
1:45-2:00		1:45-2:00		1:45-2:00	Outdoor Play	1:45-2:00	Teacher Read Aloud	1:45-2:00	PE, Health & Wellness
2:00-2:15		2:00-2:15		2:00-2:15		2:00-2:15		2:00-2:15	
2:15-2:30		2:15-2:30	Reading Block Part 2	2:15-2:30		2:15-2:30		2:15-2:30	
2:30-2:45	PE, Health & Wellness	2:30-2:45	Center Time including Technology	2:30-2:45	Science, Social Studies & Technology	2:30-2:45	Science, Social Studies & Technology	2:30-2:45	Science, Social Studies & Technology
2:45-3:00	Closing Circle	2:45-3:00		2:45-3:00		2:45-3:00		2:45-3:00	
			After School Care, Clubs, Intramural		After School Care, Clubs, Intramural		After School Care, Clubs, Intramural		After School Care, Clubs, Intramural
		3:00-3:45	Sports, Enrichment,	3:00-3:45	Sports, Enrichment,	3:00-6:00	Sports, Enrichment,	3:00-6:00	Sports, Enrichment,

PreK will follow the approved Frog Street Curriculum which provides thematic units incorporating phonemic awareness, phonics, writing and other ELAR elements as well as social studies, mathematics and science. Physical activity, music and art are also incorporated into the daily curriculum at a developmentally-appropriate level. Centers include technology, Creativity Station, Writer's Corner, Pretend and Learn Center, Math/construction Center,

ELAR: 120 min/day; 600 min/wk	ELAR: 135 min/day; 675 min/wk	ELAR: 135 min/day; 675 min/wk	ELAR: 135 min/day; 675 min/wk
Math: 90 min/day; 450 min/wk	Math: 90 min/day; 450 min/wk	Math: 90 min/day; 450 min/wk	Math: 120 min/day; 600 min/wk
Physical Activity, Health, Wellness: 90 min/day; 450 min/wk	Physical Activity, Health, Wellness: 90 min/day; 450 min/wk	Physical Activity, Health, Wellness: 90 min/day; 450 min/wk	Physical Activity, Health, Wellness: 90 min/day; 450 min/wk
Science 20 min/day; 100 min/wk	Science with integrated technology & other instruction: 45 min/day; 225 min/wk	Science with integrated technology & other instruction: 45 min/day; 225 min/wk	Science with integrated technology & other instruction: 30 min/day; 150 min/wk
Social Studies 20 min/day; 100 min/wk	S.S. with integrated technology & other instruction: 45 min/day; 225 min/wk	S.S. with integrated technology & other instruction: 45 min/day; 225 min/wk	S.S. with integrated technology: 30 min/day; 150 min/wk
Centers, Technology & other instruction: 60 min/day, 300 min/wk	School Day: 435 min; School Week 2,175 min; School Year 78,300 min.	School Day: 435 min; School Week 2,175 min; School Year 78,300 min.	School Day: 420 min; School Week 2,100 min; School Year 75,600 min.
School Day: 435 min; School Week 2,175 min; School Year 78,300 min.			

Attachment 28: Proposed Admissions and Enrollment Policy

Provide a draft of an Admissions and Enrollment Policy, which should include the following:

- Brief summary of the application and enrollment processes.
- Non-discrimination statement to be included in the proposed school's admissions policy that meets the requirements of Texas Education Code §12.111(a)(5).
- Tentative start and end dates for the application window and the enrollment period. See Texas Education Code §12.117.
- Policies and procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Enrollment deadlines and procedures, including an explanation of how the school will receive and process intent to enroll forms.
- Policies and procedures for the admission of students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems described in Subchapter A, Chapter 37. See Texas Education Code §12.111(a)(5)(A).
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities for students or parents.

Enrollment deadlines and procedures. If the proposed school will specialize in the performing arts, discuss whether potential students must demonstrate artistic ability as a requirement for admission to the school. Texas Education Code §12.111(a)(5)(B) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, Texas Education Code §12.1171 permits a charter school specializing in one or more of the performing arts to require an applicant to audition for admission to the school.

DORAL ACADEMY OF TEXAS
ATTACHMENT 28 – Proposed Admissions and Enrollment Policy

Schulman, Lopez, Hoffer & Adelstein, L.L.P. prepared the attached proposed Admissions and Enrollment Board Policies.

Sec. 3.1.1. NON-DISCRIMINATION STATEMENT AS PART OF THE [SCHOOL NAME] ADMISSION POLICY

It is the policy of **Doral Academy of Texas** to comply with all state and federal regulations regarding admission and not to discriminate during the admission and the lottery process on the basis of gender, national origin, ethnicity, religion, disability, academic, artistic, athletic ability, or the district the child would otherwise attend.

Sec. 3.1.2. APPLICATION REQUIREMENT

Doral Academy of Texas requires applicants to submit a complete application form in order to be considered for admission. The Superintendent or designee shall set a beginning and closing date for the application window for each school year.

In order to be eligible for admission, the applicant or qualifying occupant specified by Education Code 25.001(b) must generally reside in the geographic boundaries set by the **Doral Academy of Texas** charter, and satisfy any other admissions criteria specified in this policy. See "Verification of Residency" below.

Sec. 3.1.3. LOTTERY PROVISIONS

A "lottery" for purposes of this policy is a non-weighted, random selection process that determines the order of enrollment of student applicants. A lottery is to be conducted if the number of applicants exceeds the maximum enrollment. The lottery shall take place within ___ days after the closing date of the application period. The lottery will be conducted via lottery selection software. The principal or designee of each campus will conduct the computerized lottery, with supervision by at least one member of the sponsoring entity or his or her designee and a representative from the **Doral Academy of Texas** Central Office. This ensures that the admissions list and the waiting list are selected randomly. Results of the lottery shall be certified by a notary public.

Sec. 3.1.4. DEVELOPMENT OF WAITING LIST

The lottery will be paused momentarily after the computerized lottery fills all available seats allowed by the enrollment cap. The drawing will then continue, and the randomly-selected numbers will be used to create a waiting list. As space become available, applicants will be called from the waiting list beginning with applicants with the lowest number assignment. Applicants selected by lottery will be "deemed admitted" and may proceed from provisional admission (Texas Education Code Section 25.002) to enrollment.

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Sec. 3.1.5. ADMISSION PROCESS OF RETURNING STUDENTS

Returning students (students who currently attend **Doral Academy of Texas** and intend to return the next school year) are exempted from the lottery if they notify **Doral Academy of Texas** of their intent to return for the next school year by the deadline designated by the Superintendent or designee for the then-current school year.

Sec. 3.1.6. SIBLINGS POLICY AND CHILDREN OF THE SCHOOL'S FOUNDERS AND EMPLOYEES

Siblings of returning students currently enrolled at a **Doral Academy of Texas** campus and who timely notify **Doral Academy of Texas** of their intent to return for the next school year are exempt from the lottery and, space permitting, are automatically enrolled. For this policy "sibling" shall mean a biological or legally adopted brother or sister residing in the same household as the applicant. Cousins, nieces, nephews and unrelated children sharing an address with the applicant are not siblings. Sibling enrollment is dependent on available space and does not guarantee enrollment of each listed sibling.

Children of **Doral Academy of Texas**' founders, teachers, and staff (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) are exempt from lottery requirements, as permitted by federal guidance on the Charter Schools Program.

Sec. 3.1.7. APPLICATIONS SUBMITTED OUTSIDE THE DESIGNATED APPLICATION PERIOD

If a student applies to **Doral Academy of Texas** outside of the designated application period, the student will be placed on a waiting list in the order of the date in which the application is received.

Sec. 3.1.8. STUDENTS WITH DOCUMENTED HISTORIES OF A CRIMINAL OFFENSE AND/OR MISCONDUCT

As authorized by Education Code § 12.111(a)(5)(A), **Doral Academy of Texas** shall exclude from enrollment those students who have a documented history of a criminal offense, a juvenile court adjudication, or other discipline problems under Subchapter A, Chapter 37 of the Education Code.

Sec. 3.1.9. DOCUMENTS AND INFORMATION APPLICANTS ARE REQUIRED TO PROVIDE

Applicants must submit a completed application form to be considered for admission. The application form must be signed and dated by the parent(s). The application form must include the following items:

- Applicant's name (first, last, and middle names)
- Applicant's birth date
- Applicant's current grade level and grade applied for

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- Applicant's residential address
- Phone numbers
- Applicant's current school and district names
- Applicant's parents' name and signature
- Whether the applicant has a sibling already admitted to or attending **Doral Academy of Texas**
- Whether the applicant has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37 of the Education Code.

Applicants are not required to provide transcripts or other academic records until after they are offered admission.

Sec. 3.1.10. VERIFICATION OF RESIDENCY AND IMMUNIZATION RECORDS FOR ENROLLMENT

Verification of residency and current immunization records are required for all students enrolling. Every student enrolling for the first time must present a signed statement from a physician or documentation of immunizations as required by the Texas Department of Health, no later than 30 days after enrolling. Students who submit an affidavit from a physician stating immunizations should not be administered for medical reasons, and students who submit an affidavit signed by the student's parent or guardian declining immunizations for reasons of conscience, will be excepted from this requirement. The parent or guardian must furnish records that verify the identity of the student.

A person's "residence," for the purpose of this policy is the true, fixed and permanent place where the qualifying occupant ordinarily lives and sleeps, not less than four nights during the school week and to which, when temporarily absent from the residence, the occupant intends to return. The qualifying occupant specified by Education Code 25.001(b) must generally reside in the authorized geographic boundaries of **Doral Academy of Texas**, as described in the **Doral Academy of Texas** charter. A person who is homeless, as defined by 42 U.S.C. 11302, need not reside within the geographic boundaries of **Doral Academy of Texas**. In order to verify residency for enrollment, acceptable evidence of residency includes:

- Current property tax bill with parent/guardian's name and property address;
- Current rental or lease agreement with parent/guardian's name, student name, and address, as well as manager or owner's name and telephone number;
- Documents related to the purchase of the residence with the parent/guardian's name and property address;
- Mail dated within 60 days before the application date from the following sources:
  - Social Security Administration;
  - A Texas State government agency;
  - Utility companies;

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- Credit card bill;
- Financial institutions; including checking or savings;
- Insurance companies;
- State and Federal Revenue documents;
- Paycheck information.
- Other sources or documents demonstrating residency.

If, at any time, a student's or qualifying occupant's residence is in question, **Doral Academy of Texas** may ask for additional documents for verification. If the parent or legal guardian cannot provide evidence of residency because the parent or legal guardian is living with a relative or friend, a notarized statement by the relative or friend may be accepted by **Doral Academy of Texas** with the following stipulation:

- Notarized statement must state that the parent or legal guardian and child are living with the relative/friend;
- Notarized statement must state the name of relative or friend who is on the relative who is on the relative or friend's proof of residence;
- Notarized statement must state the same address of relative or friend who is on the relative or friend's proof of residence;
- A copy of the relative or friend's proof of residence must be attached to the notarized statement (meeting the documentation criteria described above); and
- The notarized statement must be signed by same name of relative or friend who is on the relative or friend's proof of residence.

Subsequently, within 60 days, at least two current documents, **Doral Academy of Texas** must be provided confirmation of residency from one or more of the following sources:

- Credit card companies;
- U. S. Treasury;
- Social Security Administration, including benefits letter;
- Texas State government agencies (including city and county agencies);
- Utility companies;
- Financial institutions including checking, savings, or investment account statements;
- Insurance companies;
- State and Federal Revenue departments.

Doral Academy of Texas may conduct home-visits, at any time, to confirm residency of applicants and enrolled students. Falsification of residence on an enrollment form is a criminal offense.

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Sec. 3.1.11. ADULT STUDENT ATTENDANCE REQUIREMENT FOR CONTINUED ADMISSION

A person who voluntarily attends school after his or her 19th birthday shall attend school each school day for the entire period the program of instruction is offered. **Doral Academy of Texas** may revoke, for the remainder of the school year, the enrollment of a person who has more than five absences in a semester that are not excused under Education Code 25.087, except that **Doral Academy of Texas** may not revoke the enrollment on a day on which the person is physically present at school. A person whose enrollment is revoked under this subsection may be considered an unauthorized person on school grounds and a criminal trespass warning may be issued. Prior to revoking the person's enrollment, **Doral Academy of Texas** shall issue a warning letter to the person, after the third unexcused absence, stating that the person's enrollment may be revoked for the remainder of the school year if the person has more than five unexcused absences in a semester. As an alternative to revoking enrollment, **Doral Academy of Texas** may impose a behavior improvement plan. *Education Code 25.085(e).*

Sec. 3.1.12. STUDENT RESIDENCY SEPARATE FROM PARENT/GUARDIAN

In order to protect the best interests of students enrolled, for purposes of students under the age of 18 who have established a residence apart from the person's parent, guardian, or other person having lawful control, such persons must establish their separate residency and verify it with documentation acceptable to **Doral Academy of Texas** in the same manner as other students. However, a student under 18 and not living with parents or guardian, who has engaged in conduct in the preceding year that has resulted in a disciplinary removal, alternative placement or expulsion, or who has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct, or has been convicted of a criminal offense and is on probation or other conditional release, shall not be admitted to **Doral Academy of Texas**. The Superintendent shall follow "Students with Documented Histories of a Criminal Offense and/or Misconduct," above, in making such determination.

Sec. 3.1.13. MCKINNEY-VENTO POLICY STATEMENT

"Homelessness" means lacking a fixed, regular, and adequate nighttime residence. The Superintendent or designee shall appoint a Liaison for Homeless Children and Youths to serve as the primary contact between homeless families and school staff, shelter workers, and other service providers. The liaison will also assist in obtaining necessary immunizations, if needed. If a dispute arises over the enrollment of a homeless child, he shall be immediately admitted to **Doral Academy of Texas** until resolution of the dispute. *42 U.S.C. §11302(a).*

Sec. 3.1.14. MCKINNEY-VENTO COMPLIANCE

Doral Academy of Texas shall strive to enroll and have attend, homeless children who are not currently attending school and shall adopt policies and practices to ensure that students, including

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homeless children are not stigmatized or segregated on the basis of their homeless status. **Doral Academy of Texas** shall review and revise policies which act as barriers to the enrollment of homeless children. In determining homelessness, **Doral Academy of Texas** shall give consideration to factors such as transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

As a condition of receiving funds under the McKinney-Vento Homeless Education Assistance Improvements Act, **Doral Academy of Texas** shall serve homeless children according to their best interests. In determining the best interest of a child, **Doral Academy of Texas** shall:

1. To the extent feasible, keep a homeless child in the school of origin—the school that the child attended when permanently housed or the school in which the child was last enrolled—except when doing so is contrary to the wishes of the child's parent or guardian;
2. Provide a written explanation to the homeless child's parent or guardian, including a statement of appeal rights, if **Doral Academy of Texas** sends the child to a school other than the school of origin or a school requested by the parent or guardian; and
3. In the case of an unaccompanied youth, consider the views of the child and provide the notice required in the event of an enrollment dispute.

The school selected for attendance in accordance with the McKinney-Vento Homeless Education Assistance Improvements Act shall immediately enroll a homeless child even if the child is unable to produce records normally required for enrollment. **Doral Academy of Texas** shall immediately contact the last school the child attended in an attempt to obtain relevant academic and other records. If the child needs immunizations, or immunization or medical records, **Doral Academy of Texas** shall immediately refer the child's parent or legal guardian to **Doral Academy of Texas**' homeless liaison for assistance.

Should a dispute arise over school identification and/or enrollment thought to be homeless, the child shall be immediately admitted to **Doral Academy of Texas** pending resolution of the dispute. **Doral Academy of Texas** shall provide the child's parent or guardian with a written explanation of the decision regarding school selection or enrollment, including the right to appeal **Doral Academy of Texas**' enrollment decision. **Doral Academy of Texas** shall also refer the child, parent, or guardian to the homeless liaison, who shall conduct a dispute resolution process as expeditiously as possible.

McKinney-Vento Homeless Education Assistance Improvements Act of 2001 Sec. 722(g)(3); 42 U.S.C. 11432(g)(3).

Sec. 3.1.15. DISCREPANCIES IN STUDENT NAME

The Superintendent or designee shall notify the Missing Children and Missing Persons Information Clearinghouse if a child is enrolled under a name other than the name that appears on the identifying documents. If a student's records have not been received within 30 days of a request,

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the Superintendent or designee shall notify local law enforcement for a determination of whether the child has been reported as missing. *Education Code 25.002(b).*

Sec. 3.1.16. FOOD ALLERGY INFORMATION

The parent of each student enrolled with **Doral Academy of Texas** must complete a form provided by **Doral Academy of Texas** that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to **Doral Academy of Texas** to enable **Doral Academy of Texas** to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction.

For purposes of this requirement, the term "severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Doral Academy of Texas may also require information from a child's physician if the child has food allergies.

Food allergy information forms will be maintained in the child's student records, and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis, https://www.dshs.texas.gov/uploadedFiles/Content/Prevention_and_Preparedness/schoolhealth/SHAC/Guidelines-Food%20Allergy-Final.pdf.

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Sec. 3.2.1. APPLICABILITY

This policy shall apply to the children of:

1. Active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211;
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

This policy shall not apply to the children of:

1. Inactive members of the national guard and military reserves;
2. Members of the uniformed services now retired, except as provided above;
3. Veterans of the uniformed services, except as provided in this policy; and
4. Other U.S. Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

Education Code 162.002 Article III.

Sec. 3.2.2. DEFINITIONS

"Active duty" means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211.

"Children of military families" means a school-aged child, enrolled in kindergarten through twelfth grade, in the household of an active duty member.

"Deployment" means the period one month prior to the service members' departure from their home station on military orders through six months after return to their home station.

"Transition" means:

1. The formal and physical process of transferring from school to school; or
2. The period of time in which a student moves from one school in the sending state to another school in the receiving state.

"Uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.

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"Veteran" means a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

Education Code 162.002 Article II.

Sec. 3.2.3. ELIGIBILITY FOR ENROLLMENT

Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law, shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

Sec. 3.2.3.1. Continued Acceptance

A transitioning military child, placed in the care of a non-custodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which the child was enrolled while residing with the custodial parent.

Education Code 162.002 art. VI, § A.

Sec. 3.2.4. EDUCATION RECORDS

Sec. 3.2.4.1. Unofficial Records

In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial education records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records, **Doral Academy of Texas** shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

Sec. 3.2.4.2. Official Records

Simultaneous with the enrollment and conditional placement of the student, **Doral Academy of Texas** shall request the student's official education record from the sending district.

Education Code 162.002 art. IV, §§ A–B.

Sec. 3.2.5. TUITION

Doral Academy of Texas is prohibited from charging tuition to:

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1. A transitioning military child placed in the care of a non-custodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent; or
2. A student who is domiciled in another state and resides in military housing that is located within **Doral Academy of Texas**'s boundaries.

Education Code 25.004, 162.002 art. VI, § A.

Sec. 3.2.6. GRADE-LEVEL PLACEMENT

Students shall be allowed to continue their enrollment at grade level in **Doral Academy of Texas** commensurate with their grade level, including kindergarten, from the sending district at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level shall be eligible for enrollment in the next highest grade level in **Doral Academy of Texas**, regardless of age. A student transferring after the start of the school year shall enter **Doral Academy of Texas** on his or her validated level from an accredited school in the sending state. *Education Code 162.002 art. IV, § D*.

Sec. 3.2.7. COURSE PLACEMENT

When the student transfers before or during the school year, **Doral Academy of Texas** shall initially honor placement of the student in educational courses based on the student's enrollment in the sending district and/or educational assessments conducted at the sending district if the courses are offered. Course placement includes but is not limited to honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude **Doral Academy of Texas** from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). *Education Code 162.002 art. V, § A*.

Sec. 3.2.8. EDUCATIONAL PROGRAM PLACEMENT

Doral Academy of Texas shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending district or participation/placement in like programs in the sending state. Such programs include, but are not limited to:

1. Gifted and talented programs; and
2. English as a second language (ESL).

This does not preclude **Doral Academy of Texas** from performing subsequent evaluations to ensure appropriate placement of the student. *Education Code 162.002 art. V, § B*.

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Attachment 29: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

STATEMENT OF COMPLIANCE
REQUIRED UNDER
19 TEXAS ADMINISTRATIVE CODE §100.1215

In compliance with 19 Texas Administrative Code §100.1215, a certificate of occupancy, or equivalent certificate, will be submitted to the Texas Education Agency Division of Charter School Administration prior to commencing operations at the newly proposed campuses.

DORAL ACADEMY OF TEXAS

Doral Academy of Texas Board Chair

Jan. 14, 2020
Date

Attachment 30: Evidence that Facility has been Secured

If the applicant currently owns the facility, has a lease, or has an MOU or other proof of intent to secure a specific facility, provide proof of the commitment.

PROPRIETARY MATERIAL

40 pages have been withheld

PLEASE NOTE: The responsive information contains proprietary information that can only be made available to you for viewing in person. Because the information indicates that it is proprietary, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the proprietary information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

Attachment 31: Detailed Start-up Plan

Provide a detailed start-up plan for Year Zero (September 2020-August 2021).

Detailed Start Up Plan

The Board of Directors, in consultation with its advisors, counsel and educational consultants, as well as input from community members and reviewing practices of other local schools and workforce needs, has overseen the development of the following proposed start-up timeline:

PROJECTED START-UP TIMELINE

Obtained	Applying for and securing appropriate legal status
Ongoing	Facility Search by Board of Directors, CMO, TACSFF
January 2020	Submission of charter school application proposal by Doral Academy of Texas, Inc.
Obtained	Identifying facility by Board of Directors, CMO, TACSFF
Jan – March 2020	Evaluation Phase 1 – TEA
March – May 2020	Evaluation Phase 2 – TEA
June 2020	Application Approval – TEA
July – Sept. 2020	School to work with TEA to resolve any potential issues Contract Issued
June 2020 (if scheduled)	Charter School Summer Summit – Doral Academy of Texas, Inc. board to attend
July – August 2020	TACSFF Enters into Facility Purchase Contract Lease negotiations with board and execution of facility lease Student Recruitment Commences by Board of Directors, CMO
Winter 2020	CSP Grant Solicitation by Board of Directors with CMO support
December – Jan 2021	Recruitment of Superintendent and Head of School/Principal/Teachers; Continued Student Recruitment by Board of Directors with CMO support
February - March 2021	Superintendent/Principal selection and hiring by the Board Finalizing curriculum and other instructional materials by the Board; Student Recruitment continued
July 2020 – May 2021	Marketing and Student Recruitment continued
Jan – March 2021	Recruitment of Faculty and Staff continued
March 15th	Student Registration Begins Student Enrollment Students who have registered will be officially enrolled. If number of applicants exceeds capacity then a lottery will be conducted.

	Second Registration Period Begins Vendor Contracts Finalized (food service, uniforms, etc)
	Students who have registered will be officially enrolled. If number of applicants exceeds capacity, Lottery will be conducted.
May- June	Curriculum Planning and Purchasing of Materials Technology and School Furniture Purchasing Finalize Faculty and Staff Hiring by: Board of Directors and CMO; Teacher fingerprinting, drug-testing, and background checks Final preparation of Facilities; Board of Directors Training/Fingerprinting as needed; Finalize transportation and food service plans
July	Conduct Final Facilities and Safety Inspections; Staff Training; Finalize Registrations and Master Schedule Textbook and Furniture distribution and inventory; Final Curriculum Review with lead staff; Faculty Orientation Workshops – PD Student/Parent Orientations; Classes Commence as per TEA Calendar.

The School will adjust the expenses, including and not limited to personnel and operations, if the anticipated revenues are lower than expected due to lower enrollment, changes in state funding, and/or other reasons beyond the control of the school. The school's CMO, Doral Academy, Inc., has significant experience and resources in assisting charter schools in all phases of development, including managing the school's revenues and financial needs in the 'start-up" phase and long-term. The Board of Directors and Superintendent will collaborate with Doral Academy, Inc. to ensure the budget aligns with revenues received by the School.

Attachment 32: Financial Plan Workbook

Using the template provided on the Subchapter D Experienced Operator application page, complete the Financial Plan Workbook.

Once complete, applicants are instructed to submit this attachment as follows:

> ***Hard Copy:*** print a hard copy of **only** the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook;
>
> AND
>
> ***Electronic Submission:*** The **entire** Financial Plan Workbook, will be submitted electronically as an Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of $5,920 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: When using a school district as a baseline for supplemental HR forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter school is projecting.

Through a grant application process, federal funds may be available for up to 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years. Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. **Start-up funding is NOT to be used for budget purposes and, if awarded, will not be available to the sponsoring entity until the contract for the charter school has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.**

After these steps are complete, federal funds may only be accessed after a request for reimbursement has been submitted. Generally, federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

Doral Academy of Texas

FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
REVENUE						
Total State Revenue		$ 2,892,493	$ 4,143,790	$ 5,395,088	$ 9,221,520	$ 10,898,985
Total Federal Revenue		$ 229,394	$ 328,630	$ 427,867	$ 731,328	$ 864,362
Total Local and Other Revenue	$ 153,464	$ 424,017	$ 607,448	$ 790,878	$ 1,351,803	$ 1,597,707
TOTAL REVENUE	**$ 153,464**	**$ 3,545,904**	**$ 5,079,868**	**$ 6,613,833**	**$ 11,304,652**	**$ 13,361,054**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 76,000	$ 147,750	$ 163,710	$ 166,984	$ 170,324	$ 173,730
Total Instructional Personnel Costs	$ -	$ 949,500	$ 1,377,275	$ 1,878,410	$ 3,148,248	$ 3,753,741
Total Non-Instructional Personnel Costs	$ -	$ 30,000	$ 67,575	$ 68,927	$ 91,529	$ 93,360
Total Payroll Taxes and Benefits	$ 24,214	$ 359,142	$ 512,487	$ 673,411	$ 1,086,117	$ 1,278,624
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 100,214**	**$ 1,486,392**	**$ 2,121,047**	**$ 2,787,731**	**$ 4,496,218**	**$ 5,299,455**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 15,000	$ 550,917	$ 789,238	$ 1,028,695	$ 1,757,555	$ 2,076,532
Total School Operations	$ 38,250	$ 167,083	$ 211,326	$ 257,197	$ 444,698	$ 478,944
Total Facilities Operations and Maintenance	$ -	$ 608,615	$ 882,353	$ 1,304,613	$ 2,014,733	$ 2,366,737
Reserves / Contingencies	$ -	$ 153,464	$ -	$ -	$ -	$ -
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 53,250**	**$ 1,480,079**	**$ 1,882,916**	**$ 2,590,505**	**$ 4,216,986**	**$ 4,922,213**
TOTAL EXPENSES	**$ 153,464**	**$ 2,966,470**	**$ 4,003,964**	**$ 5,378,236**	**$ 8,713,204**	**$ 10,221,668**
NET OPERATING INCOME (before depreciation)	**$ -**	**$ 579,433**	**$ 1,075,904**	**$ 1,235,596**	**$ 2,591,448**	**$ 3,139,386**
STUDENT ENROLLMENT						
Projected Student Enrollment		319	457	595	1,017	1,202
Revenue Per Pupil		$ 11,116	$ 11,116	$ 11,116	$ 11,116	$ 11,116
Expenses Per Pupil		$ 9,299	$ 8,761	$ 9,039	$ 8,568	$ 8,504

Academy of Texas

New Charter School Application Financial Plan Workbook Instructions

General Instructions and Notes

- **Colors for tabs and cells may be different on MAC computers and Apple products.**
- Complete all four tabs in GREEN. The BLUE tabs are informational only and do not require data entry.
- For MAC users, the BLUE tabs are **Budget**, **Financial Plan Workbook Summary**, **SOF**, and **Payment Formula Example**. All other tabs are GREEN data entry tabs.
- Formula driven cells are locked and should remain locked. Enter information into the GRAY cells ONLY.
- For MAC users, the GRAY cells may appear blue.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All **Notes** and **Notes and Descriptions of Assumptions** cells are editable. Adding as much detail as possible in these columns is encouraged. All Notes and Notes and Descriptions of Assumptions should be verifiable with support documents if requested by TEA.

School Info Tab

- Enter the Lead Applicant's name, email address, and phone number.
- In the row **Start-Up (Year 0) Fiscal Year End**, enter the fiscal year the proposed charter school will be in for it's startup year.
- In the row **Year One Fiscal Year End**, enter the fiscal year the school will be in for its first operational year.
- In the row **Fiscal Year End Date**, use the drop-down list box to select the proposed charter school fiscal year end date.
- In the row **Total School Year Minutes**, enter the number of minutes the proposed charter school will be open for operation.

Enrollment Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**

ENROLLMENT Section

- Enter the anticipated enrollment for the proposed school by grade and year in the GRAY cells only. The anticipated enrollment for all five years is mandatory because those enrollment assumptions will directly impact the five year budget/operational plan.

- Enter the anticipated average daily attendance (ADA) percentage by year.
- **WARNING** - Enter conservative and realistic enrollment numbers. The state funding for your proposed charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance, then your projections may be invalid. Additionally, your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.

STUDENT POPULATION Section

- Enter the anticipated number of students for each population designation by year in the gray cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation based on the total enrollment entered.

TRANSPORATION Section

- Enter the anticipated transporation allotments for the specified programs.

Personnel Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**
- Column C - Enter the position description.
- Column D - Select the category for the position entered in column C from the drop down list box. Categories listed in the drop down box align with the **Start-Up, Y1, & Assumptions** and **Budget** tabs.
  ***PLEASE NOTE** - Before selecting a category, be sure to review the **Budget** tab to see where each category falls in terms of the Personnel section.*
- Column E - Enter the starting salary for each position.
- Columns F - K - Enter the number of full-time equivalents (FTE) for each position for the given year.
- Coumn M - Enter any notes related to each position.
- Cells P10 - S10 - Enter the anticipated percentage of salary increases for each year. Salaries for each position for each year will be automatically generated based on the yearly raise percentages entered in the worksheet.

Start-Up, Y1, & Assumptions Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**
- Column C - All line descriptions are locked and are to remain locked except those shaded gray and labeled **Custom**. **Custom** cells can be edited by the applicant.
- Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year (Year 0) and in column F for Year 1.
- Columns H - M - Enter the percentage increase OR decrease that is anticipated for each line item from year to year.
  ***** PLEASE NOTE** - The percentages entered in the PAYROLL TAXES AND BENEFITS section are for the percentage of total payroll for that particular year and NOT the percentage of increase from year to year.***
- Enter any notes and descriptions of assumptions that need further explanation.

Budget Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment**, **Personnel**, and **Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

Financial Plan Workbook Summary Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment**, **Personnel**, and **Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

SOF Tab

- Summary of Finances (**SOF**) tab displays the estimate for Total State Aid.
- No data should be entered on this tab.

Payment Formula with Example Tab

- Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you experience a substantial change in enrollment during the year, your ADA will change and so will your payments.
- No data should be entered on this tab.

1/23/2020 14:14

Doral Academy of Texas

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	Krista Piferrer	
Contact Email:	info@doralacademytx.org	
Contact Phone:	(210) 388-0288	
Start-Up (Year 0) Fiscal Year End:	2021	*Enter the 4-digit year (XXXX)*
Year One Fiscal Year End:	2022	*Enter the 4-digit year (XXXX)*
Fiscal Year End Date:	June 30	*Select date*
Total School Year Minutes:	75,600	*Enter the number of minutes (e.g., 75,600)*

1/23/2020 14:14

Doral Academy of Texas

ESTIMATE OF STATE AID ENTITLEMENT INPUT

ENROLLMENT	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
Pre-Kindergarten **(Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)**	11.00	11.00	11.00	28.00	28.00
Kindergarten	88.00	88.00	88.00	176.00	176.00
1st Grade	88.00	88.00	88.00	176.00	176.00
2nd Grade	66.00	88.00	88.00	154.00	176.00
3rd Grade	66.00	66.00	88.00	154.00	154.00
4th Grade	-	66.00	66.00	88.00	154.00
5th Grade	-	-	66.00	66.00	88.00
6th Grade	-	50.00	50.00	75.00	125.00
7th Grade	-	-	50.00	50.00	75.00
8th Grade	-	-	-	50.00	50.00
9th Grade	-	-	-	-	-
10th Grade	-	-	-	-	-
11th Grade	-	-	-	-	-
12th Grade	-	-	-	-	-
Total Number of All Students Enrolled (Average Membership)	**319.00**	**457.00**	**595.00**	**1,017.00**	**1,202.00**
Total Number of High School Students Enrolled	**-**	**-**	**-**	**-**	**-**
Average Daily Attendance (ADA) %	**93%**	**93%**	**93%**	**93%**	**93%**
Average Daily Attendance (ADA)	**296.03**	**424.10**	**552.16**	**943.78**	**1,115.46**
Percent change YOY		43%	30%	71%	18%

STUDENT POPULATION — Data for the following fiscal years must be based on reasonable estimates and projections.

Special Education Data:	2022	EYS 2022	2023	EYS 2023	2024	EYS 2024	2025	EYS 2025	2026	EYS 2026
Number Enrolled in Homebound	-		-		-		-		-	
Number Enrolled in Hospital Class	-		-		-		-		-	
Number Enrolled in Speech Therapy	1.00		2.00		2.00		4.00		4.00	
Number Enrolled in Resource Room	9.00		12.00		16.00		27.00		32.00	
Number Enrolled in Self-Contained Mild/Mod/Sev	4.00		6.00		8.00		13.00		16.00	
Number Enrolled in Full-Time Early Childhood	-		-		-		-		-	
Number Enrolled in Off-Home Campus	-		-		1.00		1.00		1.00	
Number Enrolled in VAC	-		-		-		-		-	
Number Enrolled from State Schools	-		-		-		-		-	
Number Enrolled in Residential Care & Treatment	-		-		-		-		-	
Number Enrolled in Mainstream	23.00		33.00		43.00		74.00		87.00	
Special Education Student Count (SPED)	**37.00**	**-**	**53.00**	**-**	**70.00**	**-**	**119.00**	**-**	**140.00**	**-**
Special Education Student Count %	**11.60%**		**11.60%**		**11.76%**		**11.70%**		**11.65%**	
Percent change YOY			43%	0%	32%	0%	70%	0%	18%	0%

Career and Technology (C&T) Data:	2022	Advanced C&T FTE 2022	2023	Advanced C&T FTE 2023	2024	Advanced C&T FTE 2024	2025	Advanced C&T FTE 2025	2026	Advanced C&T FTE 2026
Number Enrolled in One-hour Class										
Number Enrolled in Two-hour Class										
Number Enrolled in Three-hour Class										
Number Enrolled in Four-hour Class										
Number Enrolled in Five-hour Class										
Number Enrolled in Six-hour Class										
Career & Technology Students Enrolled	-	-	-	-	-	-	-	-	-	-
% of Career & Technology Students										
Percent change YOY			0%	0%	0%	0%	0%	0%	0%	0%

Gifted and Talented, Pregnancy Related, & Bilingual/ESL Data:	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2022	2023	2024	2025	2026
Number Gifted and Talented Students Enrolled					
% of Gifted and Talented Students Enrolled					
Number of Pregnancy Related Students					
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	80.00	114.00	147.00	254.00	299.00
% of Students Enrolled in Bilinguel/ESL	**25.08%**	**24.95%**	**24.71%**	**24.98%**	**24.88%**

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	238.00	337.00	437.00	753.00	886.00

TRANSPORTATION	2022	2023	2024	2025	2026
Regular Program Transportation Allotment					
Special Education Program Transportation Allotment					
Career and Technology Program Transportation Allotment					
Transportation Total	-	-	-	-	-
Percent change YOY		0%	0%	0%	0%

Career and Technology (C&T) Data:	2022	Advanced C&T FTE 2022	2023	Advanced C&T FTE 2023	2024	Advanced C&T FTE 2024	2025	Advanced C&T FTE 2025	2026	Advanced C&T FTE 2026
Number Enrolled in One-hour Class										
Number Enrolled in Two-hour Class										
Number Enrolled in Three-hour Class										
Number Enrolled in Four-hour Class										
Number Enrolled in Five-hour Class										
Number Enrolled in Six-hour Class										
Career & Technology Students Enrolled	-	-	-	-	-	-	-	-	-	-
% of Career & Technology Students										
Percent change YOY			0%	0%	0%	0%	0%	0%	0%	0%

Gifted and Talented, Pregnancy Related, & Bilingual/ESL Data:	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2022	2023	2024	2025	2026
Number Gifted and Talented Students Enrolled					
% of Gifted and Talented Students Enrolled					
Number of Pregnancy Related Students					
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	80.00	114.00	147.00	254.00	299.00
% of Students Enrolled in Bilinguel/ESL	**25.08%**	**24.95%**	**24.71%**	**24.98%**	**24.88%**

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	238.00	337.00	437.00	753.00	886.00

TRANSPORTATION	2022	2023	2024	2025	2026
Regular Program Transportation Allotment					
Special Education Program Transportation Allotment					
Career and Technology Program Transportation Allotment					
Transportation Total	-	-	-	-	-
Percent change YOY		0%	0%	0%	0%

SUPPORTING SCHEDULE FOR ENROLLMENT WORKSHEET

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TABLE A: ENROLLMENT

Data Source: Estimate/Projection by Doral Academy of Texas

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
	Buda Campus	Kyle Campus	Doral Academy	Buda Campus	Kyle Campus	Doral Academy	Buda Campus	Kyle Campus	Doral Academy	Buda Campus	Kyle Campus	Doral Academy	Buda Campus	Kyle Campus	Doral Academy
	[A]	[B]	[C] = [A] + [B]	[D]	[E]	[F] = [D] + [E]	[G]	[H]	[I] = [G] + [H]	[J]	[K]	[L] = [J] + [K]	[M]	[N]	[O] = [M] + [N]
Prekindergarter	22		22	22		22	22		22	33	22	55	33	22	55
Kindergarten	88		88	88		88	88		88	88	88	176	88	88	176
Grade 1	88		88	88		88	88		88	88	88	176	88	88	176
Grade 2	66		66	88		88	88		88	88	66	154	88	88	176
Grade 3	66		66	66		66	88		88	88	66	154	88	66	154
Grade 4			-	66		66	66		66	88		88	88	66	154
Grade 5			-			-	66		66	66		66	88		88
Grade 6			-	50		50	50		50	75		75	75	50	125
Grade 7			-			-	50		50	50		50	75		75
Grade 8			-			-			-	50		50	50		50
Grade 9			-			-			-			-			-
Grade 10			-			-			-			-			-
Grade 11			-			-			-			-			-
Grade 12			-			-			-			-			-
Totals	330	-	330	468	-	468	606	-	606	714	330	1,044	761	468	1,229

TABLE B: WEIGHTED AVERAGE DAILY ATTENDANCE PERCENTAGE BASED ON AT-RISK STUDENT DISTRIBUTION

Data Source: 2018-19 Texas Academic Performance Report

				Attendance Rate (Campus)		Student Information (Campus Count)				At-Risk Students as a	Rate Based on
	District Name	Campus Number	Campus Name	2017-18	2016-17	At-Risk	Percent At-Risk	Econ. Disadvan.	Total Students	Percent of Total At-Risk Students	At-Risk Student Distribution
	[A]	[B]	[C]	[D]	[E]	[F]	[G] = [F] ÷ [I]	[H]	[I]	[J] = [F] ÷ [F](7)	[K] = [D] x [J]
(1)	Hays CISD	105-906-103	Tom Green ES	95.9%	96.3%	484	64.3%	442	753	13.3%	12.8%
(2)	Hays CISD	105-906-047	Dr. T.C. McCormick, Jr. MS	95.6%	96.0%	521	58.0%	593	899	14.3%	13.7%
(3)	Lockhart ISD	028-902-106	Alma Brewer Strawn ES	95.6%	96.0%	444	89.3%	424	497	12.2%	11.7%
(4)	Lockhart ISD	028-902-045	Lockhart JHS	94.6%	94.9%	1,176	78.9%	1,044	1,491	32.3%	30.6%
(5)	San Marcos CISD	105-902-105	Travis ES	95.3%	95.6%	414	67.3%	519	615	11.4%	10.9%
(6)	San Marcos CISD	105-902-041	Goodnight MS	94.6%	95.3%	597	57.6%	795	1,036	16.4%	15.5%
(7)	Totals			95.3%	95.7%	3,636	68.7%	3,817	5,291	100.0%	95.2%

RECAP I: Average Daily Attendance (ADA) Percentage

(1)	Weighted ADA% Based on At-Risk Student Distribution from Table B, [K](7)	95.2%
(2)	Adjustment Factor to Convert Weighted ADA% to Reasonably Conservative ADA %	97.5%
(3)	Average Daily Attendance (ADA) Percentage, (3) = (1) x (2)	92.8%

NOTE:

The Weighted Average Daily Attendance Percentage Based on At-Risk Student Distribution attempts to take into account the degree to which at-risk students impact the average daily attendance percentage. To further account for the possibility that at-risk students may have a lower rate of attendance, an adjustment factor is applied to account for this possibility. Only the attendance rates for those campuses of the target and contiguous districts that are anticipated to very likely provide enrollment to the proposed charter school were selected.

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TABLE C: STUDENT ENROLLMENT BY PROGRAM

Data Source: 2018-19 Texas Academic Performance Report

	District Name	Campus Number	Campus Name	Special Education	Career & Technical Education	Gifted & Talented Education	Bilingual Education	Econ. Disadvan.	Total Students
	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]
(1)	Hays CISD	105-906-103	Tom Green ES	85	-	19	222	442	753
(2)	Hays CISD	105-906-047	Dr. T.C. McCormick, Jr. MS	97	-	66	213	593	899
(3)	Lockhart ISD	028-902-106	Alma Brewer Strawn ES	44	-	9	329	424	497
(4)	Lockhart ISD	028-902-045	Lockhart JHS	168	546	100	352	##### ##	1,491
(5)	San Marcos CISD	105-902-105	Travis ES	64	-	52	61	519	615
(6)	San Marcos CISD	105-902-041	Goodnight MS	153	150	128	108	795	1,036
(7)	Totals			611	696	374	##### ##	##### ##	5,291
(8)	Student Enrollment as a Percent of Total Students, (8) = (7) ÷ [I]			11.5%	13.2%	7.1%	24.3%	72.1%	

NOTE:

The Student Enrollment as a Percent of Total Students attempts to identify the distribution of students across certain educational programs and is based on the assumption that the calculated percentages are representative of the student population anticipated to be served. Only the student enrollment for those campuses of the target and contiguous districts that are anticipated to very likely provide enrollment to the proposed charter school were selected.

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TABLE D: PERCENT OF SPECIAL EDUCATION STUDENTS FOR INSTRUCTIONAL ARRANGEMENT

Data Source: 2018-2019 Special Education FTE Detail Report

		Hays CISD	Lockhard ISD	San Marcos CISD	All Districts Combined	Percent
	[A]	[B]	[B]	[B]	[C] = ∑[B]	[D] = [C] ÷ [C](11)
(1)	Homebound	0.473	0.281	0.812	1.566	0.1%
(2)	Hospital Class	-	-	5.499	5.499	0.2%
(3)	Speech Therapy	42.527	12.868	12.003	67.398	3.1%
(4)	Resource Room	255.925	146.989	97.079	499.993	22.7%
(5)	Self Contained Severe / Self Contained M/M Reg. Camp	148.108	42.417	55.009	245.534	11.1%
(6)	Off Home Campus	3.703	-	14.114	17.817	0.8%
(7)	Vocational Adjustment Class	0.987	-	-	0.987	0.0%
(8)	State Schools	-	-	-	-	0.0%
(9)	Residential Care and Treatment	-	-	3.423	3.423	0.2%
(10)	Mainstream ADA	804.259	103.991	454.463	1,362.713	61.8%
(11)	Totals	1,255.982	306.546	642.402	2,204.930	100.0%

RECAP II: Special Education Data

(1) Special Education Student Enrollment as a Percent of Total Student Enrollment from Table C, [D](8) 11.5%

		2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
(2)	Total Student Enrollment form Table A	330	468	606	1,044	1,229

		Percent	Number of Students Enrolled in Instructional Arrangement				
		Table D, [D]	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
		[A]	[B] = (1) x (2) x [A]				
(3)	Number Enrolled in Homebound	0.1%	-	-	-	-	-
(4)	Number Enrolled in Hospital Class	0.2%	-	-	-	-	-
(5)	Number Enrolled in Speech Therapy	3.1%	1	2	2	4	4
(6)	Number Enrolled in Resource Room	22.7%	9	12	16	27	32
(7)	Number Enrolled in Self-Contained Mild/Mod/Sev	11.1%	4	6	8	13	16
(8)	Number Enrolled in Full-Time Early Childhood	0.0%	-	-	-	-	-
(9)	Number Enrolled in Off-Home Campus	0.8%	-	-	1	1	1
(10)	Number Enrolled in VAC	0.0%	-	-	-	-	-
(11)	Number Enrolled from State Schools	0.0%	-	-	-	-	-
(12)	Number Enrolled in Residential Care & Treatment	0.2%	-	-	-	-	-
(13)	Number Enrolled in Mainstream	61.8%	23	33	43	74	87
(14)	Special Education Student Count, [1 = ∑[B]	100.0%	37	53	70	119	140

NOTE:

The Special Education Student Count attempts to identify the distribution of special education students across instructional arrangements and is based upon the assumption that the calculated counts are representative of the student population that is anticipated to be served. Only the student enrollment for those campuses of the target and contiguous districts that are anticipated to very likely provide enrollment to the proposed charter school were selected.

SUPPORTING SCHEDULE FOR ENROLLMENT WORKSHEET

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RECAP III: Number of Students Enrolled in Bilingual/ESL

(1) Bilingual Education Student Enrollment as a Percent of Total Student Enrollment from Table C, [G](8) 24.3%

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
(2) Total Student Enrollment from Table A	330	468	606	1,044	1,229
(3) Number of Students Enrolled in Bilingual/ESL, (3) = (1) x (2)	80	114	147	254	299

NOTE:

The Number of Students Enrolled in Bilingual/ESL is based upon the assumption that the calculated number is representative of the student population that is anticipated to be served. Only the student enrollment for those campuses of the target and contiguous districts that are anticipated to very likely provide enrollment to the proposed charter school were selected.

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Doral Academy of Texas

PERSONNEL

Position Description	Position Category (Categories align with the categories on the Five Year Budget)	Year Count	Number of FTEs: Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes	Total of Salaries: Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FYE	2021	2022	2023	2024	2025	2026		2021	2022	2023	2024	2025	2026
		Starting Salary	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs		Yearly Raise % 0.0000%	0.0000%	2.0000%	2.0000%	2.0000%	2.0000%
Central Office:									REFERENCE:	$ -	$ -	$ -	$ -	$ -	$ -
CEO/Superintendent	Executive Management	$ 100,000	0.5	0.5	0.5	0.5	0.5	0.5	Doral Academy of Texas. (2019)	$ 50,000	$ 50,000	$ 51,000	$ 52,020	$ 53,060	$ 54,122
Other Central Office Staff:									Generation 24 Open-Enrollment	$ -	$ -	$ -	$ -	$ -	$ -
Office Manager	Operation / Business Manager	$ 35,000	0.5	1.0	1.0	1.0	1.0	1.0	Charter Application for Doral	$ 17,500	$ 35,000	$ 35,700	$ 36,414	$ 37,142	$ 37,885
Receptionist	Administrative Staff	$ 25,500	0.3	0.5	1.0	1.0	1.0	1.0	Academy of Texas, Doral	$ 8,500	$ 12,750	$ 26,010	$ 26,530	$ 27,061	$ 27,602
									of Texas FOG 10 Financial Plan	$ -	$ -	$ -	$ -	$ -	$ -
									Workbook.xlsx.	$ -	$ -	$ -	$ -	$ -	$ -
Elementary School Campus Staff:										$ -	$ -	$ -	$ -	$ -	$ -
School Leaders:										$ -	$ -	$ -	$ -	$ -	$ -
Principal	Instructional Management	$ 100,000	0.0	0.5	0.5	0.5	0.5	0.5		$ -	$ 50,000	$ 51,000	$ 52,020	$ 53,060	$ 54,122
Teachers (Core Subjects):										$ -	$ -	$ -	$ -	$ -	$ -
Teacher - Prekindergarten	Teachers - Regular	$ 52,500	0.0	1.0	1.0	1.0	3.0	3.0		$ -	$ 52,500	$ 53,550	$ 54,621	$ 167,140	$ 170,483
Teacher - Kindergarten	Teachers - Regular	$ 52,500	0.0	4.0	4.0	4.0	8.0	8.0		$ -	$ 210,000	$ 214,200	$ 218,484	$ 445,707	$ 454,622
Teacher - Grade 1	Teachers - Regular	$ 52,500	0.0	4.0	4.0	4.0	8.0	8.0		$ -	$ 210,000	$ 214,200	$ 218,484	$ 445,707	$ 454,622
Teacher - Grade 2	Teachers - Regular	$ 52,500	0.0	3.0	4.0	4.0	7.0	8.0		$ -	$ 157,500	$ 214,200	$ 218,484	$ 389,994	$ 454,622
Teacher - Grade 3	Teachers - Regular	$ 52,500	0.0	3.0	3.0	4.0	7.0	7.0		$ -	$ 157,500	$ 160,650	$ 218,484	$ 389,994	$ 397,794
Teacher - Grade 4	Teachers - Regular	$ 52,500	0.0	0.0	3.0	3.0	4.0	7.0		$ -	$ -	$ 160,650	$ 163,863	$ 222,854	$ 397,794
Teacher - Grade 5	Teachers - Regular	$ 52,500	0.0	0.0	0.0	3.0	3.0	4.0		$ -	$ -	$ -	$ 163,863	$ 167,140	$ 227,311
Teachers (Specials):										$ -	$ -	$ -	$ -	$ -	$ -
Teacher - Physical Education	Specialty Teachers	$ 52,500	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 52,500	$ 53,550	$ 54,621	$ 55,713	$ 56,828
Teachers - Special Education	Teachers - SPED	$ 52,500	0.0	1.0	1.0	2.0	3.0	4.0		$ -	$ 52,500	$ 53,550	$ 109,242	$ 167,140	$ 227,311
Student Support Staff:										$ -	$ -	$ -	$ -	$ -	$ -
Educational Aide - Special	Aides	$ 20,000	0.0	1.0	1.0	2.0	3.0	4.0		$ -	$ 20,000	$ 20,400	$ 41,616	$ 63,672	$ 86,595
Educational Aide - General	Aides	$ 20,000	0.0	1.0	1.0	2.0	3.0	3.0		$ -	$ 20,000	$ 20,400	$ 41,616	$ 63,672	$ 64,946
Educational Aide - Physical	Aides	$ 20,000	0.0	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ -	$ 20,808	$ 21,224	$ 21,649
Health Assistant	Aides	$ 20,000	0.0	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ -	$ 20,808	$ 21,224	$ 21,649
Campus Operations:										$ -	$ -	$ -	$ -	$ -	$ -
Cafeteria Worker	Other - Non-Instructional	$ 20,000	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 20,000	$ 20,400	$ 20,808	$ 21,224	$ 21,649
Student Activity Monitor/Janitor	Custodian	$ 20,000	0.0	0.5	1.0	1.0	2.0	2.0		$ -	$ 10,000	$ 20,400	$ 20,808	$ 42,448	$ 43,297
										$ -	$ -	$ -	$ -	$ -	$ -
Middle School Campus Staff:										$ -	$ -	$ -	$ -	$ -	$ -
Teachers (Core Subjects):										$ -	$ -	$ -	$ -	$ -	$ -
Teacher - Grade 6	Teachers - Regular	$ 52,500	0.0	0.0	2.0	2.0	3.0	5.0		$ -	$ -	$ 107,100	$ 109,242	$ 167,140	$ 284,138
Teacher - Grade 7	Teachers - Regular	$ 52,500	0.0	0.0	0.0	2.0	2.0	3.0		$ -	$ -	$ -	$ 109,242	$ 111,427	$ 170,483
Teacher - Grade 8	Teachers - Regular	$ 52,500	0.0	0.0	0.0	0.0	2.0	2.0		$ -	$ -	$ -	$ -	$ 111,427	$ 113,655
Teachers (Specials):										$ -	$ -	$ -	$ -	$ -	$ -
Teacher - Physical Education	Specialty Teachers	$ 52,500	0.0	0.0	0.5	0.5	0.5	0.5		$ -	$ -	$ 26,775	$ 27,311	$ 27,857	$ 28,414
Teacher - Career & Technology	Specialty Teachers	$ 52,500	0.0	0.0	1.0	1.0	1.0	1.0		$ -	$ -	$ 53,550	$ 54,621	$ 55,713	$ 56,828
Student Support Staff:										$ -	$ -	$ -	$ -	$ -	$ -
Librarian	Librarian	$ 52,500	0.0	0.0	0.5	0.5	0.5	0.5		$ -	$ -	$ 26,775	$ 27,311	$ 27,857	$ 28,414
										$ -	$ -	$ -	$ -	$ -	$ -
Stipends for Teachers:									NOTE: The "FTEs" listed	$ -	$ -	$ -	$ -	$ -	$ -
Teacher - Kindergarten	Other - Instructional	$ 1,000	0.0	4.5	4.4	4.3	8.0	7.9	Stipends for Teachers do not	$ -	$ 4,500	$ 4,500	$ 4,500	$ 8,500	$ 8,500
Teacher - Grade 1	Other - Instructional	$ 1,000	0.0	4.5	4.4	4.3	8.0	7.9	constitute actual FTEs but	$ -	$ 4,500	$ 4,500	$ 4,500	$ 8,500	$ 8,500
Teacher - Grade 2	Other - Instructional	$ 1,000	0.0	3.5	4.4	4.3	7.1	7.9	listed here, and subsequently	$ -	$ 3,500	$ 4,500	$ 4,500	$ 7,500	$ 8,500
Teacher - Grade 3	Other - Instructional	$ 1,000	0.0	3.5	3.4	4.3	7.1	6.9	removed at row 64, for	$ -	$ 3,500	$ 3,500	$ 4,500	$ 7,500	$ 7,500
Teacher - Grade 4	Other - Instructional	$ 1,000	0.0	0.0	3.4	3.4	4.2	6.9	purposes of including the	$ -	$ -	$ 3,500	$ 3,500	$ 4,500	$ 7,500
Teacher - Grade 5	Other - Instructional	$ 1,000	0.0	0.0	0.0	3.4	3.3	4.2	stipends as part of each	$ -	$ -	$ -	$ 3,500	$ 3,500	$ 4,500
Teachers - Special Education	Other - Instructional	$ 1,000	0.0	1.0	1.0	1.9	2.8	3.7	Teacher FTE's compensation.	$ -	$ 1,000	$ 1,000	$ 2,000	$ 3,000	$ 4,000
Teacher - Grade 6	Other - Instructional	$ 1,500	0.0	0.0	2.0	1.9	2.8	4.6	Notably, the stipends were	$ -	$ -	$ 3,000	$ 3,000	$ 4,500	$ 7,500
Teacher - Grade 7	Other - Instructional	$ 1,500	0.0	0.0	0.0	1.9	1.9	2.8	adjusted to exclude the	$ -	$ -	$ -	$ 3,000	$ 3,000	$ 4,500
Teacher - Grade 8	Other - Instructional	$ 1,500	0.0	0.0	0.0	0.0	1.9	1.8	Yearly Raise % as the	$ -	$ -	$ -	$ -	$ 3,000	$ 3,000
Adjustment to remove stipends from			0.0	-17.0	-23.0	-29.8	-47.1	-54.5	are not subject to an annual	$ -	$ -	$ -	$ -	$ -	$ -
									increase like salary and	$ -	$ -	$ -	$ -	$ -	$ -
									See comment on Attachment	$ -	$ -	$ -	$ -	$ -	$ -
									33, Stipends for Teachers.	$ -	$ -	$ -	$ -	$ -	$ -
										$ -	$ -	$ -	$ -	$ -	$ -
										$ -	$ -	$ -	$ -	$ -	$ -
Total		**$ 1,179,500**	**1.3**	**23.0**	**32.0**	**43.0**	**67.0**	**77.0**		**$ 76,000**	**$ 1,127,250**	**$ 1,608,560**	**$ 2,114,320**	**$ 3,410,101**	**$ 4,020,831**

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Doral Academy of Texas
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
			Enter the % change below for which the amount entered in column F should change each year. Consider using the % changes in the Enrollment Tab.							
REVENUE										
TOTAL STATE REVENUES		2,892,493			43.26%	30.20%	70.92%	18.19%		Increase based upon *Percentage Change YOY* on
TOTAL FEDERAL REVENUES		229,394			43.26%	30.20%	70.92%	18.19%		Total Federal Revenues are calculated on the Federal Revenues SS worksheet. *See* RECAP III. *Also* , see corresponding note in Attachment 33, Estimated Total Federal Revenues. Increase based upon *Percentage Change YOY* on **Enrollment** worksheet. *See* corresponding note in Attachment 33, Percentage Change in Total Federal Revenues.
TOTAL LOCAL & OTHER REVENUES	153,464	424,017			43.26%	30.20%	70.92%	18.19%	Short-term financing will be secured to cover start-up expenses. See corresponding note in Attachment 33, Estimated Total Local & Other Revenues: Start-Up Year 0.	Total Local & Other Revenues are calculated on the Local Revenues SS worksheet. *See* RECAP IV. *Also* , see corresponding note in Attachment 33, Estimated Total Local & Other Revenues: Year 1. Increase based upon *Percentage Change YOY* on **Enrollment** worksheet. *See* corresponding note in Attachment 33, Percentage Change in Total Local & Other Revenues.
TOTAL REVENUE	**$ 153,464**	**$ 3,545,904**								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	50,000	50,000								
Instructional Management	-	50,000								
Deans, Directors & Coordinators	-	-								
CFO / Director of Finance	-	-								
Operation / Business Manager	17,500	35,000								
Administrative Staff	8,500	12,750								
Other - Administrative	-	-								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 76,000**	**$ 147,750**								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	787,500								
Teachers - SPED	-	52,500								
Substitute Teachers	-	-								
Teaching Assistants	-	-								
Specialty Teachers	-	52,500								
Aides	-	40,000								
Therapists & Counselors	-	-								
Other - Instructional	-	17,000								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 949,500**								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-								
Librarian	-	-								
Custodian	-	10,000								
Security	-	-								
Other - Non-Instructional	-	20,000								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 30,000**								
TOTAL PERSONNEL EXPENSES	**$ 76,000**	**$ 1,127,250**								
			For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.							
PAYROLL TAXES AND BENEFITS										
Social Security	4,712	69,890	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	Data source: https://www.ssa.gov/OACT/ProgData/taxRates.html	Data source: https://www.ssa.gov/OACT/ProgData/taxRates.html
Medicare	1,102	16,345	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	Data source: https://www.ssa.gov/OACT/ProgData/taxRates.html	Data source: https://www.ssa.gov/OACT/ProgData/taxRates.html

Doral Academy of Texas
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
State Unemployment	46	676	0.06%	0.06%	0.06%	0.05%	0.05%	0.00%	From State Unemployment SS worksheet, RECAP II, line (7). Also, refer to the comment under Payroll Taxes and Benefits at Attachment 33.	From State Unemployment SS worksheet, RECAP II, line (7). Also, refer to the comment under Payroll Taxes and Benefits at Attachment 33.
Worker's Compensation Insurance	410	6,087	0.54%	0.54%	0.54%	0.54%	0.54%	0.54%	Data source: https://www.nasi.org/sites/default/files/nasiRptWkrsComp201710_31%20final(1).pdf (Table 14)	Data source: https://www.nasi.org/sites/default/files/nasiRptWkrsComp201710_31%20final(1).pdf
Custom Other Tax #1: TRS State Minimum Contribution	1,604	23,785	2.11%	2.11%	2.11%	2.11%	2.11%	2.11%	Data source: https://www.trs.texas.gov/TRS%20Documents/re_payroll_manual_public_schools.pdf. Also, see TRS Contribution SS worksheet.	Data source: https://www.trs.texas.gov/TRS%20Documents/re_payroll_manual_public_schools.pdf. Also, see TRS Contribution SS worksheet.
Custom Other Tax #2: TRS Public Education Employer Contribution	1,140	16,909	1.50%	1.50%	1.50%	1.50%	1.50%	1.50%	Data source: https://www.trs.texas.gov/TRS%20Documents/re_payroll_manual_public_schools.pdf	Data source: https://www.trs.texas.gov/TRS%20Documents/re_payroll_manual_public_schools.pdf
Health Insurance	15,200	225,450	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	Estimate for health, dental, vision and life insurance	Estimate for health, dental, vision and life insurance
Dental Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Included in Health Insurance	Included in Health Insurance
Vision Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Included in Health Insurance	Included in Health Insurance
Life Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Included in Health Insurance	Included in Health Insurance
Retirement Contribution	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	None provided.	None provided.
Custom Fringe #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Fringe #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL PAYROLL TAXES AND BENEFITS	**$ 24,214**	**$ 359,142**								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 100,214**	**$ 1,486,392**								

Doral Academy of Texas
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
			Enter the % change below for which the amount entered in column F should change each year.							
CONTRACTED SERVICES										
Accounting / Audit	-	25,000			43.26%	30.20%	70.92%	18.19%		Estimate
Legal	15,000	10,000			43.26%	30.20%	70.92%	18.19%	Estimate	Estimate
Management Company Fee	-	272,415			43.26%	30.20%	70.92%	18.19%		Annual affiliation fee of 1% of per pupil funding and $750 per student enrolled. See corresponding note in Attachment 33, Contracted Services for Management Company Fee.
Nurse Services	-	55,000			43.26%	30.20%	70.92%	18.19%		Estimate. Increase based upon *Percentage Change YOY* on **Enrollment** worksheet.
Food Service / School Lunch	-	146,433			43.26%	30.20%	70.92%	18.19%		From RECAP II of Federal Revenues SS worksheet. Increase based upon *Percentage Change YOY* on **Enrollment** worksheet. *See* corresponding note in Attachment 33, Contracted Services for Food Service/School Lunch.
Payroll Services	-	-			0.00%	0.00%	0.00%	0.00%		The pertinent expenses is incorporated into the management company fee.
Special Ed Services	-	42,069			43.24%	32.08%	70.00%	17.65%		The amount of $42,069 is based upon an average contracted services expense of $1,137 per special education student reported by open-enrollment charter schools via PEIMS for the 2018 fiscal year. The increase is based upon the *Percentage Change YOY* under Special Education Data on the **Enrollment** worksheet. *See* corresponding note in Attachment 33, Contracted Services for Special Ed Services.
Titlement Services (i.e. Title I)	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #2	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #3	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL	**$ 15,000**	**$ 550,917**								
SCHOOL OPERATIONS										
Board Expenses	-	4,000			2.50%	2.50%	2.50%	2.50%		Estimate
Classroom / Teaching Supplies & Materials	-	2,393			43.26%	30.20%	70.92%	18.19%		Estimated at $7.50 per student. Increase based upon *Percentage Change YOY* on **Enrollment** worksheet.
Special Ed Supplies & Materials	-	278			43.24%	32.08%	70.00%	17.65%		Estimated at $7.50 per student. The increase is based upon the *Percentage Change YOY* under Special Education Data on the **Enrollment** worksheet.
Textbooks / Workbooks	-	7,975			43.26%	30.20%	70.92%	18.19%		Estimated at $25 per student. Increase based upon *Percentage Change YOY* on **Enrollment** worksheet.
Supplies & Materials other	-	2,393			43.26%	30.20%	70.92%	18.19%		Estimated at $7.50 per student. Increase based upon *Percentage Change YOY* on **Enrollment** worksheet.
Equipment / Furniture	3,000	22,500			7.50%	7.50%	94.03%	7.50%	Estimate, primarily for peripherals for laptops	The percent change of 94.03% in Year 4 is attributable to the opening of the Kyle campus.
Telephone	-	12,500			1.50%	1.50%	98.57%	1.50%		The percent change of 98.57% in Year 4 is attributable to the opening of the Kyle campus.
Technology	9,000	50,000			43.26%	30.20%	70.92%	18.19%	Estimate for the purchase of three laptops	Increase based upon *Percentage Change YOY* on **Enrollment** worksheet. Includes estimated cost of Observe4Success ($1,200 per campus) and eSped ($22 per special education student).
Student Testing & Assessment	-	5,583			43.26%	30.20%	70.92%	18.19%		Estimated at $17.50 per student. Increase based upon *Percentage Change YOY* on **Enrollment** worksheet. Includes estimated cost of DIBELS ($1 per student), Fountas & Pinnell Assessment Systems ($425 per K-3 system) and Renaissance STAR Math and Reading.

Doral Academy of Texas
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
Field Trips	-	7,178			43.26%	30.20%	70.92%	18.19%		Estimated at $22.50 per student. Increase based upon *Percentage Change YOY* on **Enrollment** worksheet.
Transportation (student)	-	1,295			43.24%	32.08%	70.00%	17.65%		Estimated at $35 per special education student. The increase is based upon the *Percentage Change YOY* under Special Education Data on the **Enrollment** worksheet.
Student Services - other	-	3,988			43.26%	30.20%	70.92%	18.19%		Estimated at $12.50 per student. Increase based upon *Percentage Change YOY* on **Enrollment** worksheet.
Office Expense	1,250	7,500			2.50%	2.50%	2.50%	2.50%	Estimate, primarily for general office supplies	Estimate
Staff Development	-	11,500			39.13%	34.38%	55.81%	14.93%		Estimated at $500 per full-time equivalent (FTE). The percent change is based upon the change in FTEs as derived from the Personnel worksheet.
Staff Recruitment	-	5,000			39.13%	34.38%	55.81%	14.93%		Estimated at $100 per full-time equivalent (FTE). The percent change is based upon the change in FTEs as derived from the Personnel worksheet.
Student Recruitment / Marketing	25,000	5,500			2.00%	2.00%	438.89%	-80.69%	Estimate	The percent change of 438.89% in Year 4 is attributable to the opening of the Kyle campus. The percent change of -80.69% denotes the return to the anticipated level of student recruitment and marketing.
School Meals / Lunch	-	-			0.00%	0.00%	0.00%	0.00%		Refer to Food Service/School Lunch line item under Contracted Services above.
Travel (Staff)	-	15,000			2.50%	2.50%	2.50%	2.50%		Estimate
Fundraising	-	2,500			2.50%	2.50%	2.50%	2.50%		Estimate
After School Program	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Operations #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL SCHOOL OPERATIONS	**$ 38,250**	**$ 167,083**								
FACILITY OPERATION & MAINTENANCE										
Insurance	-	19,140			43.26%	30.20%	70.92%	18.19%		Estimated at $60 per student. Increase based upon *Percentage Change YOY* on **Enrollment** worksheet.
Janitorial Services	-	-			0.00%	0.00%	0.00%	0.00%		See Student Activity Monitor/Janitor FTE on Personnel worksheet.
Building and Land Rent / Lease	-	476,230			45.45%	52.69%	50.58%	17.28%		Increase based upon estimated lease rates disclosed in Facility Acquisition (Facility Identified) section of application. Also, increase in Year 4 and Year 5 includes new Kyle campus. *See* corresponding note in Attachment 33, Facilities.
Repairs & Maintenance	-	38,280			43.26%	30.20%	70.92%	18.19%		Estimated at $120 per student. Increase based upon *Percentage Change YOY* on **Enrollment** worksheet.
Security Services	-	14,355			43.26%	30.20%	70.92%	18.19%		Estimated at $45 per student. Increase based upon *Percentage Change YOY* on **Enrollment** worksheet.
Utilities	-	60,610			43.26%	30.20%	70.92%	18.19%		Estimated at $190 per student. Increase based upon *Percentage Change YOY* on **Enrollment** worksheet.
Internet	-	-			0.00%	0.00%	0.00%	0.00%		Included in Utilities above.
Custom Facilities Operations #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Facilities Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL FACILITY OPERATION & MAINTENANCE	**$ -**	**$ 608,615**								
RESERVES / CONTIGENCIES	-	153,464			-100.00%	0.00%	0.00%	0.00%	This line item represents the repayment of the short-term debt financing used to support start-up expenses.	**GENERAL NOTE: Refer to Attachment 32, Use of 2018 Actual Financial Data.**
TOTAL EXPENSES	**$ 153,464**	**$ 2,966,470**								
NET OPERATING INCOME (before Depreciation)	**$ -**	**$ 579,433**								
DEPRECIATION & AMORTIZATION	-	-			0.00%	0.00%	0.00%	0.00%		

Doral Academy of Texas
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
NET OPERATING INCOME (including Depreciation)	$ -	$ 579,433								

Doral Academy of Texas
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
NET OPERATING INCOME (including Depreciation)	$ -	$ 579,433								

SUPPORTING SCHEDULE FOR TOTAL LOCAL & OTHER REVENUES

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RECAP I: Estimated Small and Mid-Sized Allotment

(1)	Regular Program ADA from SOF worksheet (cell D39)	290.245
(2)	Amount from 2019-2020 Statewide Charter School Summary of Finances	$1,059.000
(3)	Estimated Small and Mid-Sized Allotment, (3) = (1) x (2)	$ 307,369

NOTE:

None.

TABLE A: PERCENT DYSLEXIC

Data Source: 2018-2019 Student Program and Special Populations Reports

	District	Total Dyslexic Students	Total Enrollment	Percent Dyslexic
	[A]	[B]	[C]	[D] = [B] ÷ [C]
(1)	Hays CISD	1,267	19,925	6.4%
(2)	Lockhart ISD	251	6,118	4.1%
(3)	San Marcos CISD	284	8,097	3.5%
(4)	Totals or Percent	1,802	34,140	5.3%

RECAP II: Estimated Dyslexia or Related Disorder Allotment

(1)	Percent Dyslexic from Table A, [D](4)	5.3%
(2)	Total Number of All Students Enrolled, Year 1 from Enrollment worksheet (cell C24)	319.00
(3)	Estimated Dyslexic Students, (3) = (1) x (2)	17
(4)	Dyslexia or Related Disorder Allotment statutory weight	0.10
(5)	Basic Allotment from 2019-2020 Statewide Charter School Summary of Finances	$6,152.717
(6)	Estimated Dyslexia or Related Disorder Allotment, (6) = (3) x (4) x (5)	$ 10,360

NOTE:

The Estimated Dyslexia or Related Disorder Allotment on line (6) is based on the assumption that the average Percent Dyslexic of 5.3% will be observed in the students enrolled from the occupied and contiguous districts resulting in the estimated enrollment of 17 dyslexic students in Year 1.

TABLE B: PERCENT ECONOMICALLY DISADVANTAGED

Data Source: 2018-2019 Student Program and Special Populations Reports

	District	Total Economically Disadvantaged Students	Total Enrollment	Percent Economically Disadvantaged
	[A]	[B]	[C]	[D] = [B] ÷ [C]
(1)	Hays CISD	10,242	19,925	51.4%
(2)	Lockhart ISD	4,390	6,118	71.8%
(3)	San Marcos CISD	6,002	8,097	74.1%
(4)	Totals or Percent	20,634	34,140	60.4%

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RECAP III: Estimated Early Education Allotment

(1)	Percent Economically Disadvantaged from Table B, [D](4)	60.4%
(2)	Enrollment in Grades Kindergarten through 3, Year 1 from Enrollment worksheet (ΣC10:C13)	308.00
(3)	Average Daily Attendance (ADA) % from Enrollment worksheet (cell C27)	92.8%
(4)	Early Education ADA, (4) = (1) x (2) x (3)	172.750
(5)	Early Education Allotment statutory weight	0.10
(6)	Basic Allotment from 2019-2020 Statewide Charter School Summary of Finances	$6,152.717
(7)	Estimated Early Education Allotment, (7) = (4) x (5) x (6)	$ 106,288

NOTE:

The Early Education ADA on line (4) was limited to students enrolled in grades kindergarten through 3 and that are educationally disadvantaged, as defined in Tex. Ed. Code § 5.001(4), and did not consider students of limited English proficiency, as defined by Tex. Ed. Code § 29.052, and in a bilingual education or special language program under Subchapter B, Chapter 29. *See* Tex. Ed. Code § 48.108(a).

RECAP IV: Estimated Total Local & Other Revenues

(1)	Estimated Small and Mid-Sized Allotment from RECAP I, (3)	307,369
(2)	Estimated Dyslexia or Related Disorder Allotment from RECAP II, (6)	10,360
(3)	Estimated Early Education Allotment from RECAP III, (7)	106,288
(4)	Estimated Total Local & Other Revenues, (4) = (1) + (2) + (3)	424,017

SUPPORTING SCHEDULE FOR TOTAL FEDERAL REVENUES

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RECAP I: Total Federal Revenues for Title I, Part A and IDEA Part B

Data Source (A): https://tea.texas.gov/sites/default/files/CharAct18.zip
Data Source (B): Student Program and Special Populations Reports (2017-2018 Statewide District Totals)

	Object Code	211	224	Total
(1)	5929 - Federal Revenues Distributed by Texas Education Agency	$ 87,237,836	$ 39,323,066	
(2)	Total Student Enrollment and Total Students Receiving Special Education Services (Charters Only)	296,097	20,263	
(3)	Federal Revenues per Student, (3) = (1) ÷ (2)	$ 295	$ 1,941	
(4)	Adjustment Factor to convert Federal Revenues per Student to conservative estimate	50%	50%	
(5)	Adjusted Federal Revenues per Student, (5) = (3) x (4)	$ 148	$ 971	
(6)	Total Number of All Students Enrolled, Year 1 from Enrollment worksheet (cell C24)	319		
(7)	Special Education Student Count from Enrollment worksheet (cell C44)		37	
(8)	Total Federal Revenues for Title I, Part A and IDEA Part B, (8) = (5) x (6) or (7)	$ 47,053	$ 35,909	$ 82,961

TABLE A: PERCENT OF STUDENTS NOT ELIGIBLE (PAID) AND ELIGIBLE FOR REDUCED-PRICE AND FREE MEALS

Data Source: 2018-2019 Economically Disadvantaged Students Reports

	District	Eligible For Free Meals Count	Eligible For Reduced-Price Meals Count	Other Economically Disadvantaged Count	Eligible For Reduced-Price Meals Count ADJUSTED	Not Economically Disadvantaged Count	Total Enrollment	Percent Free	Percent Reduced-Price	Percent Paid
		[A]	[B]	[C]	[D]	[E] = [C] + [D]	[F]	[G]	[H] = [B] ÷ [G]	[I] = [E] ÷ [G]	[J] = [F] ÷ [G]
(1)	Hays CISD	8,365	1,815	62	1,877	9,683	19,925	42.0%	9.4%	48.6%
(2)	Lockhart ISD	3,920	470	-	470	1,728	6,118	64.1%	7.7%	28.2%
(3)	San Marcos CISD	4,123	-	1,879	1,879	2,095	8,097	50.9%	23.2%	25.9%
(4)	Totals or Percent	16,408	2,285	1,941	4,226	13,506	34,140	48.1%	12.4%	39.6%

RECAP II: Total Federal Revenues for Food Nutrition Program

Data Source (A): http://www.squaremeals.org/Programs/SchoolBreakfastProgram/SBPReimbursementRates.aspx
Data Source (B): http://www.squaremeals.org/Programs/NationalSchoolLunchProgram/NSLPReimbursementRates.aspx

		School Breakfast Program (SBP)			National School Lunch Program			
		Paid	Reduced	Free	Paid	Reduced	Free	Total
(1)	Total Number of All Students Enrolled, Year 1 from Enrollment worksheet (cell C24)	319	319	319	319	319	319	
(2)	Percent of students not eligible (paid) and eligible for reduced-price and free meals from Table A, [J](4), [I](4), [H](4)	39.6%	12.4%	48.1%	39.6%	12.4%	48.1%	100.0%
(3)	Anticipated percent of students participating	50.0%	85.0%	85.0%	50.0%	85.0%	85.0%	
(4)	Number of Instructional Days adopted in Academic Calendar	180	180	180	180	180	180	
(5)	Average Daily Attendance (ADA) % from Enrollment worksheet (cell C27)	93%	93%	93%	93%	93%	93%	
(6)	Reimbursement Rates	$ 0.31	$ 1.54	$ 1.84	$ 0.32	$ 3.01	$ 3.41	
(7)	Federal Revenues for Food Nutrition Program, (7) = (1) x (2) x (3) x (4) x (5) x (6)	$ 3,267	$ 8,634	$ 40,053	$ 3,373	$ 16,876	$ 74,230	$ 146,433

RECAP III: Total Federal Revenues

(1)	Total Federal Revenues for Title I, Part A and IDEA Part B from line (8) at RECAP I	$ 82,961
(2)	Total Federal Revenues for Food Nutrition Program from line (7) at RECAP II	$ 146,433
(3)	Total Federal Revenues, (3) = (1) + (2)	$ 229,394

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RECAP I: Unemployment Insurance Tax Rate

Data Source: https://twc.texas.gov/businesses/your-tax-rates

(1)	Three Years of Chargebacks	$ -
(2)	Three Years of Taxable Wages	$ -
(3)	2020 Replenishment Ratio	1.32
(4)	General Tax Rate, (4) = ((1) ÷ (2)) x (3)	0.00%
(5)	2020 Replenishment Tax Rate	0.21%
(6)	2020 Bond Obligation Assessment Rate	0.00%
(7)	2020 Interest Tax Rate	0.00%
(8)	Unemployment Obligation Assessment Rate, (8) = (6) + (7)	0.00%
(9)	2020 Deficit Tax Rate	0.00%
(10)	Employment & Training Investment Assessment	0.10%
(11)	Effective Tax Rate, (11) = (4) + (5) + (8) + (9) + (10)	0.31%
(12)	Minimum Tax Rate for 2020	0.31%
(13)	Maximum Tax Rate for 2020	6.31%
(14)	Unemployment Insurance Tax Rate, (14) = (12) if (12) > (11) or (13) if (13) < (11) or (1	0.31%

RECAP II: Taxable Wages

Data Source: https://twc.texas.gov/businesses/your-tax-rates

		Year 1	Year 2	Year 3	Year 4	Year 5
(1)	Total Number of FTEs from Personnel worksheet	23.00	32.00	43.00	67.00	77.00
(2)	Maximum salary and wages subject to state unemployment tax rate	$ 9,000	$ 9,000	$ 9,000	$ 9,000	$ 9,000
(3)	Taxable Wages, (3) = (1) x (2)	$ 207,000	$ 288,000	$ 387,000	$ 603,000	$ 693,000
(4)	Unemployment Insurance Tax Rate from RECAP I, line (14)	0.31%	0.31%	0.31%	0.31%	0.31%
(5)	State unemployment taxes, (5) = (3) x (4)	$ 642	$ 893	$ 1,200	$ 1,869	$ 2,148
(6)	Total salary and wages from Personnel worksheet	$ 1,127,250	$ 1,608,560	$ 2,114,320	$ 3,410,101	$ 4,020,831
(7)	State Unemployment (effective rate), (7) = (5) ÷ (6)	0.06%	0.06%	0.06%	0.05%	0.05%

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Doral Academy of Texas
PROJECTED BUDGET / OPERATING PLAN

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
SUMMARY						
Total Revenue	**153,464**	**3,545,904**	**5,079,868**	**6,613,833**	**11,304,652**	**13,361,054**
Total Expenses	**153,464**	**2,966,470**	**4,003,964**	**5,378,236**	**8,713,204**	**10,221,668**
Net Operating Income (before Depreciation)	**-**	**579,433**	**1,075,904**	**1,235,596**	**2,591,448**	**3,139,386**
Revenue Per Pupil		11,115.69	11,115.69	11,115.69	11,115.69	11,115.69
Expenses Per Pupil		9,299.28	8,761.41	9,039.05	8,567.56	8,503.88
REVENUE						
TOTAL STATE REVENUES		2,892,493	4,143,790	5,395,088	9,221,520	10,898,985
TOTAL FEDERAL REVENUES		229,394	328,630	427,867	731,328	864,362
TOTAL LOCAL & OTHER REVENUES	$ 153,464	424,017	607,448	790,878	1,351,803	1,597,707
TOTAL REVENUE	**$ 153,464**	**$ 3,545,904**	**$ 5,079,868**	**$ 6,613,833**	**$ 11,304,652**	**$ 13,361,054**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	50,000	50,000	51,000	52,020	53,060	54,122
Instructional Management	-	50,000	51,000	52,020	53,060	54,122
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	17,500	35,000	35,700	36,414	37,142	37,885
Administrative Staff	8,500	12,750	26,010	26,530	27,061	27,602
Other - Administrative	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 76,000**	**$ 147,750**	**$ 163,710**	**$ 166,984**	**$ 170,324**	**$ 173,730**
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	787,500	1,124,550	1,474,767	2,618,531	3,125,523
Teachers - SPED	-	52,500	53,550	109,242	167,140	227,311
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	52,500	133,875	136,553	139,284	142,069
Aides	-	40,000	40,800	124,848	169,793	194,838
Therapists & Counselors	-	-	-	-	-	-
Other - Instructional	-	17,000	24,500	33,000	53,500	64,000
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 949,500**	**$ 1,377,275**	**$ 1,878,410**	**$ 3,148,248**	**$ 3,753,741**
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	26,775	27,311	27,857	28,414
Custodian	-	10,000	20,400	20,808	42,448	43,297
Security	-	-	-	-	-	-
Other - Non-Instructional	-	20,000	20,400	20,808	21,224	21,649
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 30,000**	**$ 67,575**	**$ 68,927**	**$ 91,529**	**$ 93,360**
TOTAL PERSONNEL EXPENSES	**$ 76,000**	**$ 1,127,250**	**$ 1,608,560**	**$ 2,114,320**	**$ 3,410,101**	**$ 4,020,831**

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
PAYROLL TAXES AND BENEFITS						
Social Security	4,712	69,890	99,731	131,088	211,426	249,292
Medicare	1,102	16,345	23,324	30,658	49,446	58,302
State Unemployment	46	676	965	1,057	1,705	-
Worker's Compensation Insurance	410	6,087	8,686	11,417	18,415	21,712
Custom Other Tax #1: TRS State Minimum Contribution	1,604	23,785	33,941	44,612	71,953	84,840
Custom Other Tax #2: TRS Public Education Employer	1,140	16,909	24,128	31,715	51,152	60,312
Health Insurance	15,200	225,450	321,712	422,864	682,020	804,166
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	-	-	-	-	-	-
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	**$ 24,214**	**$ 359,142**	**$ 512,487**	**$ 673,411**	**$ 1,086,117**	**$ 1,278,624**
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 100,214**	**$ 1,486,392**	**$ 2,121,047**	**$ 2,787,731**	**$ 4,496,218**	**$ 5,299,455**
CONTRACTED SERVICES						
Accounting / Audit	-	25,000	35,815	46,630	79,702	94,201
Legal	15,000	10,000	14,326	18,652	31,881	37,680
Management Company Fee	-	272,415	390,262	508,109	868,483	1,026,467
Nurse Services	-	55,000	78,793	102,586	175,345	207,241
Food Service / School Lunch	-	146,433	209,780	273,127	466,841	551,763
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	42,069	60,261	79,590	135,303	159,180
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Custom Contracted Services #1	-	-	-	-	-	-
Custom Contracted Services #2	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL	**$ 15,000**	**$ 550,917**	**$ 789,238**	**$ 1,028,695**	**$ 1,757,555**	**$ 2,076,532**

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
SCHOOL OPERATIONS						
Board Expenses	-	4,000	4,100	4,203	4,308	4,415
Classroom / Teaching Supplies & Materials	-	2,393	3,428	4,463	7,629	9,017
Special Ed Supplies & Materials	-	278	398	526	894	1,052
Textbooks / Workbooks	-	7,975	11,425	14,875	25,425	30,050
Supplies & Materials other	-	2,393	3,428	4,463	7,629	9,017
Equipment / Furniture	3,000	22,500	24,188	26,002	50,451	54,235
Telephone	-	12,500	12,688	12,878	25,571	25,955
Technology	9,000	50,000	71,630	93,260	159,404	188,401
Student Testing & Assessment	-	5,583	7,998	10,413	17,799	21,037
Field Trips	-	7,178	10,283	13,388	22,884	27,047
Transportation (student)	-	1,295	1,855	2,450	4,165	4,900
Student Services - other	-	3,988	5,713	7,438	12,714	15,027
Office Expense	1,250	7,500	7,688	7,880	8,077	8,279
Staff Development	-	11,500	16,000	21,501	33,500	38,502
Staff Recruitment	-	5,000	6,957	9,348	14,565	16,740
Student Recruitment / Marketing	25,000	5,500	5,610	5,722	30,836	5,955
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	15,000	15,375	15,759	16,153	16,557
Fundraising	-	2,500	2,563	2,627	2,692	2,760
After School Program	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	**$ 38,250**	**$ 167,083**	**$ 211,326**	**$ 257,197**	**$ 444,698**	**$ 478,944**
FACILITY OPERATION & MAINTENANCE						
Insurance	-	19,140	27,420	35,700	61,020	72,120
Janitorial Services	-	-	-	-	-	-
Building and Land Rent / Lease	-	476,230	692,698	1,057,688	1,592,678	1,867,907
Repairs & Maintenance	-	38,280	54,840	71,400	122,040	144,240
Security Services	-	14,355	20,565	26,775	45,765	54,090
Utilities	-	60,610	86,830	113,050	193,230	228,380
Internet	-	-	-	-	-	-
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	**$ -**	**$ 608,615**	**$ 882,353**	**$ 1,304,613**	**$ 2,014,733**	**$ 2,366,737**
RESERVES / CONTIGENCIES	-	153,464	-	-	-	-
TOTAL EXPENSES	**$ 153,464**	**$ 2,966,470**	**$ 4,003,964**	**$ 5,378,236**	**$ 8,713,204**	**$ 10,221,668**
NET OPERATING INCOME (before Depreciation)	**$ -**	**$ 579,433**	**$ 1,075,904**	**$ 1,235,596**	**$ 2,591,448**	**$ 3,139,386**
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	**$ -**	**$ 579,433**	**$ 1,075,904**	**$ 1,235,596**	**$ 2,591,448**	**$ 3,139,386**

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Doral Academy of Texas
FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
REVENUE						
Total State Revenue		$ 2,892,493	$ 4,143,790	$ 5,395,088	$ 9,221,520	$ 10,898,985
Total Federal Revenue		$ 229,394	$ 328,630	$ 427,867	$ 731,328	$ 864,362
Total Local and Other Revenue	$ 153,464	$ 424,017	$ 607,448	$ 790,878	$ 1,351,803	$ 1,597,707
TOTAL REVENUE	**$ 153,464**	**$ 3,545,904**	**$ 5,079,868**	**$ 6,613,833**	**$ 11,304,652**	**$ 13,361,054**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 76,000	$ 147,750	$ 163,710	$ 166,984	$ 170,324	$ 173,730
Total Instructional Personnel Costs	$ -	$ 949,500	$ 1,377,275	$ 1,878,410	$ 3,148,248	$ 3,753,741
Total Non-Instructional Personnel Costs	$ -	$ 30,000	$ 67,575	$ 68,927	$ 91,529	$ 93,360
Total Payroll Taxes and Benefits	$ 24,214	$ 359,142	$ 512,487	$ 673,411	$ 1,086,117	$ 1,278,624
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 100,214**	**$ 1,486,392**	**$ 2,121,047**	**$ 2,787,731**	**$ 4,496,218**	**$ 5,299,455**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 15,000	$ 550,917	$ 789,238	$ 1,028,695	$ 1,757,555	$ 2,076,532
Total School Operations	$ 38,250	$ 167,083	$ 211,326	$ 257,197	$ 444,698	$ 478,944
Total Facilities Operations and Maintenance	$ -	$ 608,615	$ 882,353	$ 1,304,613	$ 2,014,733	$ 2,366,737
Reserves / Contingencies	$ -	$ 153,464	$ -	$ -	$ -	$ -
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 53,250**	**$ 1,480,079**	**$ 1,882,916**	**$ 2,590,505**	**$ 4,216,986**	**$ 4,922,213**
TOTAL EXPENSES	**$ 153,464**	**$ 2,966,470**	**$ 4,003,964**	**$ 5,378,236**	**$ 8,713,204**	**$ 10,221,668**
NET OPERATING INCOME (before depreciation)	**$ -**	**$ 579,433**	**$ 1,075,904**	**$ 1,235,596**	**$ 2,591,448**	**$ 3,139,386**
STUDENT ENROLLMENT						
Projected Student Enrollment		319	457	595	1,017	1,202
Revenue Per Pupil		$ 11,116	$ 11,116	$ 11,116	$ 11,116	$ 11,116
Expenses Per Pupil		$ 9,299	$ 8,761	$ 9,039	$ 8,568	$ 8,504

Doral Academy of Texas
ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		296.032
High School ADA	$ 275	0.000
Prior Year Refined ADA		0.000
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.039
Resource Room (Code 41& 42)	3.0	3.980
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	1.769
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total Special Education FTE		5.787
Total Special Education Weighted FTE		17.439
EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total ESY Special Education FTE		0.000
Total ESY Special Education Weighted FTE		0.000
Mainstream ADA	1.10	21.344
Career & Technology FTEs	1.35	0.000
Advanced Career & Technology Education FTEs	$ 50	0.000
Regular Program ADA		290.245
Gifted & Talented Enrollment	0.12	0.000
State Compensatory Education Enrollment	0.20	238.000
Pregnancy Related FTEs	2.41	0.000
Bilingual ADA	0.10	74.240
Adjusted GYA		0.9733
Total Weighted Average Daily Attendance (WADA)	SOF pg	481.439
Did Charter Holder Participate in TRS Active Care in 2005-06?		NO
Full-Time Staff (not MSS)	1	0.000
Part-Time Staff (not MSS)	1	0.000
State Average Funding Components	SOF pg	
Per Capita Rate	2	$ 447.180
District Basic Allotment (DBA)	7	$ 5,102.00
Adjusted Basic Allotment (ABA)	7	$ 5,390.00
Adjusted Allotment	7	$ 6,535.00
District Tax Rate Level 1 (DTR1)	12	$ 0.057339

District Tax Rate Level 2 (DTR2)	12	$	0.049003
2018-2019 State Average I&S Rate that limits spending to $60 million	16	$	0.060035
EDA Guaranteed Yield (GY)	16	$	37.00
Level 1 Entitlement	12	$	106.28
Level 2 Entitlement	12	$	31.95
Program Intent Codes -TIER I Allotments	SOF pg		
11-Regular Program Allotment	2	$	1,896,750
21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	2	$	-
25-Bilingual Education Allotment (spend 52% of amount)	2	$	48,516
99-New Instructional Facility Allotment	2	$	-
31-High School Allotment (spend 100% of amount)	2	$	-
Special Education Detail:	SOF pg		
Regular Special Education	10	$	113,963
Mainstream	10	$	153,431
Residential Care and Treatment	10	$	-
State Schools	10	$	-
Extended Year Special Education	10	$	-
23-Special Education Adjusted Allotment (spend 52% of amount)		$	267,394
Career & Technology Detail:	SOF pg		
Regular Career & Technology (CTE) Allotment	10	$	-
Advanced CTE Allotment	10	$	-
22-Career and Technology Allotment (spend 58% of amount)	2	$	-
State Compensatory Education Detail:	SOF pg		
State Compensatory Allotment	11	$	311,066
Pregnancy Related	11	$	-
24-Compensatory Education Allotment (spend 52% of amount)	2	$	311,066
Transportation Detail:	SOF pg		
Regular	9	$	-
Special Education	9	$	-
Career & Technology Education	9	$	-
99-Transportation Allotment	2	$	-
TOTAL COST OF TIER I / STATE SHARE OF TIER I	2	$	2,523,726
TIER II	SOF pg		
Tier II Level 1	12	$	293,390
Tier II Level 2	12	$	75,376
TOTAL TIER II	3	$	368,767
OTHER PROGRAMS			
Staff Salary Allotment	13	$	-
Charter has at least an acceptable academic performance rating?			NO
HB21 - State Facilites Allotment	16	$	-
TOTAL OTHER PROGRAMS	3	$	-
	SOF pg		
TOTAL STATE AID	3	$	2,892,493
Available School Fund (ASF)	3	$	-
Foundation School Fund (FSF)	3	$	2,892,493

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Doral Academy of Texas

PAYMENT FORMULA EXAMPLE

FSP Allotment	$	2,892,493
Adjustments to Allotments	$	-
Less Total Paid to Date	$	-
FSP Remaining Balance	$	2,892,493

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	$ 240,077
October	11	9.1%	$ 241,370
November	10	10.1%	$ 243,516
December	9	11.1%	$ 240,596
January	8	12.4%	$ 238,940
February	7	14.4%	$ 243,071
March	6	16.6%	$ 239,857
April	5	19.9%	$ 239,808
May	4	25.1%	$ 242,280
June	3	33.2%	$ 240,029
July	2	49.7%	$ 240,026
August	1	100.0%	$ 242,924
		Total Payments	**$ 2,892,493**

Attachment 33: Budget Narrative

Provide a detailed budget narrative. Describe the assumptions behind the projections for revenue, staffing levels, and costs that are outlined in the Financial Plan Workbook.

ENROLLMENT AND ESTIMATED STATE AID

Estimated State Aid

The estimated state aid was derived using the various worksheets provided in Attachment 32, Financial Plan Workbook, primarily the Enrollment and SOF worksheets. Importantly, the following data elements, as provided on the Enrollment SS worksheet of Attachment 32 (hereafter, the "Enrollment SS worksheet"), were used to enter data into the Enrollment worksheet which was linked directly into the SOF worksheet. Thus, only the following data elements were controllable variables as the formulas, weights and revenue per student were locked within the SOF worksheet.

NOTE: The Enrollment SS worksheet is copyrighted material provided by Schulman, Lopez, Hoffer & Adelstein, LLP and is used as part of this application with permission of the Firm.[1]

Enrollment

An estimated, or projected, number of students enrolled was prepared based upon anticipated student enrollment. Initially, at its Buda campus, Doral Academy of Texas anticipates enrolling 22 students in prekindergarten, 88 students in kindergarten and grade 1, and 66 students in grades 2 and 3. Subsequently, in Year 2, the Academy anticipates adding grades 4 and 6 with 66 and 50 students enrolled, respectively. Similarly, in Year 3, the Academy anticipates adding grades 5 and 7 with 66 and 50 students enrolled, respectively. In Year 4, the Academy anticipates adding grade 8 and opening its second campus in Kyle, Texas, which the Academy anticipates will have enrollment similar to that of the Buda campus in Year 1. Finally, in Year 5, the Academy anticipates continuing to increase its enrollment at its Buda campus and to add grades 4 and 6 with 66 and 50 students enrolled, respectively, at its Kyle campus. The following tables summarize the above discussion.

	2021-2022		
Grade	Buda Campus	Kyle Campus	Doral Academy
Prekindergarten	22		22
Kindergarten	88		88
Grade 1	88		88
Grade 2	66		66
Grade 3	66		66
Totals	330		330

[1] REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

	2022-2023		
Grade	Buda Campus	Kyle Campus	Doral Academy
Prekindergarten	22		22
Kindergarten	88		88
Grade 1	88		88
Grade 2	88		88
Grade 3	66		66
Grade 4	66		66
Grade 6	50		50
Totals	468		468

	2023-2024		
Grade	Buda Campus	Kyle Campus	Doral Academy
Prekindergarten	22		22
Kindergarten	88		88
Grade 1	88		88
Grade 2	88		88
Grade 3	88		88
Grade 4	66		66
Grade 5	66		66
Grade 6	50		50
Grade 7	50		50
Totals	606		606

	2024-2025		
Grade	Buda Campus	Kyle Campus	Doral Academy
Prekindergarten	33	22	55
Kindergarten	88	88	176
Grade 1	88	88	176
Grade 2	88	66	154
Grade 3	88	66	154
Grade 4	88		88
Grade 5	66		66
Grade 6	75		75
Grade 7	50		50
Grade 8	50		50
Totals	714	330	1,044

Grade	2025-2026 Buda Campus	Kyle Campus	Doral Academy
Prekindergarten	33	22	55
Kindergarten	88	88	176
Grade 1	88	88	176
Grade 2	88	88	176
Grade 3	88	66	154
Grade 4	88	66	154
Grade 5	88		88
Grade 6	75	50	125
Grade 7	75		75
Grade 8	50		50
Totals	761	468	1,229

Prekindergarten. Although four-year old children enrolled in prekindergarten must receive full-day instruction, prekindergarten students only generate half-day funding. Accordingly, the prekindergarten enrollment was reduced by 50% for purposes of calculating state aid. *See* cells C9, D9, E9, F9 and G9 on the Enrollment worksheet of Attachment 32 (hereafter, the "Enrollment worksheet").

Average Daily Attendance (ADA) Percentage

Using the attendance rates published for certain individual campuses for the occupied and contiguous districts, an ADA% was derived based upon the at-risk student population for the selected campuses. The campuses were selected based upon their proximity to the proposed Buda campus and to interstate highway 35 and other thoroughfares that would facilitate student enrollment and attendance. The most recently published attendance rates and at-risk student counts, as disclosed on the 2018-2019 Texas Academic Performance Reports for the selected campuses, were used to calculate a weighted attendance rate based on at-risk students of 95.2%. *See* Enrollment SS worksheet. This percent was compared to that reported by Hays CISD (95.2%), Lockhart ISD (94.2%) and San Marcos CISD (93.9%) and was determined to be reasonable. Nonetheless, the calculated rate was adjusted as follows:

(1) Calculated weighted attendance rate based on at-risk students	95.2%
(2) Adjustment factor to convert weighted rate to reasonably conservative rate	97.5%
(3) Average Daily Attendance (ADA) Percentage, (3) = (1) x (2)	92.8%

The resulting ADA% of 92.8 was used to calculate the ADA used in the SOF worksheet to derive the estimated state revenues.

NOTE: The Enrollment SS worksheet is copyrighted material provided by Schulman, Lopez, Hoffer & Adelstein, LLP and is used as part of this application with permission of the Firm.[2]

Student Enrollment By Program

For the compensatory education, bilingual education and special education allotments,[3] the student enrollment by program data published on the 2018-2019 Texas Academic Performance Report for certain individual campuses for the occupied and contiguous districts was used to calculate student enrollment as a percent of total student enrollment for these allotments. As noted above, the campuses were selected based upon their proximity to the proposed Buda campus and to interstate highway 35 and other thoroughfares that would facilitate student enrollment and attendance. In using the data reported by each district, the resulting calculated percentages for each program are based on the assumption that the result is representative of the student population anticipated to be served.

Bilingual Education Allotment. For the bilingual education allotment, the student enrollment was calculated as follows:

School Year	Bilingual Education Student Enrollment as a Percent of Total Student Enrollment	Total Student Enrollment	Number of Students Enrolled in Bilingual/ESL
[A]	[B]	[C]	[D] = [B] X [C]
2021-2022	24.3%	330	80
2022-2023	24.3%	468	114
2023-2024	24.3%	606	147
2024-2025	24.3%	1,044	254
2025-2026	24.3%	1,229	299

For additional calculations, *see* Enrollment SS worksheet.

The Number of Students Enrolled in Bilingual/ESL was used to calculate the ADA used in the SOF worksheet to derive the estimated state revenues for the bilingual education allotment.

NOTE: The Enrollment SS worksheet is copyrighted material provided by Schulman, Lopez, Hoffer & Adelstein, LLP and is used as part of this application with permission of the Firm.[4]

Compensatory Education Allotment. For the compensatory education allotment, the student enrollment was calculated as follows:

[2] REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.
[3] The Academy does not anticipate having a career and technology education program eligible for funding.
[4] REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

School Year	Educationally Disadvantaged Student Enrollment as a Percent of Total Student Enrollment	Total Student Enrollment	Educationally Disadvantaged Student Enrollment
[A]	[B]	[C]	[D] = [B] X [C]
2021-2022	72.1%	330	238
2022-2023	72.1%	468	337
2023-2024	72.1%	606	437
2024-2025	72.1%	1,044	753
2025-2026	72.1%	1,229	886

For additional calculations, *see* Enrollment SS worksheet.

The Educationally Disadvantaged Student Enrollment was used to calculate the ADA used in the SOF worksheet to derive the estimated state revenues for the compensatory education allotment.

NOTE: The Enrollment SS worksheet is copyrighted material provided by Schulman, Lopez, Hoffer & Adelstein, LLP and is used as part of this application with permission of the Firm.[5]

Special Education Allotment. For the special education allotment, the student enrollment was calculated as follows:

School Year	Special Education Student Enrollment as a Percent of Total Student Enrollment	Total Student Enrollment	Special Education Student Enrollment
[A]	[B]	[C]	[D] = [B] X [C]
2021-2022	11.5%	330	38
2022-2023	11.5%	468	54
2023-2024	11.5%	606	70
2024-2025	11.5%	1,044	120
2025-2026	11.5%	1,229	141

Using the full-time equivalents and ADA disclosed for each special education instructional arrangement on the 2018-2019 Special Education FTE Detail Report for the occupied and contiguous districts, a percent was calculated for each special education instructional arrangement. This percent was then applied to the Special Education Student Enrollment to calculate the Number

[5] REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

of Students Enrolled in Instructional Arrangement used in the SOF worksheet to derive the estimated state revenues for the special education allotment.

For additional calculations, *see* Enrollment SS worksheet.

NOTE: The Enrollment SS worksheet is copyrighted material provided by Schulman, Lopez, Hoffer & Adelstein, LLP and is used as part of this application with permission of the Firm.[6]

Percentage Change in Total State Revenues

As noted in the comment to cell Q17 on the Start-Up, Y1, & Assumptions worksheet of Attachment 32, Financial Plan Workbook (hereafter, the "Assumptions worksheet"), the increase, or percent change, in total state revenues is based upon the percentage change year on year calculated in row 29 on the Enrollment worksheet. The use of this calculated metric reflects the impact of student enrollment and student attendance upon state revenues and is deemed a valid and reasonable measure of the anticipated increase in state funding, as calculated through the SOF worksheet of Attachment 32 (hereafter, the "SOF worksheet").

Impact of House Bill 3

As noted in the Frequently Asked Questions to the Generation 25 Open-Enrollment Charter Application (the "FAQ Guidance") (see answer to question 5 on page 13), "The HB3 formulas have not been included in the Generation 25 Financial Plan Workbook." As a result, the state aid derived using the SOF worksheet is not necessarily representative of the potential state funding that may be received. For example, using the various data elements described above, the SOF worksheet calculated total state aid as $2,892,493. However, using a state aid template that includes the changes to the state funding formulas effectuated by the enactment of House Bill 3 into state law, and after taking into account the census block and tiers required for the compensatory education allotment, the updated state aid template derives total state aid as $3,213,233, or $320,740 higher. To account for the impact of HB3 upon state aid, we prepared estimates for the dyslexia or related disorder allotment, early education allotment and small and mid-sized allotment (see discussion below under Estimated Total Local & Other Revenues).

ESTIMATE FOR FEDERAL REVENUES

Estimated Total Federal Revenues

Although there are other federal programs that may be accessed, for purposes of this application, the total federal revenues used in the financial plan workbook were limited to the three primary federal fund sources: Elementary and Secondary Education Act (ESEA), Title I, Part A (TIPA); Individuals with Disabilities Education Act, Part B (IDEA-B); and Child Nutrition Program.

ESEA TIPA; IDEA-B. Using the PEIMS Actual Financial Data published on the TEA website, a conservative estimate for federal revenues per student was derived. This amount was then applied to the total number of all students enrolled and special education student count disclosed on the

[6] REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

Enrollment worksheet. For a detailed calculation of the revenues for TIPA, refer to the Federal Revenues SS worksheet of Attachment 32 (hereafter, the "Federal Revenue worksheet").

Child Nutrition Program. Using the PEIMS data for economically disadvantaged students published on the TEA website, a percent free, percent reduced-price and percent paid were calculated for the occupied and contiguous districts. These percentages were used then used, in conjunction with the total number of all students enrolled, an estimate for student participation in the meal programs, number of instructional days, average daily attendance percentage and the reimbursement rates published on the Texas Department of Agriculture website, to derive an estimate for federal revenues for the child nutrition program. For a detailed calculation of the revenues for the child nutrition program, refer to the Federal Revenue worksheet.

NOTE: The Federal Revenue worksheet is copyrighted material provided by Schulman, Lopez, Hoffer & Adelstein, LLP and is used as part of this application with permission of the Firm.[7]

Percentage Change in Total Federal Revenues

As noted in the comment to cell Q19 on the Assumptions worksheet, the increase, or percent change, in total federal revenues is based upon the percentage change year on year calculated in row 29 on the Enrollment worksheet. As noted above, the total federal revenues are based upon student enrollment and student attendance. Accordingly, the use of the calculated percentage change year on year reflects the impact of student enrollment and student attendance upon the federal revenues and is deemed a valid and reasonable measure of the anticipated increase in federal funding.

ESTIMATE FOR LOCAL & OTHER REVENUES

Estimated Total Local & Other Revenues: Start-Up Year 0

At present, DAT anticipates that it will require short-term financing for its anticipated expenses for the start-up period. To this end, DAT anticipates that it will leverage Doral Academy, Inc.'s established relationships with financial institutions and foundations and ability to secure short-term financing for other charter schools across the country. nonetheless obtain sufficient short-term debt financing to meet start-up expenses. Thus, although short-term financing has not been secured, DAT anticipates that it will obtain a line of credit or other appropriate short-term financing.

For Year 0, on the Assumptions worksheet, the amount of $134,689 was included on the Total Local & Other Revenues line item to account for the short-term debt financing to be secured to cover the budget expenses of $134,689. Subsequently, at cell F132, the amount of $134,689 was recorded as RESERVES/CONTINGENCIES (Note: The Assumptions worksheet does not provide a line item to account for the repayment of debt.) to disclose the repayment of the short-term debt. At cell J132, a percent change of 100% was recorded to indicate that the debt was paid in full in Year 1.

[7] REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

Estimated Total Local & Other Revenues: Year 1

Consistent with the guidance provided in the Frequently Asked Questions to the Generation 25 Open-Enrollment Charter Application (see answer to question 5 on page 13), the allotments for early education, dyslexia or related disorder, and school safety are included as Total Local & Other Revenues in cell F21 on the Assumptions worksheet. The supporting calculations are disclosed on the Local Revenues SS worksheet of Attachment 32 (hereafter, the "Local Revenue worksheet") and are consistent with applicable state law, TEA guidance, the most recently published Summary of Finances for the 2019-2020 school year, and TEA's 2019-2020 Charter School Estimate of State Aid (Version 2). The following table summarizes the Estimated Total Local & Other Revenues.

(1)	Estimated Small and Mid-Sized Allotment (see below)	$ 307,369
(2)	Estimated Dyslexia or Related Disorder Allotment (see below)	$ 10,360
(3)	Estimated Early Education Allotment (see below)	$ 106,288
(4)	Estimated Total Local & Other Revenues, (4) = (1) + (2) + (3)	$ 424,017

NOTE: The Local Revenue worksheet is copyrighted material provided by Schulman, Lopez, Hoffer & Adelstein, LLP and is used as part of this application with permission of the Firm.[8]

Estimated Small and Mid-Sized Allotment

The Estimated Small and Mid-Sized Allotment is calculated as follows:

(1)	Regular Program ADA from SOF worksheet	290.245
(2)	School Safety Allotment	$ 1,059.000
(3)	Estimated Small and Mid-Sized Allotment, (3) = (1) x (2)	$ 307,369

Estimated Dyslexia or Related Disorder Allotment

The Estimated Dyslexia or Related Disorder Allotment is calculated as follows:

(1)	Percent Dyslexic (calculated average for occupied and contiguous districts)	5.3%
(2)	Total Number of All Students Enrolled, Year 1 (from Enrollment worksheet)	$ 319.00
(3)	Estimated Dyslexic Students, (3) = (1) x (2)	17
(4)	Dyslexia or Related Disorder Allotment statutory weight	0.10
(5)	Basic Allotment	$ 6,152.717
(6)	Estimated Dyslexia or Related Disorder Allotment, (6) = (3) x (4) x (5)	$ 10,360

[8] REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

The Estimated Dyslexia or Related Disorder Allotment is based on the assumption that the average Percent Dyslexic of 5.3% will be observed in the students enrolled from the occupied and contiguous districts resulting in the estimated enrollment of 17 dyslexic students in Year 1.

Estimated Early Education Allotment

The Estimated Early Education Allotment is calculated as follows:

(1)	Percent Economically Disadvantaged (calculated average for occupied and contiguous districts)	60.4%
(2)	Enrollment in Grades Kindergarten through 3, Year 1 (from Enrollment worksheet)	308.00
(3)	Average Daily Attendance (ADA) % (from Enrollment worksheet)	92.8%
(4)	Early Education ADA, (4) = (1) x (2) x (3)	172.750
(5)	Early Education Allotment statutory weight	0.10
(6)	Basic Allotment	$ 6,152.717
(7)	Estimated Early Education Allotment, (7) = (4) x (5) x (6)	$ 106,288

The Early Education ADA was limited to students enrolled in grades kindergarten through 3 and that are educationally disadvantaged, as defined in Tex. Ed. Code § 5.001(4), and did not consider students of limited English proficiency, as defined by Tex. Ed. Code § 29.052, and in a bilingual education or special language program under Subchapter B, Chapter 29. *See* Tex. Ed. Code § 48.108(a).

Percentage Change in Total Local & Other Revenues

As noted in the comment to cell Q21 on the Assumptions worksheet, the increase, or percent change, in total local & other revenues is based upon the percentage change year on year calculated in row 29 on the Enrollment worksheet. As noted above, the total local & other revenues are comprised entirely of additional state aid. Accordingly, the use of the calculated percentage change year on year reflects the impact of student enrollment and student attendance upon the additional state aid and is deemed a valid and reasonable measure of the anticipated increase in additional state aid.

FACILITIES

As noted under Facility Acquisition (Facility Identified), the Turner-Agassi Charter School Facilities Fund will deliver the school turn-key to DAT at a lease rate estimated to be $476,230 the first year, $692,698 the second year, $1,057,688 the third year, $1,116,448 the fourth year, $1,175,209 the fifth year, and would increase by an additional 2% per year for the remainder of the 29-year lease. As part of the lease that will be negotiated, DAT will have the option to purchase the property in the fourth year of the lease. *See* Facility Acquisition (Facility Identified) section of this application for further discussion. The amount of $692,698 was entered onto the Assumptions worksheet as the Building and Land Rent/Lease line item for Year 1.

Increase in Building and Land Rent/Lease. The percentage change for the building and land rent/lease cost on the Assumptions worksheet for Years 2 through 5 was derived as follows:

	Buda Campus	Kyle Campus	Total	Increase	Percent Increase
Year 1	$ 476,230		$ 476,230		
Year 2	$ 692,698		$ 692,698	$ 216,468	45.45%
Year 3	$ 1,057,688		$ 1,057,688	$ 364,990	52.69%
Year 4	$ 1,116,448	$ 476,230	$ 1,592,678	$ 534,990	50.58%
Year 5	$ 1,175,209	$ 692,698	$ 1,867,907	$ 275,229	17.28%

PERSONNEL

The full-time equivalents ("FTE") and starting salary amounts on the Personnel worksheet in Attachment 32, Financial Plan Workbook (hereafter, the "Personnel worksheet") were determined as discussed below.

Central Office

It is anticipated that central office staff will be located at the elementary school. *See* comment in cell C12 on the Personnel worksheet.

CEO/Superintendent

The CEO/Superintendent will perform a dual role, that of CEO/Superintendent and Principal. Accordingly, this FTE is allocated evenly between the CEO/Superintendent and Principal positions for Year 1 through Year 5. For the start-up period of January 2021 through June 2021, the CEO/Superintendent will be employed full-time, which is disclosed as a 0.5 FTE in the Start-Up, Year 0 column on the Personnel worksheet. *See* comment in cell C13 on the Personnel worksheet. The Salary Range disclosed on the Supplemental Human Resources Information Form (Attachment 24) for the CEO/Superintendent position is based, in part, upon the salary range disclosed by Hays CISD, Lockhart ISD and San Marcos ISD websites for principal positions. The Starting Salary disclosed on the Personnel worksheet is the minimum salary for the salary range disclosed on Attachment 24 and consistent with the initial enrollment for the proposed charter school.

Office Manager

For the Start-Up period, this position will be employed on a full-time basis from January through June (shown as 0.5 FTE in Start-Up, Year 0 column on the Personnel worksheet). *See* comment in cell F15 on the Personnel worksheet.

Receptionist

For the Start-Up period, this position will be employed on a full-time basis from March through June (shown as 0.3 FTE in cell F17 on the Personnel worksheet). In Year 1, this position will assume the role of the cafeteria worker on a part-time basis (shown as 0.5 FTE in cells G17 and G39). *See* comments in cells F17 and F39 on the Personnel worksheet.

Elementary School Campus Staff

Principal

The Principal will oversee both the elementary and middle school campuses. *See* comment in cell C21 on the Personnel worksheet. Also, see comments above for CEO/Superintendent position.

Teachers

Teacher FTEs for the core subjects are based on a student to teacher ratio of 22 to 1. *See* comments in cells G44 through G46 on the Personnel worksheet. For all elementary school teachers, the Starting Salary of $52,500 is an estimated average consistent with the Average Base Pay for elementary teaching staff (grades 1 through 6) reported by Hays CISD, Lockhart ISD and San Marcos CISD in PEIMS for the 2018-2019 school year, which ranged from $50,866 to $53,865. Additionally, the Starting Salary of $52,500 takes into account the teacher salary schedules adopted by Hays CISD, Lockhart ISD and San Marcos CISD after the passage of House Bill 3 (86th Legislature, Regular Session). *See* Attachment 24, Supplemental Human Resources Information Form for Teacher position for salary ranges published by Hays CISD, Lockhart ISD and San Marcos CISD on their respective teacher salary schedules.

Teachers – Special Education. For Year 1 through Year 5, the number of special education teacher FTEs is based on a 15 to 1 student to teacher ratio for students assigned to special education instructional arrangements other than mainstream. The 15 to 1 ratio was derived using the total number of Special Education students reported for the 2017-2018 school year (488,463) as compared to the total number of special education teachers reported for the same year (31,950.9). This ratio was then used to determine the number of special education teacher FTEs by dividing the total number of students assigned to special education instructional arrangements other than mainstream by said ratio. The special education teachers employed will service students in all instructional arrangements.

Educational Aides

Special Education. For Year 1 through Year 5, the number of FTEs is based on a 1:1 special education teacher to educational aide ratio. *See* comment in cell G34 on the Personnel worksheet.

General Education. For Year 1 through Year 5, the number of FTEs is based on a 15:1 teacher (grades prekindergarten to 5) to educational aide ratio. *See* comment in cell G35 on the Personnel worksheet.

Starting Salary. The Starting Salary of $20,000 is an estimated average slightly lower than the Average Base Pay for educational aides reported by Hays CISD, Lockhart ISD and San Marcos CISD in PEIMS for the 2018-2019 school year, which ranged from $20,482 to $24,690. The Starting Salary takes into account the salary range published by Hays CISD, Lockhart ISD and San Marcos CISD on their respective websites. *See* Attachment 24, Supplemental Human Resources Information Form for Educational Aide for salary range published by Hays CISD, Lockhart ISD and San Marcos CISD.

Cafeteria Worker

In Year 1, this position will assume the role of the receptionist on a part-time basis (shown as 0.5 FTE in cells G17 and G39). *See* comments in cells F17 and F39 on the Personnel worksheet.

Student Activity Monitor/Janitor

This position will have an FTE to campus ratio of 1 to 1. *See* comment in cell G40 on the Personnel worksheet.

Middle School Campus Staff

Teachers

Teacher FTEs for the core subjects are based on a student to teacher ratio of 25 to 1. *See* comments in cells G23 through G29 on the Personnel worksheet. For all middle school teachers, the Starting Salary of $52,500 is an estimated average consistent with the Average Base Pay for elementary teaching staff (grades 1 through 6) reported by Hays CISD, Lockhart ISD and San Marcos CISD in PEIMS for the 2018-2019 school year, which ranged from $50,360 to $53,173. Additionally, the Starting Salary of $52,500 takes into account the teacher salary schedules adopted by Hays CISD, Lockhart ISD and San Marcos CISD after the passage of House Bill 3 (86th Legislature, Regular Session). *See* Attachment 24, Supplemental Human Resources Information Form for Teacher position for salary ranges published by Hays CISD, Lockhart ISD and San Marcos CISD on their respective teacher salary schedules.

Teacher – Physical Education. For Year 1 through 5, this FTE assumes the role of the teacher - career & technology education FTE on a part-time basis. *See* comment in cell G48 on the Personnel worksheet.

Teacher – Career & Technology Education. For Year 1 through 5, this FTE actually consists of two (2) FTEs. One FTE will assume the role of the teacher - physical education FTE on a part-time basis and the other FTE will assume the role of the librarian FTE on a part-time basis. *See* comment in cell G49 on the Personnel worksheet.

Librarian

For Year 1 through 5, this FTE will assume the role of the teacher - career & technology education FTE on a part-time basis. *See* comment in cell G51 on the Personnel worksheet. The Starting Salary of $52,500 is an estimated average slightly lower than the Average Base Pay for librarians reported by Hays CISD, Lockhart ISD and San Marcos CISD in PEIMS for the 2018-2019 school year, which ranged from $55,406 to $58,609. The Starting Salary takes into account that a School Librarian Certificate and public school librarian experience are not required. *See* Attachment 24, Supplemental Human Resources Information Form for Librarian for average base pay reported in PEIMS and salary range published by Hays CISD, Lockhart ISD and San Marcos CISD.

Stipends for Teachers

As disclosed on the Supplemental Human Resources Information Form, Attachment 24, for the Teacher positions, core subject teachers will receive a $500 stipend for the Gifted and Talented

Supplemental certificate (one per grade level for grades kindergarten through 5 and one per teacher for grades 6 through 8) and/or a $1,000 stipend for Bilingual Education Supplemental certificate or English as a Second Language Supplemental certificate (one per teacher, all grades). As disclosed on the Personnel worksheet (comment in cells M53 through M63), the "FTEs" listed under Stipends for Teachers do not constitute actual FTEs but are listed on the worksheet, and subsequently removed (see row 64), for purposes of including the stipends as part of each Teacher FTE's compensation. Also, the stipends were adjusted to exclude the Yearly Raise % as the stipends are not subject to an annual increase like salary and wages. The calculations in cells G54 through K46 reflect the FTEs needed to provide the correct stipend amounts for each year.

Yearly Raise

The estimated annual increase in salaries and wages is two percent (2%) for Years 2 through 5. This percentage increase in salaries and wages is deemed a reasonable estimate.

Payroll Taxes and Benefits

The percentage of total personnel expenses entered on the Assumptions worksheet for Social Security and Medicare are those amounts disclosed the U.S. Social Security Administration website at https://www.ssa.gov/OACT/ProgData/taxRates.html. For Worker's Compensation Insurance, the percentage of total expenses entered on the Assumptions worksheet is the Employer Costs for Workers' Compensation rate published by the National Academy of Social Insurance at https://www.nasi.org/sites/default/files/nasiRptWkrsComp201710_31%20final(1).pdf, Table 14. For the state unemployment, the percentage of total expenses entered on the Assumptions worksheet is based upon the formulas and rates published by the Texas Workforce Commission at https://twc.texas.gov/businesses/your-tax-rates. Refer to the State Unemployment SS worksheet of Attachment 32 (hereafter, the "State Unemployment worksheet") for the detailed calculations.

NOTE: The State Unemployment worksheet is copyrighted material provided by Schulman, Lopez, Hoffer & Adelstein, LLP and is used as part of this application with permission of the Firm.[9]

PROFESSIONAL DEVELOPMENT

For each FTE disclosed on the Personnel worksheet, the amount of $500 per FTE was established to provide for staff development to all personnel, including teachers. For Year 1 through 5, the amounts are: $13,000, $16,500, $21,999, $33,999 and $39,001. As may be surmised, the amounts will increase as the additional FTEs are added to the personnel roster. See Assumptions worksheet and Budget worksheet of Attachment 32.

STAFF AND STUDENT RECRUITMENT

For the Start-Up period, $25,000 is projected as the amount for student recruitment and marketing. This amount is deemed necessary to promote the school and create awareness in the surrounding communities. In Year 1, an additional $5,500 will be expended for student recruitment and

[9] REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

marketing. Also, $5,000 has been budgeted for staff recruitment costs. The student recruitment and marketing expenses will subsequently increase at a nominal rate of two percent (2%). However, in Year 4, the student recruitment and marketing costs will increase to promote and create awareness of the Kyle campus. Thereafter, the student recruitment and marketing expense should continue to increase at the nominal rate of two percent (2%). In contrast, the staff recruitment costs will increase in proportion to the number of additional FTEs that are added to the Buda campus and then the Kyle campus.

TRANSPORTATION

For Year 1, the amount of $35 per student was budgeted to provide transportation to students enrolled in special education that require transportation, as determined by the ARD Committee and as documented on the student's IEP. For Years 2 through 5, the total transportation expense increased by the percent increase in special education student enrollment, as calculated on the Enrollment worksheet.

OTHER COSTS

Contracted Services for Management Company Fee

The management company fee recorded in cell F79 of the Assumptions worksheet includes an affiliation fee of one percent (1%) of per pupil funding. See Doral Academy Inc. Affiliation Fee under the Performance Management section of this application. Also, the management company fee includes a fee of $750 per student enrolled to cover the services provided by Academica, as described in this application.

Contracted Services for Food Service/School Lunch

It is anticipated that the total revenues for the child nutrition program will be expended on contracted services for food service/school lunch. See amount recorded in cell F81 on the Assumptions worksheet and corresponding estimate for federal revenues for the child nutrition program from Federal Revenue worksheet. Additionally, as noted in the comment to cell Q81 on the Assumptions worksheet, the increase, or percent change, for food service/school lunch is based upon the percentage change year on year calculated in row 29 on the Enrollment worksheet. As noted above, the federal revenues for the child nutrition program are based upon student enrollment and student attendance. Accordingly, the use of the calculated percentage change year on year reflects the impact of student enrollment and student attendance upon the federal revenues and is deemed a valid and reasonable measure of the anticipated increase in costs for contracted services for food service/school lunch.

Contracted Services for Special Ed Services

The cost for special education contracted services included in cell F83 of the Assumptions worksheet is based upon an average contracted services expense of $1,137 per special education student calculated using the actual financial data for the 2018 fiscal year reported by open-enrollment charter schools via TSDS PEIMS. Additionally, as noted in the comment to cell Q83 on the Assumptions worksheet, the increase, or percent change, for special ed services is based

upon the percentage change year on year calculated in row 46 on the Enrollment worksheet, which is the percent increase in special education students enrolled. Accordingly, the use of the calculated percentage change year on year reflects the impact of special education student enrollment upon the projected cost of contracted special education services and is deemed a valid and reasonable measure of the anticipated increase in said costs. As may be observed above, the estimate for federal revenues does not include the potential reimbursement for Medicaid health-related services under the School Health and Related Services (SHARS) program. To the degree that a special education student requires more intensive services, as determined by the ARD committee and as documented on the student's IEP, it may be possible for these increased costs to be offset against the SHARS program.

Use of 2018 Actual Financial Data

Using the actual financial data reported by open-enrollment charter schools for the 2018 fiscal year via TSDS PEIMS, an average expense per student was derived and used, along with other available information, to arrive at the estimated amounts per student used on the Assumptions worksheet for some of the expense line items listed thereon. The amounts used were reviewed to ensure that they adequately addressed the anticipated costs for DIBELS ($1 per student), Fountas & Pinnell Assessment Systems ($425 per K-3 system), Renaissance STAR Math and Reading, Observe4Success ($1,200 per campus), eSped ($22 per special education student) and other goods and services.

PRIVATE FUNDING COMMITMENTS

As discussed above under Estimated Total Local & Other Revenues: Start-Up Year 0, DAT anticipates that it will require short-term financing for its anticipated expenses for the start-up period. However, as also discussed above, DAT has not secured such short-term financing.

CONTINGENCY PLAN

DAT will adjust the expenses, including and not limited to personnel and operations, if the anticipated revenues are lower than expected due to lower enrollment, changes in the state funding amounts or formulas, and/or other reasons beyond the control of the school. To determine the factor(s) responsible for a decline in anticipated revenues, DAT will analyze its student enrollment, demographics and attendance and, using the results of its analysis, prepare and adopt an action plan to improve any identified deficiency in these areas. As appropriate and necessary, DAT will defer budgeted expenses or amend the budget to align the budgeted costs to the revenues estimated to be received from the state. Because many of the expenses included in the Financial Plan Workbook, Attachment 32, are based upon student enrollment and the percentage rate of attendance, a simple "what-if" analysis can demonstrate how DAT's financial model lends itself to a quick adjustment. For example, if we assume that the DAT's enrollment in Year 2 is nine percent (9%)less than projected (i.e., 420 instead of 457) and that its percentage rate of attendance is lower than anticipated (e.g., 90% instead of 93%), we will see a commensurate decrease in estimated costs from $3,922,640 to $3,838,637. This adjustment is reasonable after we consider that many of the expense line items included in the Financial Plan Workbook are driven by student enrollment. Thus, by monitoring student enrollment and attendance closely, DAT can anticipate a

decline in state funding and begin to make adjustments in costs and expenses to align its budget and actual expenses to the estimated and realized state revenues.

As an experienced operator with established charter schools in other states, Doral Academy, Inc. has significant experience and resources in assisting charter schools in all phases of development, including managing the school's revenues and financial needs in the “start-up" phase and long-term. DAT will collaborate with Doral Academy, Inc. to ensure the budget aligns with revenues received by the school.

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

CASH FLOW CONTINGENCY FOR YEAR 1

In the event that revenue projections are not met in advance of opening for Year 1, DAT will secure a loan or other line of credit adequate to meet short-term obligations. Additionally, DAT will review its student enrollment, demographics and attendance to identify the cause of any decline in state funding. Subsequently, DAT will develop and implement an action plan to address any deficiency in these areas and to improve student enrollment and attendance. To mitigate the risk of a decline in net assets, DAT will review its budget, as adopted and amended by the Board, and either defer budgeted expenses until the underlying cause for the decline in revenues has been satisfactorily addressed and resolved or propose an amendment(s) to the Board to reduce budgeted expenses and align them with the revised revenue projections. DAT’s CEO/superintendent/principal will closely monitor financial obligations and actual expenses to ensure that costs do not exceed those authorized by the Board in the approved budget and the realized state revenues.

REFERENCES: Doral Academy of Texas. (2019) Generation 24 Open-Enrollment Charter Application for Doral Academy of Texas, http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/24-4.pdf.

Attachment 34: Evidence of Other Financial Support

Provide evidence of financial support from intended community partners such as:

- Letters of intent/commitment;
- Memoranda of understanding; and/or
- Contracts.

Applicants having no responsive documents to this attachment shall provide a statement on this attachment attesting, "The applicant has no documents in response to this attachment."

buildinghope

QUALITY/RESULTS/GROWTH FOR PUBLIC CHARTER SCHOOLS

January 14, 2020

RE: Doral Academy of Texas

To whom it may concern:

Building Hope is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects. Our services may also include grants to pay for professional fees associated with a project (i.e., architect, engineering), or other project-specific needs and sponsoring school fundraising events to support the academic program.

Building Hope is committed to support **Doral Academy of Texas, Inc.**. in securing a long-range plan for the opening of the above-referenced charter school. In order to ensure that the charter school is able to secure working capital for opening, Building Hope can offer a number of different services including facility and working capital financing. Building Hope may provide such financial assistance to the charter school by:

- Lending funds to for facilities acquisitions and/or improvements at below-market rates.
- Guaranteeing, insuring, and reinsuring debt used to assist charter schools to acquire, renovate, or construct school facilities.
- Guaranteeing or insuring leases of personal or real property that are needed to begin or continue the operation of the charter schools.
- Facilitating financing by potential lenders.
- Facilitating the issuance of bonds by charter schools or other public entities for the benefit of charter schools.
- Credit Enhancement Program

In addition, if the charter school is unable to secure a start-up grant, Building Hope can secure a line of credit for the school to help with the startup costs. Building Hope provides loan guarantees to make facilities financing more affordable for public charter schools throughout the United States. Guarantees range in size from $950,000 to $1 million. They have a five-year term with a 1% commitment fee and a 1% annual guaranty fee.

Sincerely,

Richard Moreno
President-
Building Hope
Services

TURNER-AGASSI CHARTER SCHOOL FACILITIES FUND II, L.P.

3000 Olympic Blvd, Suite 2120
Santa Monica, CA 90404

TO: Doral Academies of Texas Board of Directors
FROM: Turner-Agassi Charter School Facilities Fund II, L.P.
DATE: January 7, 2020
RE: Facilities Support for Doral Academies of Texas

Dear Doral Academies of Texas Board of Directors,

Please accept this letter as an indication of our initial interest in working to help Doral Academies of Texas finance and build a charter school facility. We have met with the impressive Doral Academies of Texas team (Krista Piferrer and Doug Rodriguez) to discuss Doral Academies of Texas's facilities needs and vision for the school site as well as toured numerous potential sites. We selected a preferred site in Buda and entered into a purchase and sale agreement for the same in October 2019. A school at the preferred site will serve the children of the independent school districts referenced in the charter application.

Turner-Agassi's mission is to create facilities solutions for best in class charter school operators. Turner-Agassi will provide the capital and personnel required to find, finance, and build a facility for Doral Academies of Texas. Turner-Agassi's model is to build a facility for an operator, lease it to the operator pursuant to a long-term lease but also give them the option to purchase the facility once their enrollment has stabilized. To date, the Turner-Agassi team and its affiliates have built 96 schools for 49,000 students across the United States and has the capacity to build more.

We are hopeful that the opportunity exists for us to work with Doral Academies of Texas in the future.

Sincerely,

Bari Cooper Sherman, on behalf of
Turner-Agassi Charter School Facilities Fund II, L.P.

Business	Legal
AG	LF

Attachment 35: Audit Reports

Provide copies of the last three years of independent financial audit reports and management letters that were prepared for the sponsoring entity.

As disclosed on the Certificate of Filing issued by the Texas Secretary of State and on the related Certificate of Formation of Doral Academy of Texas, Doral Academy of Texas was formed effective on August 15, 2018. As the corporation's first fiscal year was concluded on June 30, 2019, and being that the corporation has not realized any revenues, incurred any expenses, acquired any assets or assumed any liabilities, included as Attachment 35 is the Unaudited Record of Financial Position, Unaudited Record of Activities and Unaudited Record of Cash Flows.

Doral Academy of Texas
Unaudited Record of Financial Position
As of June 30, 2019

Assets

Current Assets:		
Cash and cash equivalents	$	-
Contributions receivable	$	-
Total Current Assets	$	-
Other Assets	$	-
Total Assets	$	-

Liabilities and Net Assets

Current Liabilities:		
Accounts Payable	$	-
Deferred Revenue	$	-
Total Current Liabilities	$	-
Notes Payable	$	-
Total Liabilities	$	-
Net Assets:		
Unrestricted net assets	$	-
Temporarily restricted net assets	$	-
Total Net Assets	$	-
Total Liabilities and Net Assets	$	-

Doral Academy of Texas
Unaudited Record of Activities
For the Period Ended June 30, 2019

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total Net Assets
Revenues			
Local Support:			
Contributions	$ -	$ -	$ -
Fundraising activities	$ -	$ -	$ -
Interest and other income	$ -	$ -	$ -
Total Local Support	$ -	$ -	$ -
Net assets released from restrictions	$ -	$ -	$ -
Total Revenues	$ -	$ -	$ -
Expenses			
Program services:	$ -		$ -
Support services:			
Administrative support services	$ -		$ -
Fund raising	$ -		$ -
Total Expenses	$ -		$ -
Change in Net Assets	$ -	$ -	$ -
Net Assets, Beginning	$ -	$ -	$ -
Net Assets, Ending	$ -	$ -	$ -

Doral Academy of Texas
Unaudited Record of Cash Flows
For the Period Ended June 30, 2019

Cash flows from operating activities:		
Grant payments	$	-
Contributions and fund-raising activities	$	-
Miscellaneous sources	$	-
Payments to vendors for goods and services rendered	$	-
Payments to personnel for services rendered	$	-
Net cash provided by operating activities	$	-
Change in Cash	$	-
Cash, Beginning	$	-
Cash, Ending	$	-

Attachment 36: Internal Financial Statements

Provide the sponsoring entity's most recent internal financial statements, including balance sheets and income statements.

As disclosed on the Certificate of Filing issued by the Texas Secretary of State and on the related Certificate of Formation of Doral Academy of Texas, Doral Academy of Texas was formed effective on August 15, 2018. As the corporation's first fiscal year was concluded on June 30, 2019, and being that the corporation has not received or disbursed any cash, included as Attachment 36 are the pro forma Budget Status Report and Cash Flow Projection.

Doral Academy of Texas
Budget Status Report
For the Period Ended December 31, 2020

		Budget, As Amended	Realized Revenues or Actual Expenses	Variance
Revenues				
5700	Local and Intermediate Sources	$ -	$ -	$ -
5800	State Programs	$ -	$ -	$ -
5900	Federal Programs	$ -	$ -	$ -
	Total Revenues	$ -	$ -	$ -
Expenses				
11	Instruction	$ -	$ -	$ -
12	Instructional Resources and Media Services	$ -	$ -	$ -
13	Curriculum Development and Instructional-Staff Development	$ -	$ -	$ -
21	Instructional Leadership	$ -	$ -	$ -
23	School Leadership	$ -	$ -	$ -
31	Guidance, Counseling, and Evaluation Services	$ -	$ -	$ -
32	Social Work Services	$ -	$ -	$ -
33	Health Services	$ -	$ -	$ -
34	Student Transportation	$ -	$ -	$ -
35	Food Services	$ -	$ -	$ -
36	Extracurricular Activities	$ -	$ -	$ -
41	General Administration	$ -	$ -	$ -
51	Facilities Maintenance and Operations	$ -	$ -	$ -
52	Security and Monitoring Services	$ -	$ -	$ -
53	Data Processing Services	$ -	$ -	$ -
61	Community Services	$ -	$ -	$ -
71	Debt Service	$ -	$ -	$ -
81	Fund Raising	$ -	$ -	$ -
	Total Expenses	$ -	$ -	$ -
	Change in Net Assets	$ -	$ -	$ -
	Net Assets, Beginning	$ -	$ -	$ -
	Net Assets, Ending	$ -	$ -	$ -

Doral Academy of Texas
Cash Flow Projection
For the Period Ended December 31, 2020

		07/31/2019	08/31/2019	09/30/2019	10/31/2019	11/30/2019	12/31/2019	01/31/2020	02/29/2020	03/31/2020	04/30/2020	05/31/2020	06/30/2020
Cash Inflows:													
5700	Local and Intermediate Sources	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5800	State Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5900	Federal Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Total Cash Inflows	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Cash Outflows:													
6110	Teachers and Other Professional Personnel	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6120	Support Personnel	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6130	Employee Allowances	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6140	Employee Benefits	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6210	Professional Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6220	Tuition and Transfer Payments	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6230	Education Service Center Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6240	Contracted Maintenance and Repair Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6250	Utilities	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6260	Rentals—Operating Leases	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6290	Miscellaneous Contracted Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6310	Supplies and Materials for Maintenance and Operations	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6320	Instructional Materials	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6330	Testing Materials	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6340	Food Service and Other Resale Items	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6390	Supplies and Materials—General	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6410	Travel, Subsistence, and Stipends	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6420	Insurance and Bonding Costs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6490	Miscellaneous Operating Costs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6520	Interest Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6590	Other Debt Service Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Total Cash Outflows	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Net Cash Flow	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Cash and Cash Equivalents, Beginning	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Cash and Cash Equivalents, Ending	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Attachment 37: IRS Form 990, Form 990-N, or Form 990-EZ

Provide the sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.

TAX RETURN FILING INSTRUCTIONS

FORM 990-N

FILE COPY

FOR THE YEAR ENDING

JUNE 30, 2019

Prepared for	DORAL ACADEMY OF TEXAS 6340 SUNSET DRIVE MIAMI, FL 33143
Prepared by	HLB GRAVIER, LLP 396 ALHAMBRA CIRCLE, SUITE 900 CORAL GABLES, FL 33134-5095 ELECTRONIC COPY
Amount due or refund	NOT APPLICABLE
Make check payable to	NOT APPLICABLE
Mail tax return and check (if applicable) to	NOT APPLICABLE
Return must be mailed on or before	NOT APPLICABLE
Special Instructions	FORM 990-N (E-POSTCARD) HAS BEEN FILED ELECTRONICALLY. THERE IS NO PAPER EQUIVALENT FOR THIS FORM, HOWEVER, A SUMMARY WORKSHEET IS PROVIDED FOR REVIEW PURPOSES. A COPY OF THE FORM 990-N SUMMARY WORKSHEET RETURN IS ENCLOSED FOR YOUR FILES. WE SUGGEST THAT YOU RETAIN THIS COPY INDEFINITELY.

800941
04-01-18

HLB GRAVIER, LLP
396 ALHAMBRA CIRCLE, SUITE 900
CORAL GABLES, FL 33134

JANUARY 14, 2020

DORAL ACADEMY OF TEXAS
6340 SUNSET DRIVE
MIAMI, FL 33143

DORAL ACADEMY OF TEXAS:

ENCLOSED ARE THE ORIGINAL AND ONE COPY OF THE 2018 EXEMPT ORGANIZATION RETURN, AS FOLLOWS...

FORM 990-N (E-POSTCARD) SUMMARY

EACH ORIGINAL SHOULD BE DATED, SIGNED AND FILED IN ACCORDANCE WITH THE FILING INSTRUCTIONS. THE COPY SHOULD BE RETAINED FOR YOUR FILES.

VERY TRULY YOURS,

HLB GRAVIER, LLP

Form 990-N (e-Postcard) Summary

(THIS IS NOT A FILEABLE FORM - FOR REVIEW PURPOSES ONLY**)**

Tax period beginning 07/01/2018 and ending 06/30/2019

Organization's legal name

DORAL ACADEMY OF TEXAS

Employer ID number

83-1616657

Other names used by organization (DBA)

Number and street (or P.O. box, if applicable)

6340 SUNSET DRIVE

Room/Suite

Telephone number

3056692906

City or town, state or country and ZIP + 4

MIAMI, FL 33143

Web address, if applicable WWW.ACADEMICA.ORG

Check if organization is not a 509(a)(3) supporting organization and its gross receipts meets limits for the tax year ..... [X]

Check if organization is terminating (going out of business) ..... [ ]

Information regarding principal officer:

Name

KRISTA PIFERRER

Street address

6340 SUNSET DRIVE

City, state or country and ZIP + 4

MIAMI, FL 33143

823231
04-01-18

Attachment 38: Plan for Insurance Coverage

Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

As discussed at the Financial Planning narrative (Liability Insurance) of this application, Doral Academy of Texas ("DAT") will procure the following types of liability insurance as described in narrative.

Type of Liability Insurance	Brief Description of Coverage	Coverage Amounts
Commercial general liability	Insurance coverage for claims relating to: ▪ Bodily injury ▪ Property damage ▪ Personal and advertising injury	$1,000,000 per occurrence $3,000,000 in the aggregate
Directors and officers liability	Insurance coverage for claims against members of the board of directors and charter school officers.	$1,000,000 per occurrence
Commercial property	Insurance coverage for claims relating to damage caused to school facilities and property attributable to fire, theft or other such loss.	Full replacement cost
Commercial automobile	Insurance coverage for claims relating to an automotive accident involving a school employee and/or vehicle.	$2,000,000 per occurrence $5,000,000 in the aggregate
Worker's compensation	Insurance coverage for claims by employees relating of work-related injuries or illnesses.	$1,000,000 per occurrence
Professional liability	Insurance coverage for claims relating to alleged negligence in the provision of instructional services.	$1,000,000 per occurrence

Attachment 39: Evidence of Superior Performance and Support

Provide the following:

- Applicable data, summaries, dashboards, reports etc. that clearly validate all claims made in the completed narrative responses- Proven Superior Performance; and
- Letter(s) of good standing or support from current charter authorizers.

Doral Schools in Florida

2017-2018 School Grade Components

Location	Name	ELA Proficiency	ELA LG	ELA LG 25%	Math Proficiency	Math LG	Math LG 25%	Science Proficiency	Social Studies Proficiency	Middle School Acceleration	Graduation Rate 2016-17	College and Career Acceleration 2016-17	Total Points Earned	Total Components	Percent of Total Possible Points	Grade 2018	Grade 2017	Title 1	MR	FRL	State Wide Ranking
13	DADE	60	58	49	61	57	48	59	72	76	81	67	688	11	63	A	B				78%
3030	DORAL ACADEMY	88	69	67	90	67	64	77					522	7	75	A	A	NO	94.5	48.7	93%
6083	JUST ARTS AND MANAGEMENT CHARTER MIDDLE SCHOOL	93	87	84	87	77	73	89	98	77			765	9	85	A	A	NO	97.2	55.1	99%
3029	DORAL ACADEMY OF TECHNOLOGY	99	79	80	100	84	82	98	100	93			815	9	91	A	A	NO	94	46.9	100%
6030	DORAL ACADEMY CHARTER MIDDLE SCHOOL	90	73	75	92	77	80	83	98	40			708	9	79	A	A	NO	96	56.9	96%
7009	DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY	95	75	75	95	80	90	84	95		99	84	872	10	87	A	A	NO	94.2	54.5	99%
7020	DORAL ACADEMY CHARTER HIGH SCHOOL	87	71	71	87	76	70	82	91		98	73	806	10	81	A	A	NO	93.4	62.6	98%

Doral Schools in Florida

2018-2019 School Grade Components

Location	Name	ELA Proficiency	ELA LG	ELA LG 25%	Math Proficiency	Math LG	Math LG 25%	Science Proficiency	Social Studies Proficiency	Middle School Acceleration	Graduation Rate 2016-17	College and Career Acceleration 2016-17	Total Points Earned	Total Components	Percent of Total Possible Points	Grade 2019	Grade 2018	Title 1	MR	FRL	State Wide Ranking
13	DADE	61	58	47	62	58	47	58	74	78	85	70	698	11	63	A	A				73%
3030	DORAL ACADEMY	90	74	77	91	79	80	92					583	7	83	A	A	NO	95	42.6	98%
6083	JUST ARTS AND MANAGEMENT CHARTER MIDDLE SCHOOL	87	74	56	90	74	69	73	93	76			692	9	77	A	A	NO	97.8	49.1	94%
3029	DORAL ACADEMY OF TECHNOLOGY	98	80	83	99	88	90	99	100	92			829	9	92	A	A	NO	92.7	39.8	100%
6030	DORAL ACADEMY CHARTER MIDDLE SCHOOL	89	72	74	94	76	81	86	96	56			724	9	80	A	A	NO	96.7	48.8	97%
7009	DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY	92	67	69	90	80	83	92	96		100	78	847	10	85	A	A	NO	92.8	45.4	98%
7020	DORAL ACADEMY CHARTER HIGH SCHOOL	85	63	61	85	75	62	87	91		99	70	778	10	78	A	A	NO	93.8	51.9	95%

Doral Florida Assessment Results : http://www.fldoe.org/accountability/accountability-reporting/school-grades/

ELA ~ Doral Academy Schools Proficiency compared to the State of Florida and the Miami-Dade District ~ Proficiency by Subgroup 2018 and 2019

Entity	ELL		FRL		SWD		White		Hispanic		Black		Multiracial		Asian		American Indian		Pacific Islander	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
State	17%	17%	45%	45%	21%	22%	66%	67%	51%	52%	37%	38%	60%	61%	78%	79%	52%	51%	59%	59%
Dade	19%	19%	51%	52%	25%	26%	76%	77%	59%	61%	40%	40%	63%	65%	79%	80%	69%	75%	68%	67%
DORAL ACADEMY-3030	53%	33%	86%	87%	48%	56%	87%	94%	87%	89%					100%	100%				
JUST ARTS AND MANAGEMENT CHARTER MIDDLE-6083			93%	86%	64%	56%			92%	88%										
DORAL ACADEMY OF TECHNOLOGY-3029			98%	99%			100%	96%	99%	98%					93%	100%				
DORAL ACADEMY CHARTER MIDDLE SCHOOL-6030	56%	44%	88%	88%	52%	61%	92%	94%	89%	88%	100%	90%				87%				
DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY-7009			95%	99%			100%	91%	95%	93%										
DORAL ACADEMY CHARTER HIGH SCHOOL-7020	26%	30%	85%	80%	60%	53%	89%	90%	86%	83%		46%			92%	100%				

Mathematics ~ Doral Academy Schools Proficiency compared to the State of Florida and the Miami-Dade District ~ Proficiency by Subgroup 2018 and 2019

Entity	ELL		FRL		SWD		White		Hispanic		Black		Multiracial		Asian		American Indian		Pacific Islander	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
State	32%	33%	49%	48%	28%	30%	69%	61%	54%	55%	40%	41%	60%	61%	84%	85%	55%	56%	61%	62%
Dade	38%	38%	55%	55%	30%	32%	78%	78%	62%	64%	43%	44%	57%	62%	85%	85%	71%	79%	68%	71%
DORAL ACADEMY-3030	63%	54%	87%	88%	52%	50%	86%	90%	90%	90%					100%	100%				
JUST ARTS AND MANAGEMENT CHARTER MIDDLE-6083			81%	87%		71%			81%	86%										
DORAL ACADEMY OF TECHNOLOGY-3029			100%	100%					100%	99%										
DORAL ACADEMY CHARTER MIDDLE SCHOOL-6030	75%	90%	91%	92%	62%	83%	95%	94%	90%	92%	90%					100%				
DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY-7009																				
DORAL ACADEMY CHARTER HIGH SCHOOL-7020																				

Algebra I ~ Doral Academy Schools Proficiency compared to the State of Florida and the Miami-Dade District ~ Proficiency by Subgroup 2018 and 2019

Entity	ELL		FRL		SWD		White		Hispanic		Black		Multiracial		Asian		American Indian		Pacific Islander	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
State	28%	28%	52%	51%	28%	27%	72%	71%	56%	56%	44%	43%	67%	63%	86%	85%	58%	54%	64%	62%
Dade	31%	32%	54%	57%	28%	30%	76%	79%	60%	63%	42%	46%	74%	64%	87%	87%	61%	60%	62%	
DORAL ACADEMY-3030																				
JUST ARTS AND MANAGEMENT CHARTER MIDDLE-6083	100%	100%	100%	100%					100%	100%										
DORAL ACADEMY OF TECHNOLOGY-3029			100%	100%					100%	100%										
DORAL ACADEMY CHARTER MIDDLE SCHOOL-6030			100%	100%				100%	100%	100%										
DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY-7009			91%	100%					93%	89%										
DORAL ACADEMY CHARTER HIGH SCHOOL-7020	52%	72%	82%	87%	71%	64%	81%	100%	82%	85%										

Geometry ~ Doral Academy Schools Proficiency compared to the State of Florida and the Miami-Dade District ~ Proficiency by Subgroup 2018 and 2019

Entity	ELL		FRL		SWD		White		Hispanic		Black		Multiracial		Asian		American Indian		Pacific Islander	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
State	25%	25%	46%	46%	23%	24%	69%	69%	52%	53%	34%	36%	63%	62%	83%	83%	56%	53%	58%	61%
Dade	28%	26%	49%	49%	24%	23%	75%	74%	56%	56%	33%	35%	74%	71%	87%	83%	67%	57%		
DORAL ACADEMY-3030																				
JUST ARTS AND MANAGEMENT CHARTER MIDDLE-6083										100%										
DORAL ACADEMY OF TECHNOLOGY-3029			100%	100%					100%	100%										
DORAL ACADEMY CHARTER MIDDLE SCHOOL-6030			100%	100%					100%	100%										
DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY-7009			98%	89%					97%	90%										
DORAL ACADEMY CHARTER HIGH SCHOOL-7020	64%	57%	87%	79%			85%	73%	88%	83%										

FLORIDA DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

KATHLEEN SHANAHAN, Chair
ROBERTO MARTÍNEZ, *Vice Chair*

Members
GARY CHARTRAND
DR. AKSHAY DESAI
BARBARA S. FEINGOLD
JOHN R. PADGET

Gerard Robinson
Commissioner of Education

Just Read, Florida!

August 26, 2011

Ms. Angela Ramos, Board Chair
c/o Michael Diaz de la Portilla
Doral Academy Inc.
6340 Sunset Drive
Miami, Florida 33413

Dear Ms. Ramos:

This letter serves as notification that the Department of Education has verified that Doral Academy Inc. currently meets the criteria for high-performing charter school system status pursuant to s. 1002.332, F.S.

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

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

Sincerely,

Gerard Robinson

Cc: Mr. Alberto Carvalho, Superintendent
Ms. Tiffanie Pauline, Executive Director of Charter Schools

AdvancED

7665 South Research Drive
Tempe, AZ 85284

advanc-ed.org
888.41 EDNOW (888.413.3669)
480.773.6900
480.773.6846 fax

July 22, 2015

Doral Academy, Inc.
11100 NW 27th St
Doral, Florida 33172-5001

Dear Administrator:

Congratulations! Doral Academy, Inc. has been awarded accreditation by the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), the regional accrediting agencies that span the AdvancED global network. This action was taken by the Accreditation Commission at its meeting on June 25, 2015.

A certificate that indicates the term of your accreditation is enclosed. Throughout this term of accreditation, Doral Academy, Inc. must continue to engage in the responsibilities required of all institutions to maintain accredited status as outlined in the *AdvancED Accreditation Policies and Procedures* available on our website at www.advanc-ed.org/services/policies-and-procedures. Your accreditation signifies your commitment in pursuit of educational excellence. You can take pride in your achievement and so can your community. The regional agencies (NCA CASI, NWAC, and SACS CASI) provide your institution with a highly regarded and rigorous accreditation that is recognized throughout the world.

As part of your External Review report, you received an Index of Education Quality™ (IEQ™) score. The IEQ provides a holistic measure of your institution's overall performance on indicators and evaluative criteria used in the accreditation protocol. As a formative tool for improvement, it pinpoints areas of success as well as areas in need of support and/or focus. Using the IEQ, you have the opportunity to focus your attention, activities and actions resulting in positive impact and measurable improvement designed to optimize learning for every student. As your institution documents these changes and submits them for review, your IEQ scores are updated to reflect this progress and guide the next steps on your improvement journey. To learn more about the IEQ, please visit www.advanc-ed.org/services/overview-index-education-quality.

As an accredited institution, you are part of the AdvancED global network of over 32,000 schools and systems in more than 70 countries that are committed to continuous improvement through accreditation. Our state, national, and international offices offer a wide range of products and services dedicated to institutional improvement and accreditation: state-of-the-art technology solutions including student observations, surveys, and diagnostic applications; targeted improvement services; workshops and conferences. Please check the Improvement Services and Professional Learning sections at www.advanc-ed.org for a full list of services and upcoming events.

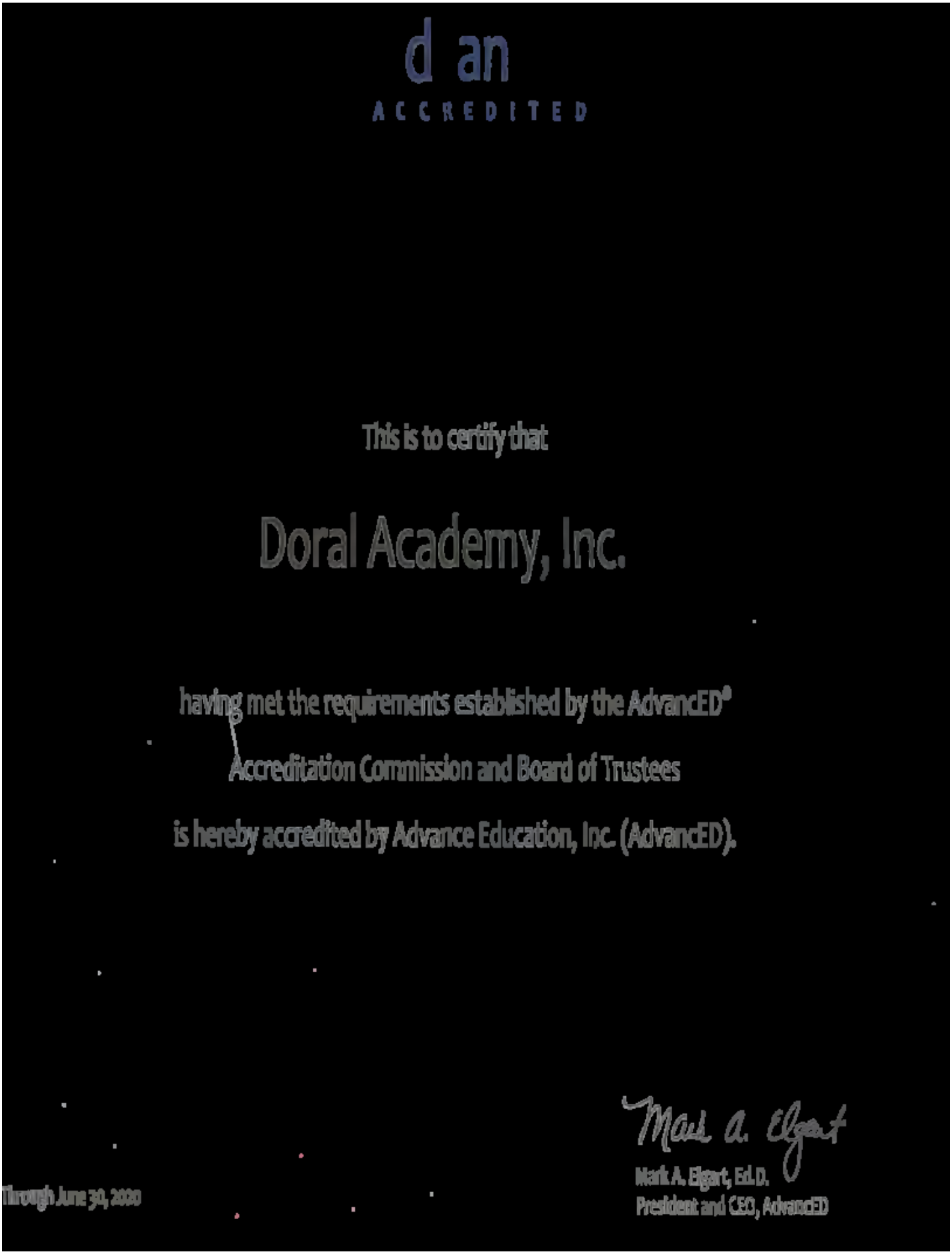
Finally, promoting your accreditation is one of the easiest things that you can do to raise awareness of the importance of continuous improvement of education in your community. To help you celebrate your accreditation, we are providing you with a press release that you may share with your local media. You can access the press release by visiting www.advanc-ed.org/communicationskit. In the kit, you also will find brochures, accreditation seals, and other promotional items to display your pride in your institution's accreditation.

If you have questions regarding the enclosed certificate, e-mail us at accreditation-certificates@advanc-ed.org. Our AdvancED Accreditation Office is available to answer any questions you may have as well and can be reached at 888.41 EDNOW (1.888.413.3669). We look forward to serving you now and in the future.

Sincerely,

Mark A. Elgart

Mark A. Elgart, Ed.D.
President/CEO AdvancED


d an
ACCREDITED
This is to certify that
Doral Academy, Inc.
having met the requirements established by the AdvancED®
Accreditation Commission and Board of Trustees
is hereby accredited by Advance Education, Inc. (AdvancED).
Through June 30, 2020
Mark A. Elgart, Ed.D.
President and CEO, AdvancED

Overall Proficiency and Growth

School Name	ELA Prof.	Math Prof.	Science Prof.	ELA MGP (Median Growth %)	Math MGP (Median Growth %)	ELA AGP (% of students	Math AGP (% of studen	ELA Opp Gap (% of r	Math Opp Gap (% of r
Doral Cactus ES	71.2	73.2	55.7	63.5	67	75.2	68.7	55.5	44
Doral Cactus MS	80	59.3	74.5	67	64	79.4	57.3	50.3	20.5
Doral Fire Mesa ES	68	55	34.6	57	63	61.2	56.1	41.7	39.7
Doral Fire Mesa MS	61.6	38.6	43.2	50	57	62.8	40.5	35	32.7
Doral Red Rock ES	77.2	75.5	59.7	69	71	76.4	70.5	56.8	49.3
Doral Red Rock MS	64.4	45	46.2	40	49	61.2	42	24.3	13
Doral Red Rock HS									
Doral Saddle ES	68.7	63.5	56.2	45	54	62.5	54	33.2	32.2
Doral Saddle MS	65.4	39.8	57	59	50	65	38.2	36.6	17
Doral Pebble ES	75	58	48.6	58	48	71.2	46.5	55.1	30.3
Doral Pebble MS	62.7	46	39.5	59	59	67.7	48.2	40	26.5
DANN ES	70.2	67	53.2	69	76	77.7	75.5	58.8	58.1
DANN MS	67.5	61.5	N/A	50	46	64.7	50.5	44	23.6
2019 State Elementary	50.3	43.8	30.5	46.2	46	55.7	42.1	32.1	22
2019 State Middle School	48.9	33.2	24	48.1	44	58.3	40.3	29.6	14.4
2019 CCSD ES	49.1	41.8	22.5	50	49	52.3	38.1	34.6	20.3
2019 CCSD MS	46.5	30.6	34.8	49	49	48.2	31.5	20.1	12.1

Free and Reduced Lunch

School Name	ELA Prof.	Math Prof.	Science Prof.	ELA MGP	Math MGP	ELA AGP	Math AGP	ELA Opp Gap	Math Opp Gap
Doral Cactus ES	50	55.5	N. Size less then 25	79.5	70.5	80	60	N. Size less then 25	N. Size less then 25
Doral Cactus MS	63.6	48.3	N. Size less then 25	72	67.5	75	56.2	56.2	31.5
Doral Fire Mesa ES	59.2	45.6	25	56	69	55.2	53.7	40	44.1
Doral Fire Mesa MS	51	29.6	33.2	44	61	57.3	29.8	38.3	17.1
Doral Red Rock ES	75.4	68.7	48	71	76	76.7	69.7	62.5	38.7
Doral Red Rock MS	56.2	35	45.3	44	55	56.8	37.8	27.5	12.5
Doral Red Rock HS									
Doral Saddle ES	53.2	45.1	43.3	38	50	48.7	33.2	26.6	17.6
Doral Saddle MS	54.5	22.6	50	50	47	52.3	25.6	31.6	13.8
Doral Pebble ES	63.7	45	44	63	47	62.7	42.2	52.1	29
Doral Pebble MS	62	39.2	45.3	58.5	56	64.4	40.7	41.6	28.3
DANN ES	22.5	37.5	N. Size less then 25	N. Size less then 2!	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
DANN MS	N. Size less then	N. Size less then 25	N/A	N. Size less then 2!	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
2019 State Elementary	45.3	39.7	23.8	47	53	47.7	38.2	32.2	23
2019 State Middle	46.3	29	33.7	57	59	50.3	33.3	29.1	19.5
2019 CCSD ES	42.8	35.6	16.8	49	48	48	33.1	33.2	19.1
2019 CCSD MS	37.2	21.6	25.6	48	47	39.8	23.1	18.1	10.4

Doral Nevada Assessment Data - http://charterschools.nv.gov/ForSchools/Accountability/

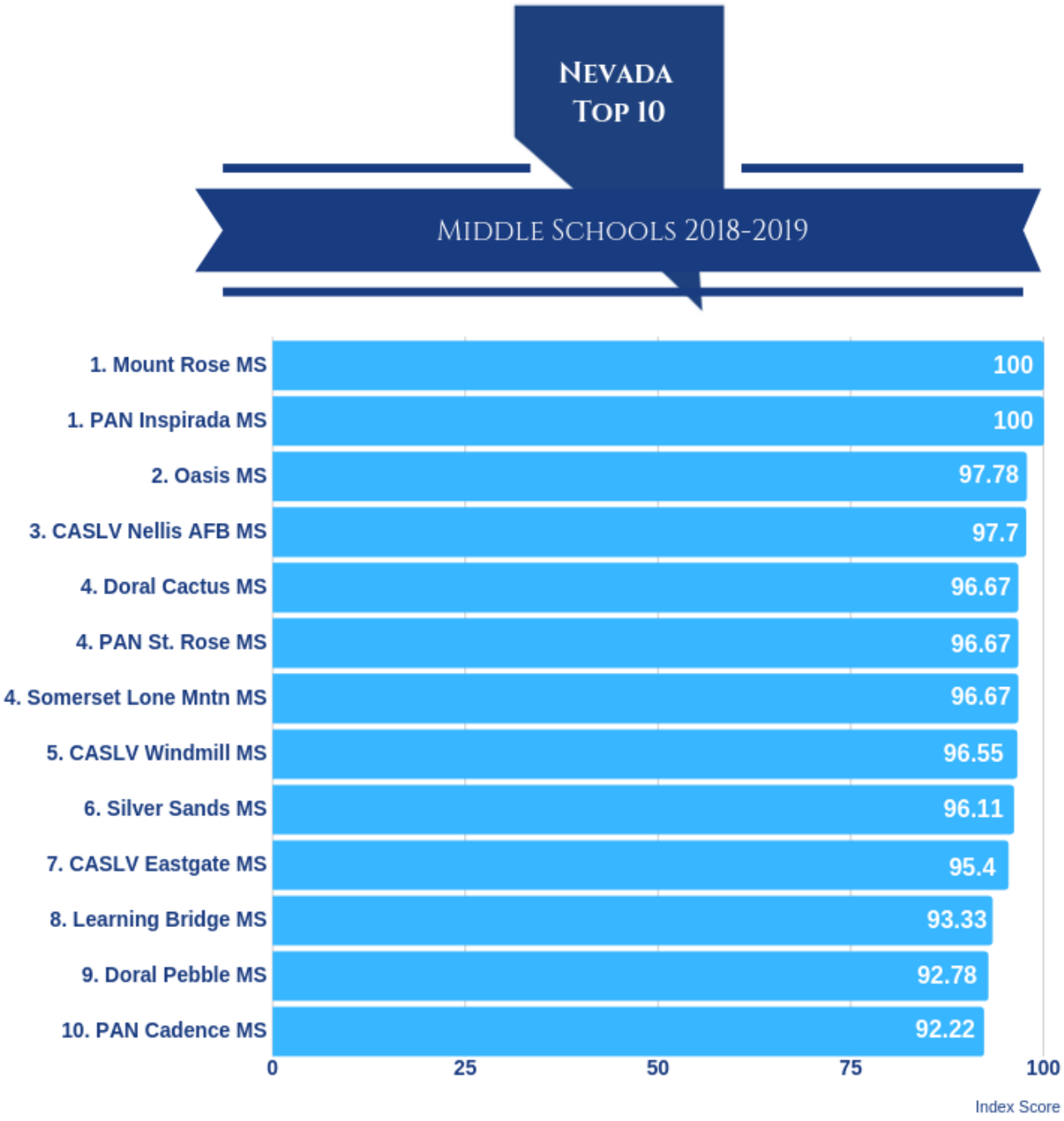
Students with Disabilities

School Name	ELA Prof.	Math Prof.	Science Prof.	ELA MGP	Math MGP	ELA AGP	Math AGP	ELA Opp Gap	Math Opp Gap
Doral Cactus ES	21.2	36.2	33.2	53	61	42.1	42.1	23	16.6
Doral Cactus MS	34.2	18.6	36.2	71.5	76.5	46.7	28.1	40	15.3
Doral Fire Mesa ES	26.3	23.5	0	45	71.5	32	33.2	22.6	27.1
Doral Fire Mesa MS	22.5	9.5	0	54.5	50.5	35.7	17.8	18.1	12.5
Doral Red Rock ES	40.3	52.2	10	53	67.5	40.8	45.3	23.5	20
Doral Red Rock MS	14.1	14.5	7	39	57	18.1	14.8	8.5	6.5
Doral Red Rock HS									
Doral Saddle ES	32	28	18.1	38	56	38	38	13.3	26.6
Doral Saddle MS	8.5	5.7	16.6	63	55	17.1	8.5	9.3	3.2
Doral Pebble ES	23.5	17.6	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
Doral Pebble MS	13	8.5	N. Size less then 25	70	65	19	19	15	19
DANN ES	37	44.3	N. Size less then 25	72	84.5	70	70	N. Size less then 25	N. Size less then 25
DANN MS	40	30	N/A	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
2019 State Elementary	26.6	27.3	12.5	42	51	34.5	28.3	22.3	16.3
2019 State Middle	19.8	12	13	55	55	25.3	16.8	16.8	9.6
2019 CCSD ES	15.1	14.5	15.22	41	41	23.3	14.5	17	8.1
2019 CCSD MS	8	5	5.7	45	44	12.9	6.7	8	4

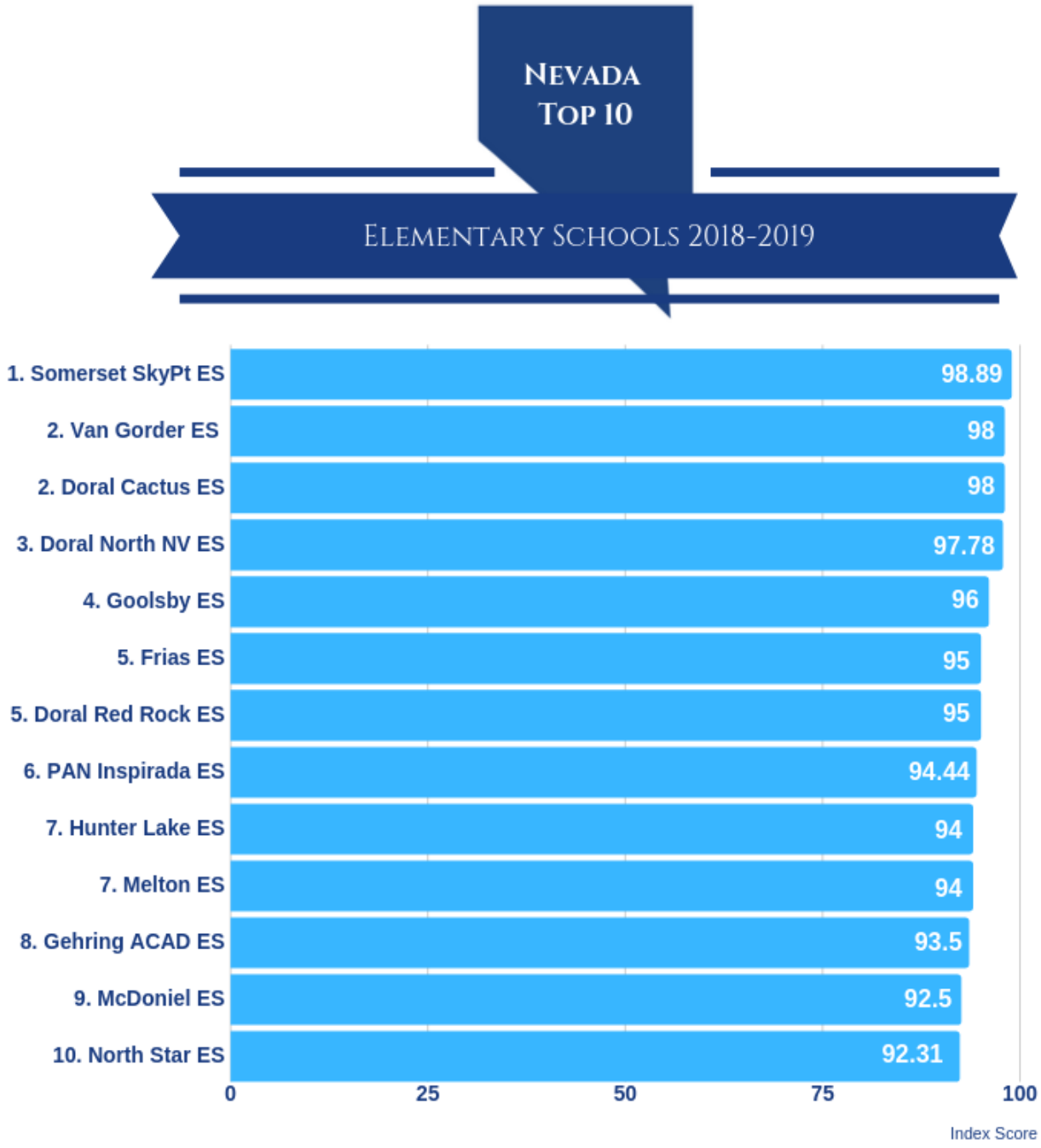
English Language Learners

School Name	ELA Prof.	Math Prof.	Science Prof.	ELA MGP	Math MGP	ELA AGP	Math AGP	ELA Opp Gap	Math Opp Gap
Doral Cactus ES	36.2	54.5	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
Doral Cactus MS	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
Doral Fire Mesa ES	61.5	53.7	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
Doral Fire Mesa MS	41.6	25	N. Size less then 25	60.5	57	50	20	N. Size less then 25	N. Size less then 25
Doral Red Rock ES	66.5	91.5	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
Doral Red Rock MS	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
Doral Red Rock HS									
Doral Saddle ES	30	10	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
Doral Saddle MS	70	20	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
Doral Pebble ES	50	40	N. Size less then 25	37	41	38.3	38.3	N. Size less then 25	N. Size less then 25
Doral Pebble MS	12.5	18.6	N. Size less then 25	57.5	72	21.3	21.3	15.3	21.3
DANN ES	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
DANN MS	N. Size less then 25	N. Size less then 25	N/A	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25	N. Size less then 25
2019 State Elementary	29.3	32.3	7.2	49	56	37.6	34.7	31.6	24.1
2019 State Middle	22	12.5	12.6	62	61	28.1	17.3	22.1	12.5
2019 CCSD ES	22.8	22.1	2.6	48	47	33.3	21.3	29.6	15.6
2019 CCSD MS	16.2	4	4.2	46	45	10.3	6	8.6	4.7

Doral Nevada Assessment Data - http://charterschools.nv.gov/ForSchools/Accountability/



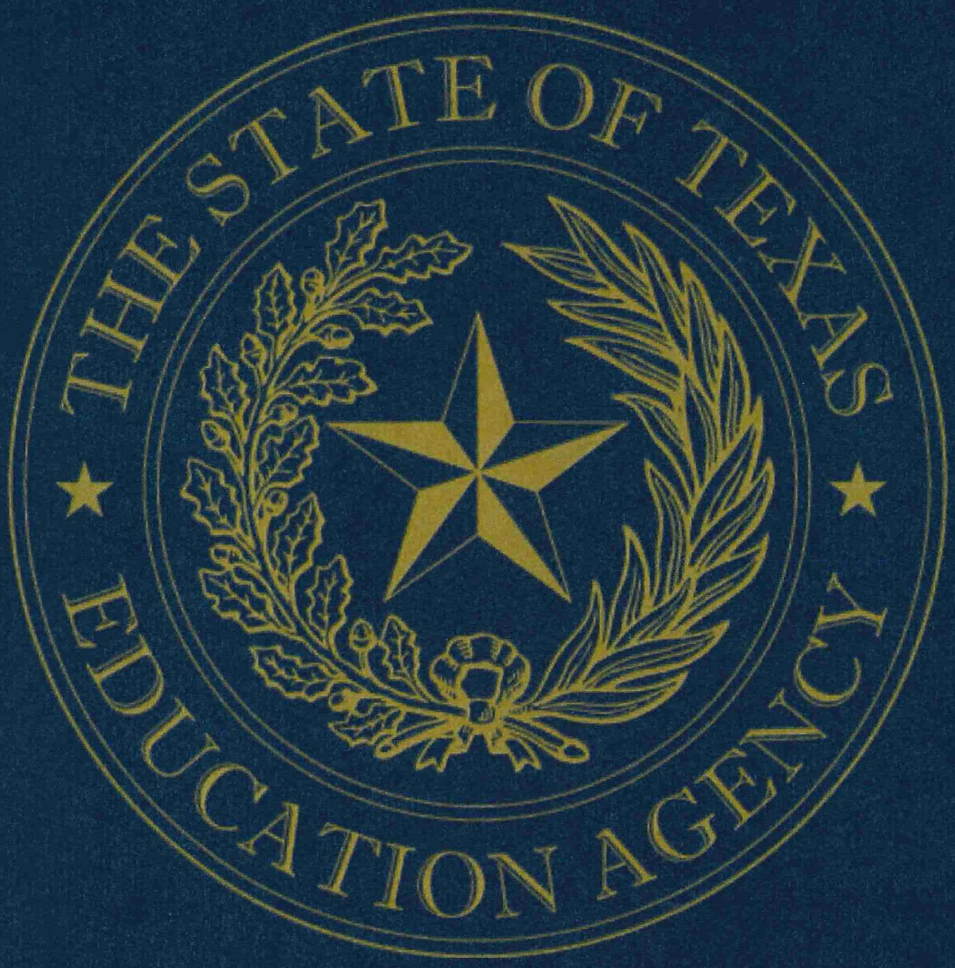
Doral Nevada Assessment Data - http://charterschools.nv.gov/ForSchools/Accountability/



Doral Nevada Assessment Data - http://charterschools.nv.gov/ForSchools/Accountability/

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



SPECIAL ASSURANCES

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Five
Special Assurances Document

Sponsoring Entity: Doral Academy of Texas, Inc.

Proposed Charter School Name: DORAL ACADEMY OF TEXAS

The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.

I. Open Meetings Requirements

fcp The proposed charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

fcp Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

II. Public Information Requirements

fcp The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

III. Criminal History Check Requirements

fcp The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.001(5) Code of Criminal Procedure.

IV. Annual Training Requirements

fcp The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

V. Residential Facilities Monitoring (RFM) System

fcp The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

VI. Special RF Training

fcp The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Sponsoring Entity: Doral Academy of Texas, Inc.

Proposed Charter School Name: DORAL ACADEMY OF TEXAS

VII. Admission and Enrollment

cp The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.

cp The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

cp The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.

cp The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.

cp The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

VIII. Public Meeting(s)

cp The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment 6 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.

IX. Withdrawal and Expulsion

cp The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:

- a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the charter school discovers that the student has falsified enrollment information;
- proof of identification is not provided; or
- immunization records are not provided within 30 days of enrollment.

cp The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

Sponsoring Entity: Doral Academy of Texas, Inc.

Proposed Charter School Name: DORAL ACADEMY OF TEXAS

___ The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or **withdrawing** a student from the charter school. See 19 TAC §100.1211 (c).

___ The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).

X. Ready to Open Check-List

___ The proposed charter holder understands, upon any subsequent approval and award of charter, that a ready-to-open check list may be required to complete prior to final approval for the opening of any campus.

XI. Postponement of Opening

___ The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding Board no longer constitutes the governing Board at the time of the request.

XII. Federal and State Funding

___ The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *Every Student Succeeds Act* funds, as granted by the *Every Student Succeeds Act of 2015,* must comply with the *The Guns-Free Schools Act.* See 20 U.S. Code § 7151.

___ The proposed charter holder understands that any *Every Student Succeeds Act* funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

___ The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.

XIII. Required Disclosure

___ The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

Sponsoring Entity: Doral Academy of Texas, Inc.

Proposed Charter School Name: DORAL ACADEMY OF TEXAS

I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.

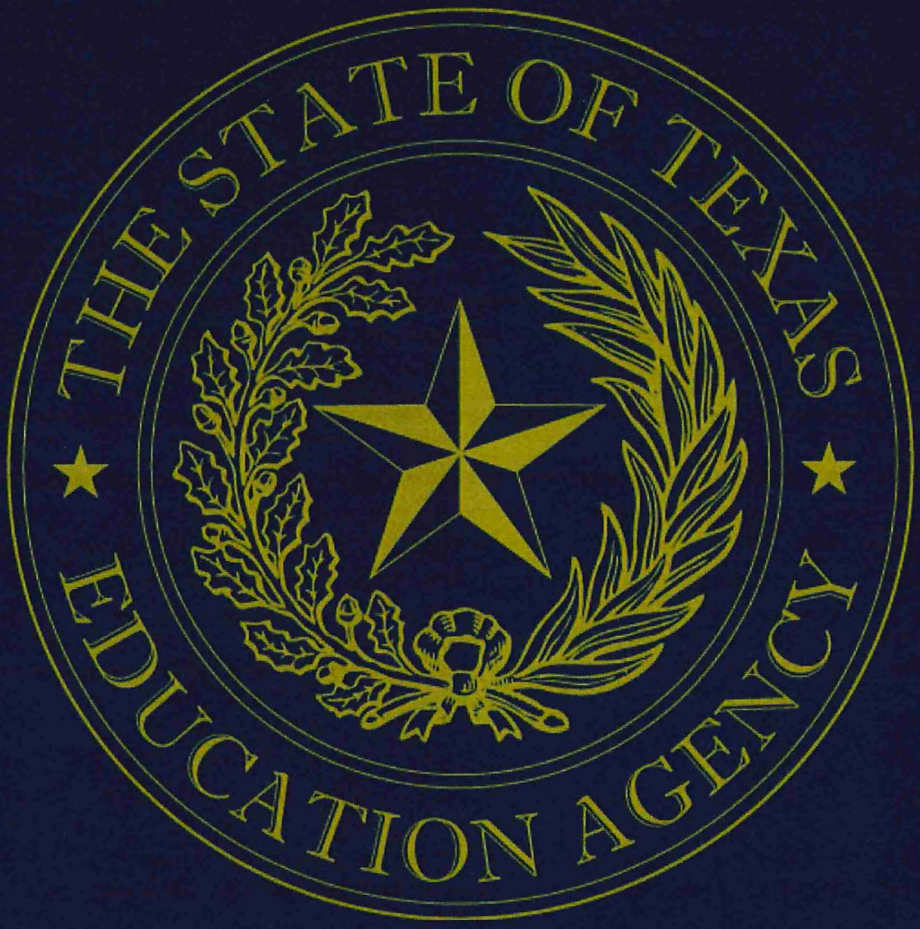
Krista Piferrer
Printed Name of Sponsoring Entity Board Chair

Signature of Sponsoring Entity Board Chair

Jan. 9, 2020
Date

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



CMO ADDENDUM

RFA: 701-19-113

SAS: 566-19

Applicants Involving Charter Management Organizations

This addendum is required for any Generation Twenty-Five Charter Applicant that involves a Charter Management Organization (CMO). A CMO is any third-party entity, whether nonprofit or for-profit, that provides comprehensive education management services to a school via contract with the school's governing board.

Answer each item below as applicable to the CMO and sponsoring entity's relationship. If an applicant believes that a particular question in this addendum is not applicable to the application, the applicant should so state and explain why the particular question does not apply.

Applicants must also complete the Addendum Attachments that have been provided at the end of this document.

OVERVIEW

1. CMO Vision and Mission. Provide the vision and mission of the management company.
2. Student Populations and Educational Need. Describe the portfolio in terms of the student populations and educational needs of the schools currently serviced by the CMO.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

1. The vision of Doral Academy Inc. is to provide a high quality K-12 seamless education that maximizes upon student potential and kindles a pursuit of lifelong learning. See https://www.doralacademyprep.org/apps/pages/?uREC_ID=63304&type=d
The mission of Doral Academy Inc. focuses on continually developing a high quality K-12 educational learning environment where a community of stakeholders are:

Dedicated to promoting an exceptional educational experience with an
Obligation to ensure that our students engage in
Rigorous learning opportunities that will help them strive for
Academic achievement and a desire to be
Lifelong learners and successful leaders in their professional careers.

See above website.

The CMO has developed a multi-tier system: management, instruction, assessment and professional development; that has achieved increased performance across all student populations, as evidenced by the historical student performance and achievement record of the schools it operates. Each school has implemented unique and innovative strategies aimed at improving student performance and achievement while serving a predominantly minority population.

Doral Academy Inc. is a high-performing high-quality K-12 educational learning community that continually meets and/or exceeds expectations across all student populations, as evidenced by the historical student performance and achievement data earned, respectively, by all CMO schools in all states that we operate. Please see the Out-of-State Operator Addendum for more detailed discussion of Doral's structure and successes.

2. Doral Academy Inc. serves approximately 6,000 students in Miami-Dade County, Florida and nearly 12,000 students across all of the schools in the network.. The schools range from grades Kindergarten through twelfth grade with a student population reflective of the surrounding community. Doral, Florida is a predominately Hispanic community. These students make up the majority of the student population with 91% falling into this category. Other populations enrolled include: White 6%, Black 2%, and Other 3%. Nearly half of the students served at the network's schools are from low socio-economic status. 45% of students across the networks are eligible for free or reduced lunch. The special needs population is at 4% with student needs varying from specific learning disabilities, autism, emotional/behavioral disabilities, and impairments such as visual, hearing, speech, and language, although we anticipate significantly higher special needs populations in Texas. Doral's English Learner population is at 9%. Students that participate in the the EL program receive English Language instruction and additional supports to aid them in being successful in school. Please see our more extensive discussion of our other campuses, student populations and successes in the Out-of-State Operator Addendum. Free and reduced lunch for all Florida Doral Schools was 51%, 9% ESE. Nevada Doral schools: 5,108 students, 21% Hispanic, 5.3 % African American, 52% White, 21% other, Free and reduced lunch for all Nevada schools is 25% 17% ESE. Colorado schools: 217 students, Hispanic 28%, African American 2%, White 62%, other 9%, Free and reduced lunch 33%, 16% ESE.

Doral Academy of Texas is well suited and supported by the CMO, Doral Academy, Inc.. to meet the needs of all students: Special Ed, disabled- Section 504, Bilingual/ESL, Economically Disadvantaged, minority and students from all backgrounds. This is the hallmark of our educational programming and mission and we are committed to continuing our profound success for all students to the State of Texas.

SELECTION PROCESS

1. Explain the decision to contract with a CMO rather than operate the school directly.
2. Explain how and why this CMO was selected, including when and how the applicant learned of the CMO, which other CMOs were considered, why the CMO was selected over other CMOs, and what due diligence was conducted.

If at some point, the charter holder plans to enter into an agreement with the management company, the contract for services must be approved by the commissioner of education at least 30 calendar days prior to any performance or payments under the contract. See 19 TAC, §100.1155.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

1. Ms. Piferrer, on behalf of the Board of Directors, began the process of vetting Doral as an organization and reviewing its academic and financial performance in Florida, Nevada and Colorado, where Doral currently has affiliated schools. As a former Floridian and staffer to former Governor Jeb Bush (known as "The Education Governor"), Ms. Piferrer was familiar with the Doral network of schools and its academic success in Miami. More than a decade ago, she moved to Texas to work for Governor Rick Perry and witnessed the explosive growth in her adopted hometown of Kyle. Ms. Piferrer was impressed that Doral had some of the highest performing schools in each of the markets in which they operate. Consequently, she worked to develop the Board of Directors, which came to the decision to work with the Doral network to bring two high performing Doral schools to Buda and Kyle where there is a need for STEM education programs to keep pace with the development of the "innovation corridor" area – stretching from Austin to San Antonio.

While Doral was looking to Texas broadly, Ms. Piferrer persuaded the focus to expand to the area between New Braunfels and South Austin. The Board saw the need for additional student opportunities and higher-quality and inclusive STEM education programs to keep pace with the development of the "innovation corridor" area – stretching from Austin to San Antonio. While the Board has selected the CMO and basic terms have been discussed as described in this application, no formal agreements have been negotiated or signed, as the Board feels it is prudent to first have a charter awarded, and that this is necessary in the Board's fulfillment of its fiduciary duties to the State and Students of Texas.

The Board of Directors of Doral Academy of Texas is confident that Doral Academy, Inc., as CMO, will provide academic and operational support to the school and ensure that the school has the latest information systems and administrative procedures in place to support an effective educational program. The school benefits from these existing proven academic and operational support services, freeing the principal from many administrative and compliance duties that would otherwise be shouldered internally if the school determined to manage all operations internally.

With a staff of trained professionals and experienced educators, the CMO ensures the school is professionally supported and operated in accordance with the requirements of sponsor contracts and the requirements of all State and Federal laws, as well as local municipal ordinances applicable to its operations or facilities. This structure ensures the administration and operations of the school will be efficient, proficient and will replicate and yield an effective high-performing educational program for students. The schools operated by the CMO exhibit high quality, college-preparatory educational programs that have, and continue to, achieve academic success since 1999 across all the CMO's network.

2. With Ms. Piferrer's support and encouragement, the Board of Directors vetted Doral. The Board reviewed its academic and financial performance in Florida, Nevada and Colorado. It became clear during that process that Doral had some of the highest performing schools in each of the markets in which they operate. A clear synergy was developed, and the Doral Texas Board came to the decision to work with the Doral network to bring to the Austin area a replication of two high performing Doral schools. Because of Doral's proven track record, no other CMOs were considered. The Board's due diligence to research Doral's background lead the Board to select Doral as its CMO provider.

The Board found that unlike many CMOs and management companies, Doral Academy, Inc., will truly allow the Texas Board of Directors to have governance autonomy and to respect their role as final decisionmakers. Finally, the Board determined that the $750.00 per student fee, which is all inclusive, and flexibilities in collecting the fee during initial year operations, is a tremendous value and much lower than the fees charged by most CMOs. This responsible approach by the CMO preserves the most dollars directly to the classroom and for the students benefit and shows a long-term view and investment in the students of Texas. For all of these reasons and more, the Board of Directors is pleased with its selection Doral and is proud to bring them to Texas.

MANAGEMENT HISTORY

1. Explain the CMO's success in serving student populations similar to the target population of the school/campuses proposed in this application. Describe the CMO's demonstrated academic track record as well as successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs). Summarize information from reference checks conducted regarding the CMO, identifying each reference.
2. List and explain any contractual obligations that the proposed CMO failed to meet in the past five years.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

1. Doral Academy Inc. is a high-quality K-12 educational learning community that continually meets and/or exceeds expectations across all student populations, as evidenced by the historical student performance and achievement data earned, respectively, by all CMO schools.

The performance data reveals that students of the CMO schools are outperforming students across their Sponsoring districts as well as in the state of Florida. The CMO has been able to successfully expand and replicate its school model without jeopardizing the quality of educational programming, while concomitantly yielding very positive learning outcomes. Moreover, since 2003, the Doral Academy high schools' cohort graduation rates have exceeded both the corresponding District and State graduation rates for all Doral schools who enrolled seniors, therein cultivating not only college bound but also college ready graduates.

The successful track record of the CMO was also acknowledged by the Florida Department of Education, where the FLDOE designated the CMO charter school system a high performing charter school network, having all six of the schools in Florida qualify and be designated as High Performing ("HP") Charter Schools. This accolade is based on the health of their school's finances and stellar student performance and achievement record. Moreover, Doral Academy Middle School, Doral Performing Arts, and Doral Academy of Technology have had the honor of being recognized as National Blue Ribbon schools.

Further indicative of the CMO schools' success, is Doral's pursuit and subsequent conferral of Corporate Accreditation by the AdvancED Accreditation Commission, a World-Renowned Accreditation Commission that confers Accreditation to Quality Education Institutions. The CMO achieved accreditation under the AdvancED System Accreditation Model, which means that the corporation and all of its schools, nationwide, are accredited and future schools under the CMO umbrella, will be accredited and thereby recognized across the nation as a quality education institution.
The CMO network now offers six high-quality charter schools in Florida. Each of these schools have achieved (and will in the future continue to achieve) success. The CMO schools have been recognized at the local, state, and national levels for their achievements. Their fiscal soundness, continuous compliance with legal, organizational, and financial requirements coupled with increasing academic performance, has resulted in additional approved charters and fifteen-year charter renewals for schools which have had initial contracts completed.

It is the commitment of the CMO to uphold high expectations for all, to create safe and caring learning environments, and to maintain a culture where parents, teachers, students, governing board members, and community stakeholders work as a cohesive team. It is this common commitment aligned with the vision to provide a high quality of education to develop lifelong learners that has yielded the academic success of the network. The driving force behind this success is the motivation and dedication of each stakeholder to not just maintain that vision, but to continuously strive to reach beyond it from year to year. The result has been a school system that is characterized by successful students, innovative educators, exceptional administrators, committed board members, and engaged parents.

In addition to the educational and operational support the CMO will provide, the CMO will also contract with Academica Southwest, an Education Service Provider. Academica Southwest will assist the CMO and school with "back office" business services such as accounting, payroll, human resources support, etc. Detailed information on the services to be provided by Academica Southwest are referenced in the Charter School Application Narrative section, Contracted Services. The Board has negotiated the CMO's all-inclusive fee to include all support services from Academica Southwest, which is a tremendous value to the school.

The academic success of the Doral portfolio of campuses in other states is summarized as follows. The Texas Board looks

forward to the replication of these tremendous academic outcomes in Texas for Texas kids.
a) Doral Academy, Doral, FL, was established in 1999 serving students in Kindergarten – 5th grade. The current school enrollment is 1,310 students. The school shares a campus with Just Arts & Management Middle School. The school continues to be A rated and has data from the Florida State Assessments (FSA) that far surpasses that of the district and the state.
b) Just Arts & Management Middle School, Doral, FL, was established in 2012 serving students in grade 6. After three years, the school began adding grade levels and currently has 231 students enrolled in grades 6 – 8. The school continues to be A rated and has data from the Florida State Assessments (FSA) that far surpasses that of the district and the state.
c) Doral Academy of Technology, Doral, FL, was established in 2011 as a STEM based middle school. Its current enrollment is 300 students in grades 6 – 8 and boasts a National Blue Ribbon award received in 2017 due to the continued performance success on the Florida Standards Assessment (FSA). The school is one of the top middle schools in the state and continues to receive an A grade for school accountability. d)
d) Doral Academy Charter Middle School, Doral, FL, was established as a public charter middle school in 1999. Currently the school has an enrollment of 1,468 students in grades 6 – 8 and has consistently been one of the top scoring middle schools in Miami-Dade County and earned a National Blue Ribbon in 2015. The school performs above the district and state average and has continually earned an A grade for school accountability. The school was also awarded an Honorable Mention from the National Center for Urban School Transformation.
e) Doral Performing Arts & Entertainment Academy, Doral, FL, was established in 2005 as a high school with a current enrollment of 403 students in 9th – 12th grade. Students audition for one of six programs: theatre, dance, music, visual art, photography, and television production and was awarded a National Blue Ribbon in 2014. The campus has also been nationally recognized by Newsweek Magazine, Washington Post and U.S. News and World Reports, for eight consecutive years, as one of the top 500 schools in the nation. The school is also a National School for Urban Transformation Silver Award recipient.
f) Doral Academy Charter High School, Doral, FL, was established as a public charter high school in 2001 and currently serves 1,776 students from grades 9 – 12 and has an A rating and continues to strive for excellence. Doral has also been nationally recognized by Newsweek Magazine, Washington Post and U.S. News and World Reports, for eight consecutive years, as one of the top 500 schools in the nation. The school is also a National School for Urban Transformation Silver Award recipient.
g) Nevada Doral Academy of Nevada – Saddle Campus, Las Vegas, NV, was the first Doral Academy in the State of Nevada as well as the first Doral Arts Integration School. Currently, the school has 996 students enrolled and has scored higher on the Smarter Balanced Assessment Consortium (SBAC) state assessments than the local school district and surrounding schools. The elementary achieved a 4 star rating and middle a 3 star rating.
h) Doral Academy of Nevada – Cactus Campus, Las Vegas, NV, has 1,002 enrolled students in Kindergarten – 8th grade and follows the Doral Model and emphasizes Arts Integration throughout the entire curriculum. The school has scored higher on the SBAC state assessments than the local school district and surrounding schools. The elementary achieved a 4 star rating and the middle school a 5 star rating.
i) Doral Academy of Nevada – Fire Mesa Campus , Las Vegas, NV, currently serves 988 students and follows the Doral Model and emphasizes Arts Integration throughout the entire curriculum. Student data from the SBAC state assessments exceeds that of the county and state. The elementary achieved a 3 star rating and the middle school a 4 star rating.
j) Doral Academy of Nevada – Red Rock Campus, Las Vegas, NV, has a student enrollment of 790 students in Kindergarten – 5th grade and has a positive reputation in the suburb of Summerlin where it resides. The school scored higher on the SBAC state assessments than the local school district and surrounding schools. The school achieved a 5 star rating.
k) Doral Academy of Nevada – Pebble Campus, Las Vegas, NV, is in its first year of operations with an enrollment of 919 students in grades Kindergarten – 8 and has an arts integration model. The school has scored higher on the SBAC state assessments than the local school district and surrounding schools. The elementary achieved a 5 star rating and the middle school a 4 star rating.
l) Doral Academy of Northern Nevada, Reno, NV, is Reno's first Arts Integrated Public Charter. The current enrollment is at 637 students in Kindergarten – 6th grade. Arts specialists also come in weekly to teach with the classroom teachers. The school scored higher on the SBAC state assessments than the local school district and surrounding schools. The school achieved a 5 star rating.
m) Colorado Doral Academy of Colorado, Westminster, CO, has 217 students currently enrolled and uses an Arts Integration approach. The educational philosophy is built upon innovative learning methods. Through the arts, (music, dance, theatre, visual arts, and media production) students will be afforded the opportunity to learn in a way that meets their own unique cultural, intellectual, social, and emotional needs. Students' minds will be opened and their understanding deepened through project-based learning. The school earned Performance Distinction based on the Colorado Measures of Academic Success (CMAS) statewide assessment data.

The demographics of schools operated by Doral as of the 2017-2018 school year are as follows: Florida 5,085 students 90.3% Hispanic, 2% African American, 6% White, 2% other, Free and reduced lunch for all Florida Schools 51%, 9% ESE. Nevada schools: 5,108 students, 21% Hispanic, 5.3 % African American, 52% White, 21% other, Free and reduced lunch for all Nevada schools is 25% 17% ESE, Colorado schools: 217 students, Hispanic 28%, African American 2%, White 62%, other

9%, Free and reduced lunch 33%, 16% ESE.

2. Doral Academy, Inc., as CMO, has not failed to meet any contractual obligations in the past five years. The CMO has a deep bench and proven success in replicating its high performing educational model. For this reason, the Tex as Board is confident in Doral's ability to operate financial ly sound school with compliance operations and strong academic outcomes.

LEGAL RELATIONSHIPS

NOTE: The governing body of an open-enrollment charter school accepts and may not delegate ultimate responsibility for the school, including the school's academic performance and financial and operational viability, and is responsible for overseeing any management company providing management services for the school and for holding the management company accountable for the school's performance. TEC §12.121, TAC §100.1015(b)(2)(F)

1. Provide evidence that the board is independent from the CMO and self-governing, including evidence of independent legal representation and arm's-length negotiating.
2. Describe any existing or potential conflicts of interest between the school's governing board, proposed school employees, the CMO, and any affiliated business entities.
3. List all subsidiaries or related entities that are affiliated or owned in whole or in part by the CMO, and identify the nature of those entities' business activities.
4. Explain whether the school has or will have any relationship with or receive any services from any of the entities listed in the previous question.
5. Explain the supervisory responsibilities of the CMO (if any), including which school employees the CMO will supervise, how the CMO will supervise these employees, and how the governing board will oversee the CMO's supervisory responsibilities. Additionally, explain how these employees will be reported in PEIMS.
6. If the school's governing board intends to enter into a lease with the CMO or any of its affiliates, provide evidence that such agreements are separately documented and not part of or incorporated in the school management contract. Any facility agreements must be consistent with Texas state statutes and the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

1. Doral Academy of Texas, Inc., the governing board for the proposed Texas schools, is the ultimate policy-making body with the responsibility of operation and oversight of the school including but not limited to its mission, vision, strategic direction, regulatory compliance of the organization, academic direction, curriculum, and budgetary functions. Doral Academy of Texas, Inc. is self-governing and independent from the CMO.

The Doral network qualifies as high performing and the governance of the applicant corporation will include a sole corporate member as detailed in the corporate bylaws. This is authorized pursuant to Tex. Educ. Code 12.1011(b). In accordance with guidance from TEA, the member entity structure will be reviewed with TEA legal during contingency and if it is determined that the member entity structure should not be used, then the Board of Directors of the applicant will be the sole governing body of the charter school.

If the sole member structure is authorized, the authority of Doral Academy, Inc, is confined by Texas law to removal and replacement of Board members, anticipated to only be in extreme circumstances, and where subject to the express consent of the TEA Commissioner of Education. Therefore, the Texas Board is truly autonomous and self- directing over Texas charter school operations. Ultimately the Texas Board will have the responsibility and power to exercise its duties in a manner that it sees as appropriate to the education needs of students in Texas. As the CMO, Doral Academy Inc. works for the Board of Directors of Doral Academy of Texas to provide services aimed always towards the success of the school. The Texas Board will be self- selecting both for new board members and for board officers.

An "arm's length" relationship exists between the governing board and the CMO. The board retains independent legal counsel and other advisors on an as-needed basis to analyze and provide advice with respect to legal matters including negotiating contracts. The governing board is committed to the overseeing management of the school and for providing continuing oversight of school operations. Above all, the Governing Board is committed to the mission of the school and is cognizant of its responsibility to effectively and properly manage public funds.

2. N/A. There are no known legal conflict of interests, interested party conflicts under the Internal Revenue Code, or any known potential conflicts between the board, CMO, any potential employees or service providers. The Board will be fully transparent. It will require the CMO, employees, any service providers to fully comply with federal law and guidelines applicable to nonprofits as well as Texas law, including but not limited to Tex. Local Govt. Code Chapters 171 and 176.

3. Doral Academy, Inc., as CMO is a nonprofit 501(c)(3) and does not have any subsidiaries or related entities and no ownership issues. Its relationships with third-parties are all at arms-length and transparent.

4. Not applicable.

5. The CMO is hired by the governing board to provide the specific services that will be outlined in detaill in an arms-length negotiated contract that is reviewed and approved by TEA Legal. The governing boards annually evaluates the CMO and determines continuation and renewal of services based on the CMO's performance on the services and support it provides to the school. Both the CMO and the Superintendent/Principal will report to the governing board. This is unique to the Doral network as most other CMOs flip the relationship. But not here. Here, the governing board, Doral Academy of Texas, Inc. has the ultimate authority to hire and fire the CMO, just as it does the Superintendent/Principal. Stated more directly, the CMO will not employ the school employees. The charter school will be the direct employer of the school staff. Details on the services and agreement between the Governing Board and the CMO may be found in Attachment MO1- CMO Agreement. The CMO has operated successful charter schools for nearly two decades. The success of the schools under the CMO network and its educational programs is a testament to the level of service and oversight provided through the CMO and its partners, all while providing autonomy to the governing boards.

6. N/A. Any and all leases or facility acquisitions will be with third-parties, not the CMO (and there are no affiliates of the CMO). Leases will be negotiated at arms-length, with third-party appraisals supporting FMV determinations and the Board's independent legal counsel will ensure Texas law is complied with and the best interest of the Texas charter school are protected in any agreement. Any leases will be for the entire school year, and the termination of CMO Agreement or termination of a lease will NOT compromise the ability of the charter holder to continue its operations.

ORGANIZATIONAL STRUCTURE

1. Provide a detailed description of the roles and responsibilities of the CMO.
2. Describe the scope of services and costs of all resources to be provided by the CMO.
3. Describe the oversight and evaluation methods that the governing board will use to oversee the CMO. What are the school-wide and student achievement results that the CMO must achieve? How often, and in what ways, will the board review and evaluate the CMO's progress toward achieving agreed-upon goals? Will there be an external evaluator to assess the CMO's performance? What are the conditions, standards, and procedures for board intervention, if performance is deemed unsatisfactory?
4. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the CMO.
5. Describe the respective financial responsibilities of the governing board and the CMO. Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the CMO submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?
6. What is the term of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the CMO and the school must satisfy for the management agreement to be renewed. On what grounds may the CMO or the school terminate the management agreement for cause, and without cause? List any indemnification provisions in the event of default or breach by either party.
7. Describe the plan for the operation of the school in the event of termination of the management agreement.
8. Provide as Attachment MO1 a term sheet and draft of the proposed management agreement with the CMO.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

1. The CMO will provide the school various and multiple services including access to Doral Academy, Inc. leadership training and workshop programs for Doral Academy of Texas administrators. Doral Academy Inc will submit an application to AdvancED for accreditation of Doral Academy of Texas, assist the school with AdvancED Accreditation process; help the school fulfill the school's continuing obligations to maintain AdvancED Standards of Quality, and maintain the accreditation. Further, the CMO will provide the school with support and services regarding compliance and operations and provide the school with on-site professional development for school administration and on site professional development for school instructional faculty. Doral Academy, Inc. provides standards best practices regarding classroom management and student assessment, standards and best practices for support and instruction on educational technology, access to Doral Academy, Inc. conferences, trainings, and consultation services that support the school's use and implementation of the Doral Academy, Inc. standard curriculum and best practices, access to professional development standards and best practices applicable to the school's governance and Board of Directors; and all other areas mutually agreed upon by the parties. The CMO will identify model textbooks to the school, if any, and will make available to Doral Academy of Texas Proprietary Materials and Educational Programs for use at the charter school, subject to the terms and limitations of the CMO Agreement.

2. In addition to the specific services discussed above, the CMO and Academica Southwest may provide the following additional services to the governing board: assistance with facilities design, staffing recommendations, human resource coordination, sponsor/ donor relations and reporting, program marketing, bookkeeping, budgeting, and financial forecasting. All this information will be provided to the Board of Directors for their oversight and approval. In exchange for these services, the Board of Directors has negotiated for the CMO to charge a flat annual fee per student enrolled at the school. The negotiated fee is a mere $750 per student per year, which shall be payable in equal monthly installments. The CMO will not charge a percentage of revenue or income received by the charter school, as is a common practice amongst other CMOs and management companies (often ranging from 12-18% of revenue). This $750 per student fee is significantly less, which is by design, to aid the school in establishing financial stability and putting the most money directly into the classroom.

Also recall, as discussed above, this fee is inclusive of Academica Southwest services.

3. The CMO is hired by and can be fired by the governing board of Doral Academy of Texas. During the Initial Term or any Renewal Term of the CMO agreement, the school will evaluate annually the performance of the CMO in all of the areas of service and support described above. Subject to the final terms of the management services agreement, the governing board will have the right to terminate the agreement upon a material breach by Doral Academy, Inc. which is not cured within thirty days of written notice from the school.

If at any point, internal preliminary academic and financial accountability results do not appear to be in the top two rating levels, the Board will intervene and require detailed reporting from the CMO identifying the problem, will consider contracting a third-party to also review the data, and require a corrective action plan from the CMO. If the TEA's issue preliminary rating still is lacking, the CMO may be placed on a probationary status by the Board, pending final rating and any appeal. If the ratings are below standard, at any time, the Board will require the CMO to contract third party consultants, at the CMO's expense, to provide corrective action plans and to implement same. The Board knows that any turn-around takes time, and will not allow the school to be in a turn-around situation. The CMO will be held strictly accountable for ensuring high levels of performance both academically and financially.

4. As stated above, the Board of Directors has negotiated for the CMO to charge a flat annual fee per student enrolled at the school. The negotiated fee is a mere $750 per student per year, which shall be payable in equal monthly installments (subject to flexibility during year-one). The CMO will not charge a percentage of revenue or income received by the charter school, as is a common practice amongst other CMOs and management companies (often ranging from 12-18% of revenue). This $750 per student fee is significantly less, by design, to aid the school in establishing financial stability and putting the most money directly into the classroom. Also, the fee is inclusive of Academica Southwest's comprehensive back office services.

5. The governing board, not the CEO, has the ultimate responsibility to ensure that the School's finances are managed properly. The Board of Directors is responsible for adopting policies and establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization, board approved budget, and recorded properly in the financial records. Specifically, the Board will establish controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding: Revenues, accounts receivable, and cash receipts; Expenditures, accounts payable, and cash disbursements; Budgeting and financial reporting; Risk management; School inventory & capital assets; Student records; Employment records.
The Governing Board, at minimum, will be responsible for:
1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining and amending the operating budget for the school;
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter school's sponsor;
7. overseeing the school's superintendent/principal and all financial matters delegated to the superintendent/principal, and
8. reviewing and approving the monthly financial statements submitted to the school board. The governing board may review/approve all monthly financial statements for the months between two successive board meetings. The governing board will record the review/approval of these statements (month/year indicated) in its minutes.
The CMO's duties are spelled out in the draft CMO Agreement (attached). For financial matters, the CMO's job will be to implement the directives and actions of the Board and directives of the Superintendent.

6. The CMO Agreement has been offered in draft form. This is a template that the Board's legal counsel reviewed and added a detailed Texas law addendum, the contents of which TEA Legal has previously approved. If a charter is awarded, more work will be done negotiating the agreement with the CMO. The Board's legal counsel will work with TEA Legal to ensure all legal requirements are satisfied as required by law. The initial draft term is for five years. The draft has termination rights for the Board for cause, if the CMO has not cured within 30-days that may be extended only once up to 120 days. This is a rigorous requirement on the CMO as it requires a complete cure of any material breach or the Board may terminate. T

The definition of material breach is favorable to the governing board and is tied to the CMO's performance. Specifically, Insufficient performance on the CMO's annual evaluation instrument shall be considered a material breach of the Agreement and the governing board shall have the right to terminate this Agreement, in whole or in part, upon written notice to DORAL of such breach and providing DORAL a reasonable opportunity to cure. See Section 6.5. The draft details the CMOs termination rights in at Section 6.6. Section 6.2 details renewal rights: "6.2 Renewal Term. Upon the expiration of the Initial Term, subject to the termination provisions set forth in this Agreement, this Agreement shall then automatically renew annually for succeeding three (3)-year terms thereafter (each, a "Renewal Term"), unless either party delivers written notice to the other party of its intention not to renew or continue this Agreement at least one hundred twenty (120) days

prior to the expiration of the then-current term. The term of this Agreement, as extended or otherwise renewed, shall be referred to as the "Membership Term."

Indemnification is covered at Section 12. However, the Texas addendum and the agreement make clear that the ability of a Texas charter school to indemnify is greatly curtailed by the Texas Constitution. Texas ase law generally prohibits indemnification by a Texas public school. That said, the indemnity obligations of the CMO survive termination or non-renewal under Section 12.4

7. The Board is comprised of an eclectic experienced group of individuals that in an instance can use their varied skills and expertise in the areas of education administration, curriculum/instruction, business and finance, law and community involvement to support the school in the event that the CMO is terminated. The Board would immediately contact the local Education Service Center and TEA in this event, and work with its legal counsel to ensure operations continue and all legal rights and remedies are preserved. Important to this is ensuring and holding the CMO accountable to accurate and current record keeping, and proper organization of school records, with the same being fully available to the Board on demand. This will ensure any transition, should it become necessary, is as smooth as possible.

EXPANSION MANAGEMENT

1. Explain any shared or centralized support services the organization will provide to the school/ campuses in Texas. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? Using the table below, summarize CMO-level and school-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

2. Provide, as an Attachment MO2, the following CMO organization charts, clearly indicating how they interface with the charter school organization charts:
   a. Year 1 organization as a whole
   b. Year 3 organization as a whole
   c. Year 5 organization as a whole

   The organization charts should clearly delineate the roles and responsibilities of - and lines of authority and reporting among - the governing board(s), staff, any related bodies (such as advisory bodies or parent/teacher councils), and the CMO.

3. Explain how the relationship between the governing board, CMO, and school administration will be managed. Clearly delineate the roles and responsibilities of - and lines of authority and reporting among - the governing board(s), staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

1. As indicated previously, the CMO will also provide the school with access to Doral Academy, Inc. leadership training and workshop programs for Doral Academy of Texas administrators; submit an application to AdvancED for accreditation of Doral Academy of Texas and provide such certifications required by Doral Academy, Inc. for accreditation of the school; assist the school with AdvancED Accreditation; fulfill the school's continuing obligations to maintain AdvancED Standards of Quality and maintain the accreditation; provide the school with support and services regarding compliance and operations.

The CMO will provide the Charter School with several valuable instructional supports including: on site professional development for school administration; on site professional development for school instructional faculty; Doral Academy, Inc. standards best practices regarding classroom management and student assessment; Standards and best practices for support and instruction on educational technology; access to Doral Academy, Inc. conferences, trainings, and consultation services that support the school's use and implementation of the Doral Academy, Inc. TEKS aligned curriculum and best practices; access to professional development standards and best practices applicable to the school's governance and Board of Directors; and other areas mutually agreed upon by the parties.

The CMO will identify model text books to the school for the Board's approval (and with selections conforming to Texas requirements), if any, and will make available to Doral Academy of Texas Proprietary Materials and Educational Programs for use at the charter school, subject to the terms and limitations of the CMO Agreement and any related licensing agreements. The CMO decision making process really begins at the school-level and is led by the Charter Holder's needs, not the CMOs desires. The School's Texas leaders (Superintendent) will identify areas of concern/needs, including around key functions of curriculum, professional development, talent and staff and workplace culture. They will then communicate to the CMO for guidance and support in identified areas. The CMO will facilitate solutions and provide key support or also assist the School's leaders in identifying available local resources (Education Service Centers, Technical Support Network of TEA/ESC, known high quality service providers, etc.). Key decisions will be led by the Superintendent and Principal, as they are the School leaders and responsible for implementation. The CMO's role will be as advisor and supporter.

2. Please see attachment MO2 for Years 1, 3 and 5 organizational charts for the CMO, Doral Academy, Inc. Note that these charters do not materially change from years 1, 3 and 5. However, the charter holder's org charts (Attachments E1) do correlate to the CMO's charts. From the documents, we have intentionally shown the CMO reporting to the Board of Directors of Doral Academy of Texas in both the CMO's and the Charter Holder's Organizational Charts. This reflects the

approach of the CMO in providing services at the direction of the Texas Boards, a governance structure that preserves the autonomy of the governing board.

3. As detailed above and in the narratives, the CMO is hired by the governing board to provide services that support the operations of the school. The governing board annually evaluates the CMO and determines continuation and renewal of services based on the CMO's performance on the services and support it provides to the school. Both the CMO and the Superintendent report to the governing board, which evaluates them. The school faculty and staff report to the Superintendent/Principal, as do any school advisory committees. The governing board, Doral Academy of Texas, Inc. has the ultimate authority to hire and fire the CMO. Details on the services and agreement between the Board and the CMO may be found in Appendix MO1 - CMO Agreement. As detailed above, Academica Southwest, based in San Antonio, will be contracted by the CMO to provide additional back office services at no additional cost to the school. No other external organizations will play a role in managing the schools.

PERFORMANCE MANAGEMENT

1. Describe the CMO's approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.
2. Describe the CMO's process for monitoring performance of the portfolio as a whole. What actions will you take if the organization in Texas, or as a whole, fails to meet goals? Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

1. The school will maintain control over the academic program and delivery of instruction, but will use the CMO to provide a high level of service and support. They will provide services and support in order to ensure the Governing Boards mission and vision comes to fruition, instead of dictating the approach. The CMO employs various professionals in the education field who, at any time, are available as a resource. The CMO in coordination with the school implements a five step process to monitor and address student achievement expectations. Within that process described in the diagram below are steps that include all stakeholders.

The evaluation of student performance is of the utmost importance to Doral Academy Inc. The school uses a five step data process to guide instruction, improve student performance and monitor teacher fidelity to teaching comprehensive state standards. In step one, the administrative team meets and breaks down the data by subject area. In step two, the administrative team will then meet with each assigned department or grade level group. Learning gains by each benchmark are analyzed and strategies are put in place to meet the needs of the students. Teachers are then able to gauge student performance and weakness by individual data, classroom data, and grade level data utilizing an in-house data program. In step three, subject area and grade level data chats are conducted with each individual teacher which allows them to focus and plan a prescribed intervention strategy for targeted students and whole class needs. In addition, the school's interventionist will intervene with pull out groups and small groups by areas of weakness and deficiencies. In step four, teachers will gather their data and then meet with their individual students to conduct data chats as well. It is essential that each student understands and knows their data performance on a quarterly basis and view their mastered benchmarks for each interim and mini assessment. Finally, in step five, the school wide data by subject area is shared with all stakeholders during the school advisory council meeting. The school's continuous improvement plan is referred to during each data presentation in order to understand how each goal area is being met.

The CMO believes in progress monitoring students and teachers using a data protocol that uses all available data taken in both formative and summative assessments. The monitoring includes data taken from educational software used to supplement instruction, teacher created assessments and school created progress monitoring assessments based on the Texas Education Knowledge and Skills.

Should a school begin to show signs of under performance the CMO will encourage the assignment of a Superintendent/ Principal mentor and educational professionals to provide additional training and support in the areas identified as needing improvement. These individuals will provide a schedule of support services to the Superintendent/Principal and Board with visit dates and expected outcomes. The CMO will be responsible to report the progress of this support on a regular basis to the Board. As explained above, under- performance will also constitute a material breach of the CMO Agreement, which also holds the CMO directly accountable and on-the-line for ensuring academic success.

2. The CMO monitors all of the schools it manages on a regular basis. Through the data protocol previously described and regular Board meetings the CMO updates all stakeholders on progress. In addition, all Principals in the Doral network of schools participate in the monthly Principals Coalition meetings discussing all issues related to the academic achievement of students. Principals from all schools are required to make quarterly presentations in conjunction with the CMO to discuss the progress of their campus.

The Doral network is designed as a slow growth model with the intention of never opening a new campus without having all of its campuses academically successful, fiscally sound, and compliant with all rules, regulations and laws in the state within which they operate. This method is purposeful so that no campus struggles to perform as expected by their mission and vision. This method has been highly successful throughout the states in which Doral operates schools. The schools as a whole and individually are exceptionally highly performing compared to their peers at the district and state level. When all of this criteria is met by all of the schools it operates then Doral considers that it has reached readiness to grow. However, even when deemed ready to expand its model Doral completes its due diligence in studying potential markets in which it may operate. The Board will then carefully consider a detailed business plan, meeting all Texas requirements for expansion and going beyond, so that the Board and CMO can ensure that any expansion is the best interest of the current students and will be assured of success.

PERFORMANCE EVALUATION INFORMATION

The TEA will use the information in this sectin to assess the academic, organizational, and financial performance record of the organization and its schools. The CMO must provide all of the requested information for all of its schools. The TEA reserves the right to select a subset of schools for which the applicant will be required to provide additional performance information, including academic proficiency and growth data, recent renewal evaluations and site visit reports, and multiple years of independent financial audit reports.

1. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school in which services were provided by the CMO in the last five years, and explain how such deficiencies or violations were resolved.
2. Identify any current or past litigation, including arbitration proceedings, per campus, that has involved the CMO or any school it operates. If applicable, provide as an Attachment MO3: (a) the demand; (b) any response to the demand; and (c) the results of the arbitration or litigation.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

The schools operated by the CMO exhibit high quality, college-preparatory educational programs that have, and continue to, achieve academic success since 1999. There are no instances where an authorizer has had to intervene with any school the CMO operates. Should any deficiencies or violations occur, albeit unexpected at this point, the CMO and Board will respond pro-actively to immediately address any such deficiency.

2. FULL KNOWN LITIGATION HISTORY - No arbitrations on record.

1. A.D.I., LLC, Plaintiff v. RC Interiors, Inc. and School Development II LLC; Doral Academy, Inc.; Banner Supply Co.; and Academica Charter Schools Finance, LLC
CASE NO.: 04-17143-CA-27
Circuit Court, 11th Judicial Circuit, Miami-Dade County, Florida Date Closed: 10/8/2004
Outcome:
Case Dismissed with Prejudice;
No Liability for Doral Academy Inc.

2. Carlos Ardaya, Plaintiff v. The Doral Academy, Inc. CASE NO.: 06-18473-CA-04
Circuit Court, 11th Judicial Circuit, Miami-Dade County, Florida Date Closed: 5/24/2007
Outcome:
Case Dismissed with Prejudice;
No Liability for Doral Academy Inc.
CASE NO.: 06-22501-CIV-GOLD/TURNOFF
US District Court, Southern District of Florida, Miami Division Date Closed: 12/22/2006
Outcome:
Case Dismissed with Prejudice;
No Liability for Doral Academy Inc.

3. Clara Vasquez, Plaintiff v. Miami-Dade County School et. al., Defendants CASE NO.: 07-013966
Circuit Court, 11th Judicial Circuit, Miami-Dade County, Florida Date Closed: 2/217/2009
Outcome:
Case Dismissed with Prejudice;
No Liability for Doral Academy Inc.

4. [redacted]

5. ERIC GOMEZ, Plaintiff, v. THE DORAL ACADEMY, INC., Defendant. CASE NO.: 14-21745-CV-GOLD
US District Court, Southern District of Florida, Miami Division Date Closed: 1/30/2015
Outcome:
Case Dismissed with Prejudice; No liability for Doral Academy Inc.

6. [redacted]

7. Oscar Palomino, Plaintiff v. Doral Academy, Inc., Defendant Case No.: 13-26536 CA 01
Circuit Court, 11th Judicial Circuit, Miami-Dade County, Florida Date Closed: 11/20/2017
Outcome:
Case Dismissed with Prejudice;
No Liability for Doral Academy Inc.

A description of any litigation or administrative action settled in the past three years.

1. ERIC GOMEZ, Plaintiff, v. THE DORAL ACADEMY, INC., Defendant. CASE NO. 14-21745-CV-GOLD
US District Court, Southern District of Florida, Miami Division Nature of Complaint:
Telephone Consumer Protection Act (TCPA) complaint alleging that Defendant made unsolicited telephone calls to Plaintiff's cellular telephone using an automatic dialer
Date Closed: 1/30/2015 Outcome:
Case Dismissed with Prejudice; No liability for Doral Academy Inc.

[redacted]

3. Oscar Palomino, Plaintiff
Doral Academy, Inc., Defendant
Case No.: 13-26536 CA 01
Circuit Court, 11th Judicial Circuit, Miami-Dade County, Florida
Nature of Complaint: Alleged Personal Injury; Insured matter: no cost/liability to school/Doral Academy Inc. Date Closed: 11/20/2017
Outcome:
Case Dismissed with Prejudice;
No Liability for Doral Academy Inc.

See Attachment MO3 for further details.

Attachment MO1

Provide the following:

A draft of the proposed management agreement with the CMO. *Including terms and conditions.*

COPYRIGHT MATERIAL

33 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF FLORIDA
MIAMI DIVISION

CASE NO. 06-22501 CIV - COOLD

CARLOS ARDAYA,

Plaintiff,

vs.

THE DORAL ACADEMY, INC.,

Defendant.

MAGISTRATE JUDGE
NIGHT BOX
FILED
OCT 06 2006
CLARENCE MADDOX
CLERK, USDC / SDFL / MIA

NOTICE OF REMOVAL

Please take notice that Petitioner/Defendant, THE DORAL ACADEMY, INC. ("Doral" or "Defendant"), by and through its undersigned counsel, and pursuant to 28 U.S.C. §§ 1441(a), (b) and (c), and 28 U.S.C. § 1446, hereby serves this Notice of Removal of Case No. 06-18473-CA-01 currently pending in the Circuit Court of the Eleventh Judicial Circuit, in and for Miami-Dade County, in the State of Florida which is described below.

1. On September 12, 2006, Plaintiff, CARLOS ARDAYA, commenced an action in the Circuit Court of the Eleventh Judicial Circuit, in and for Miami-Dade County, State of Florida. The action is entitled *Carlos Ardaya v. The Doral Academy, Inc.*, Case No. 06-18473-CA-01.

2. The Complaint purports to assert violations of Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et seq. ("Title VII"), and the Florida Civil Rights Act, as amended, Chapter 760, Florida Statutes ("FCRA") § 760.01, et. seq.

3. Plaintiff's Title VII claim is within the original federal question jurisdiction of the United States District Court pursuant to 28 U.S.C. §§ 1331, 1441(b).

4. Further, Plaintiff's claim under the FCRA is properly removable pursuant to 28 U.S.C. § 1441(c).

3. Process in action No. 06-18473-CA-01 was served on Defendant on September 19, 2006. This Notice of Removal has been filed within thirty (30) days from the date on which Defendant learned that the Complaint had been filed in State Court. Thus, this Notice of Removal is timely filed pursuant to 28 U.S.C. §1446(b).

4. The District and Division embracing the place where such action is pending is the United States District Court for the Southern District of Florida, Miami Division. See 28 U.S.C. §1441(a).

5. Copies of all process, pleadings, orders and other papers or exhibits of every kind currently on file with the state court are attached to this Notice of and Petition for Removal as Exhibit "1," as required by 28 U.S.C. §1446(a).

6. Pursuant to 28 U.S.C. §1446(d), Petitioner/Defendant has provided written Notice of the Removal to the Plaintiff in this action and has filed a copy of this Notice of Removal in the Circuit Court of the Eleventh Judicial Circuit, in and for Miami-Dade County, Florida.

WHEREFORE, the Defendant prays that this action will be removed.

DATED: October 9, 2006
Miami, Florida

Respectfully submitted,

JACKSON LEWIS LLP
One Biscayne Tower
2 South Biscayne Boulevard - Suite 3500
Miami, Florida 33131
Telephone: (305) 577-7600
Facsimile: (305) 373-4466

By: Christie L Wilson
Christine L. Wilson, Esq.
Florida Bar No. 143588
Email: [redacted]
Scott S. Allen, Esq.
Florida Bar No. 0143278
E-mail: [redacted]
Attorneys for Defendant
THE DORAL ACADEMY, INC.

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that a true and correct copy of the foregoing document was served by U.S. mail on October 9, 2006 on all counsel or parties of record on the attached service list.

Christie L Wilson for
Scott S. Allen, Esq.

CERTIFICATE OF SERVICE

Kelsay Dayon Patterson, Esq.
[redacted]
Law Office of Kelsay D. Patterson
201 S. Biscayne Blvd., 28th Floor
Miami, Florida 33131
Telephone: (305) 913-7626
Facsimile: (305) 380-1466
Attorneys for Plaintiff
Carlos Ardaya

EXHIBIT 1

IN THE CIRCUIT COURT OF THE 11TH
JUDICIAL CIRCUIT IN AND FOR
MIAMI-DADE COUNTY, FLORIDA

CASE NO.:

CARLOS ARDAYA,

Plaintiff,

v.

THE DORAL ACADEMY INC.,

Defendant.
_____/

COMPLAINT: EMPLOYMENT DISCRIMINATION

Plaintiff, CARLOS ARDAYA, by and through undersigned counsel, sues Defendant, THE DORAL ACADEMY INC., hereinafter ("THE ACADEMY"), and alleges as follows:

JURISDICTION AND VENUE

1. This is an action for damages pursuant to Florida Statutes §760.01-760.11 (2003), and Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. § 2000e et seq. and as amended by the Civil Rights Act of 1991.

2. The Plaintiff was employed by THE ACADEMY as a social studies teacher at two (2) of its charter schools located in Miami-Dade County, the actions giving rise to the instant action to be alleged infra occurred in Miami-Dade County, Florida, and THE ACADEMY'S principal business office is located in Miami-Dade County, Florida.

3. Plaintiff filed a charge of discrimination complaint against the Defendant, with the Florida Commission on Human Relations on March 15, 2006, and amended it as to correct corporate name change only on April 10, 2006. On May 17, 2006, the U.S.

Equal Employment Opportunity Commission received the Plaintiff's charge to investigate, and after making no findings, it issued its Notice of Suit Rights on August 23, 2006 (See attached **Plaintiff's Exhibit 1**).

4. The Defendant is an employer as defined by employing 15 or more employees for 20 or more calendar weeks during the years 2003 to the present.

5. The Plaintiff was employed by THE ACADEMY as a social studies teacher at its middle school from February 2005, and then as a social studies teacher at its charter high school until his forced tangible and adverse termination occurred on November 11, 2005.

FACTS

6. From the latter part of April 2005, until the Plaintiff was terminated on November 11, 2005, the principal at THE ACADEMY'S middle school and high school, Francisco Jimenez, created a hostile, severe, and pervasive work environment for the Plaintiff by making constant and unwelcome homosexual romantic advances to the Plaintiff.

7. Principal Jimenez, also an officer/director of THE ACADEMY (See **Plaintiff's Exhibit 2**), made both implicit and express comments to the Plaintiff on more than one (1) occasion that if the Plaintiff continued to decline or reject his homosexual romantic advances that adverse and detrimental employment actions would follow to show his displeasure with the Plaintiff, and because these threats of threats of tangible employment action did in fact result in tangible employment action up to and including the Plaintiff's termination, the Defendant is liable for "quid pro quo" harassment.

8. Among some of the comments made to the Plaintiff by Principal Jimenez that created a hostile, pervasive, and severe work environment also showing the quid pro quo threats were:

a. Advising the Plaintiff that he believed he was gay, attractive, and that he wanted to have a drink with him to get to know him better;

b. Advising him of the wisdom of being friendlier to him when the Plaintiff declined his romantic advances;

c. Various ways to tell the Plaintiff he admired his rear-end;

d. Suggesting the Plaintiff should have dinner with him;

9. Among some of the tangible employment actions taken by Principal Jimenez against the Plaintiff to punish and/or create an unfair and hostile work environment due to the Plaintiff's rejection of his advances were:

a. Paying the Plaintiff lower than the agreed upon pay scale; and

b. Terminating the Plaintiff without any prior verbal or written warnings criticizing his teaching skills or competence.

10. Principal Jimenez, without any prior written or verbal notice to the Plaintiff, called the Plaintiff to an unannounced and unexpected meeting, and in the presence of other employees of THE ACADEMY offered the Plaintiff the opportunity to sign a written resignation letter that would not state any reason or purpose for resigning his employment, or in the alternative, a termination by Principal Jimenez with the understanding of his threat to give all future prospective employers making inquiries about the Plaintiff scandalous, negative, and false responses to prevent the Plaintiff from ever getting hired as a teacher anywhere. On November 11, 2005, the Plaintiff's

termination was done through a forced and coerced resignation that was not freely given by the Plaintiff (See **Plaintiff's Exhibit 3**).

11. The defendant is vicariously liable for Principal Jimenez's discriminatory conduct directed at the Plaintiff as alleged *supra* with respect to the severe, pervasive, and hostile employment environment, **AND** due to the tangible employment actions taken against the Plaintiff as per "quid pro quo" principles in that Francisco Jimenez was a person cloaked with apparent and actual authority as a supervisor with immediate and/or successively higher authority over the Plaintiff, and was aided in his tortuous objective by the employment relationship in his position, as the Plaintiff was a subordinate in regular contact and proximity with him.

WHEREFORE, the Plaintiff, CARLOS ARDAYA, demands that judgment be entered against Defendant for: (a) compensatory damages; (b) back pay and lost benefits; (c) front pay including lost benefits; (d) costs and attorneys fees and pre and post judgment interest as appropriate; (e) any other relief this Florida State Court of Competent Jurisdiction can grant, and nothing in excess or beyond the jurisdictional limits of this State Court in the event the Defendant should interpret this action and its allegations as seeking any relief that would require or justify removal from the instant venue and forum to the Federal District Court. **Plaintiff demands a trial by jury.**

Dated this 7TH day of September, 2006. RESPECTFULLY SUBMITTED.

Law Office of Kelsay D. Patterson
201 South Biscayne Blvd., 28th Floor
Miami, FL 33131
Tel: (305) 913-7626
Fax: (305) 380-1466
By: Kelsay D. Patterson
Kelsay D. Patterson
Florida Bar No.: 119784

EXHIBIT 1

EEOC Form 161 (3/98) U. . EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

DISMISSAL AND NOTICE OF RIGHTS

To: Carlos Ardaya
201 S. Biscayne Blvd.
28th Floor
Miami, FL 33131

From: Miami District Office - 510
2 South Biscayne Blvd
Suite 2700
Miami, FL 33131

☐ *On behalf of person(s) aggrieved whose identity is CONFIDENTIAL (29 CFR § 1601.7(a))*

EEOC Charge No.	EEOC Representative	Telephone No.
510-2006-01523	Katherine E. Gonzalez, Investigator	(305) 808-1766

THE EEOC IS CLOSING ITS FILE ON THIS CHARGE FOR THE FOLLOWING REASON:

☐ The facts alleged in the charge fail to state a claim under any of the statutes enforced by the EEOC.

☐ Your allegations did not involve a disability as defined by the Americans with Disabilities Act.

☐ The Respondent employs less than the required number of employees or is not otherwise covered by the statutes.

☐ Your charge was not timely filed with EEOC; in other words, you waited too long after the date(s) of the alleged discrimination to file your charge.

☐ Having been given 30 days in which to respond, you failed to provide information, failed to appear or be available for interviews/conferences, or otherwise failed to cooperate to the extent that it was not possible to resolve your charge.

☐ While reasonable efforts were made to locate you, we were not able to do so.

☐ You were given 30 days to accept a reasonable settlement offer that affords full relief for the harm you alleged.

☒ The EEOC issues the following determination: Based upon its investigation, the EEOC is unable to conclude that the information obtained establishes violations of the statutes. This does not certify that the respondent is in compliance with the statutes. No finding is made as to any other issues that might be construed as having been raised by this charge.

☐ The EEOC has adopted the findings of the state or local fair employment practices agency that investigated this charge.

☐ Other *(briefly state)*

- NOTICE OF SUIT RIGHTS -

(See the additional information attached to this form.)

Title VII, the Americans with Disabilities Act, and/or the Age Discrimination in Employment Act: This will be the only notice of dismissal and of your right to sue that we will send you. You may file a lawsuit against the respondent(s) under federal law based on this charge in federal or state court. Your lawsuit **must be filed WITHIN 90 DAYS of your receipt of this Notice**; or your right to sue based on this charge will be lost. (The time limit for filing suit based on a state claim may be different.)

Equal Pay Act (EPA): EPA suits must be filed in federal or state court within 2 years (3 years for willful violations) of the alleged EPA underpayment. This means that **backpay due for any violations that occurred more than 2 years (3 years) before you file suit may not be collectible.**

On behalf of the Commission

Enclosure(s)

Federico Costales,
District Director

AUG 23 2006
(Date Mailed)

cc: Victor Barroso
President
DORAL ACADEMY CHARTER
6255 Bird Road
Miami, FL 33155

Kelsay Patterson, Esq.
201 S. Biscayne Blvd., 28th Fl
Miami, FL 33131

EXHIBIT 2

Florida Department of State, Division of Corporations

Corporations Online

www.sunbiz.org **Public Inquiry**

Florida Non Profit

THE DORAL ACADEMY, INC.

PRINCIPAL ADDRESS
2450 NW 97TH AVE.
MIAMI FL 33172
Changed 05/07/2003

MAILING ADDRESS
6255 BIRD RD
MIAMI-DADE FL 33155

Document Number	FEI Number	Date Filed
N99000003576	650944569	06/08/1999
State	**Status**	**Effective Date**
FL	ACTIVE	NONE

Registered Agent

Name & Address
ZULUETA, IGNACIO G 6255 BIRD RD MIAMI-DADE FL 33155

Officer/Director Detail

Name & Address	Title
BARROSO, VICTOR 12583 SW 119TH PLACE MIAMI FL 33186	PC
GOMEZ, ILEANA 2450 NW 97TH AVENUE MIAMI FL 33172	V
JIMENEZ, FRANK 11100 NW 27TH STREET MIAMI FL 33172	V
LINAJE, KELLY MALLON 6255 BIRD ROAD	

EXHIBIT 3

COPYRIGHT MATERIAL

1 page has been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

IN THE CIRCUIT COURT OF THE 11TH
JUDICIAL CIRCUIT IN AND FOR MIAMI-DADE
COUNTY, FLORIDA

CASE NO.:

CARLOS ARDAYA,

Plaintiff,

v.

THE DORAL ACADEMY, INC.,

Defendant.
_____/

CIVIL ACTION SUMMONS

THE STATE OF FLORIDA:

To Each Sheriff of the State:

YOU ARE HEREBY COMMANDED to serve this Summons, Complaint, First Set of Interrogatories, First Request for Production, and Request for Admissions in this action on Defendant:

By serving: IGNACIO G. ZULUETA

To: 6255 BIRD RD.
MIAMI, FLORIDA 33155

Each Defendant is required to serve written defenses to the Complaint or Petition on Plaintiff's attorney, to wit: whose address is Law Office of Kelsay D. Patterson, 201 South Biscayne Blvd., 28th Floor, Miami, FL 33131, (305) 913-7626 within 20 days after service of this Summons on that Defendant, exclusive of the date of service, and to file the original of the defenses with the clerk of the court either before service on Plaintiff's attorney or immediately thereafter. If a Defendant fails to do so, a default will be entered against that Defendant for the relief demanded in the Complaint or Petition.

DATED ON _____, 2006.

HARVEY RUVIN
As Clerk of said Court

By: _____
As Deputy Clerk

9/19/06

NATIONAL REGISTERED AGENTS, INC.

SERVICE OF PROCESS SUMMARY TRANSMITTAL FORM

To: VANESSA M. MANCEBO
DORAL ACADEMY, INC.
6255 BIRD ROAD
MIAMI, FL 33155-

SOP Transmittal # FL40361

(800) 767-1553 - Telephone
(609) 716-0820 - Fax

Defendant: DORAL ACADEMY, INC
(Entity Served)

Enclosed herewith are legal documents received on behalf of the above captioned entity by National Registered Agents, Inc. or its Affiliate in the State of FLORIDA on this 19 day of September , 2006 . The following is a summary of the document(s) received:

1. **Title of Action:** Carlos Ardaya vs. The Doral Academy, Inc.

2. **Document(s) served:**

X Summons	__ Subpoena	__ Injunction
X Complaint	__ Third Party Complaint	__ Notice of
__ Petition	__ Demand for Jury Trial	__ Mechanics Lien
__ Garnishment	__ Default Judgement	__ Other:

3. **Court of Jurisdiction/ Case & Docket Number:** 11th Judicial Circuit in and for Miami-Dade County, Florida
06-18473CA04

4. **Amount Claimed, if any:**

5. **Method of Service** (select one):

X Personally served by:	X Process Server	__ Deputy Sheriff	__ U. S Marshall
__ Delivered Via:	__ Certified Mail (Envelope enclosed)	__ Regular Mail (Envelope enclosed)	__ Facsimile
__ Other (Explain):			

6. **Date and Time of Service:** 9/19/2006 2:22:47 PM EST (GMT -5)

7. **Appearance/Answer Date:** 20 Days

8. **Plaintiff's Attorney:** (Name, Address & Telephone Number)
Kelsay D. Patterson
Law Office of Kelsay D. Patterson
201 South Biscayne Blvd.
28th Floor
Miami, Florida 33131
305-913-7626

9. **Federal Express Airbill #** 798501560394

10. **Call Made to:** VANESSA M. MANCEBO

11. **Special Comments:**

NATIONAL REGISTERED AGENTS, INC. **Copies To:**

Transmitted by: Karen Redman

The information contained in this Summary Transmittal Form is provided by National Registered Agents, Inc. for informational purposes only and should not be considered a legal opinion. It is the responsibility of the parties receiving this form to review the legal documents forwarded and to take appropriate action.

ORIGINAL

NATIONAL REGISTERED AGENTS, INC.

SERVICE OF PROCESS SUMMARY TRANSMITTAL FORM

To: VANESSA M. MANCEBO
DORAL ACADEMY, INC.
6255 BIRD ROAD
MIAMI, FL 33155-

SOP Transmittal # FL40361

(800) 767-1553 - Telephone
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__ Petition	__ Demand for Jury Trial	__ Mechanics Lien
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06-18473CA04

4. **Amount Claimed, if any:**

5. **Method of Service** (select one):

X Personally served by:	X Process Server	__ Deputy Sheriff	__ U. S Marshall
__ Delivered Via:	__ Certified Mail (Envelope enclosed)	__ Regular Mail (Envelope enclosed)	__ Facsimile
__ Other (Explain):			

6. **Date and Time of Service:** 9/19/2006 2:22:47 PM EST (GMT -5)

7. **Appearance/Answer Date:** 20 Days

8. **Plaintiff's Attorney:** (Name, Address & Telephone Number)
Kelsay D. Patterson
Law Office of Kelsay D. Patterson
201 South Biscayne Blvd.
28th Floor
Miami, Florida 33131
305-913-7626

9. **Federal Express Airbill #** 798501560394

10. **Call Made to:** VANESSA M. MANCEBO

11. **Special Comments:**

NATIONAL REGISTERED AGENTS, INC. **Copies To:**

Transmitted by: Karen Redman

The information contained in this Summary Transmittal Form is provided by National Registered Agents, Inc. for informational purposes only and should not be considered a legal opinion. It is the responsibility of the parties receiving this form to review the legal documents forwarded and to take appropriate action.

ACKNOWLEDGEMENT COPY

IN THE CIRCUIT COURT OF THE 11TH
JUDICIAL CIRCUIT IN AND FOR
MIAMI-DADE COUNTY, FLORIDA

CASE NO. 06-18473 CA 04

CARLOS ARDAYA,

Plaintiff,

vs.

THE DORAL ACADEMY, INC.,

Defendant.

NOTICE OF FILING NOTICE OF REMOVAL

Defendant, THE DORAL ACADEMY, INC., by and through its undersigned counsel, hereby files this Notice of Filing Notice of Removal and states as follows:

On September 19, 2006, Defendant was served with the Summons and Complaint in this matter.

On October 10, 2006, Defendant filed a Notice of Removal in the United States District Court for the Southern District of Florida, Miami Division. A copy of that Notice is attached hereto as Exhibit "1."

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

DATED: October 9, 2006
Miami, Florida

Respectfully submitted,

JACKSON LEWIS LLP
One Biscayne Tower
2 South Biscayne Boulevard - Suite 3500
Miami, Florida 33131
Telephone: (305) 577-7600
Facsimile: (305) 373-4466

By: Christine L. Wilson
Christine L. Wilson, Esq.
Florida Bar No. 143588
Email: [redacted]
Scott S. Allen, Esq.
Florida Bar No. 0143278
E-mail: [redacted]
Attorneys for Defendant,
THE DORAL ACADEMY, INC.

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that a true and correct copy of the foregoing document was served by U.S. mail on October 9, 2006 on all counsel or parties of record on the attached service list.

Christine L Wilson for
Scott S. Allen, Esq.

CERTIFICATE OF SERVICE

CASE NO. 06-18473 CA 04

Kelsay Dayon Patterson, Esq.
[redacted]
Law Office of Kelsay D. Patterson
201 S. Biscayne Blvd., 28th Floor
Miami, Florida 33131
Telephone: (305) 913-7626
Facsimile: (305) 380-1466
Attorneys for Plaintiff
Carlos Ardaya

(Rev. 12/96)

CIVIL COVER SHEET

The JS-44 civil cover sheet and the information contained herein neither replace nor supplement the filing and service of pleadings or other papers as required by law, except as provided by local rules of court. This form, approved by the Judicial Conference of the United States in September 1974, is required for the use of the clerk of Court for the purpose of initiating the civil docket sheet. (SEE INSTRUCTIONS ON THE REVERSE OF THE FORM.)

06-22501

I.(a) PLAINTIFF: CARLOS ARDAYA

DEFENDANT: THE DORAL ACADEMY, INC.

(b) COUNTY OF RESIDENCE OF FIRST LISTED PLAINTIFF Miami-Dade (EXCEPT IN U.S. PLAINTIFF CASES)

COUNTY OF RESIDENCE OF FIRST LISTED DEFENDANT (IN U.S. PLAINTIFF CASES ONLY)

NOTE: IN LAND CONDEMNATION CASES, USE THE LOCATION OF THE TRACT OF LAND INVOLVED

FLIGHT BOX FILED OCT 06 2006 CLARENCE MADDOX CLERK, USDC / SDFL / MIA

CIV - GOLD MAGISTRATE JUDGE TURNOFF

(c) ATTORNEYS (FIRM NAME, ADDRESS, AND TELEPHONE NUMBER)
KELSAY D. PATTERSON, ESQ.
LAW OFFICE OF KELSAY D. PATTERSON
201 South Biscayne Boulevard, 28th Floor
Miami, Florida 33131
Telephone: (305) 913-7626

ATTORNEYS (IF KNOWN)
CHRISTINE L. WILSON, ESQ.
SCOTT S. ALLEN, ESQ.
JACKSON LEWIS LLP
One Biscayne Tower, Suite 3500
2 South Biscayne Blvd.
Miami, Florida 33131
(305) 577-7600

Circle 28 - Circuit Court

(d) CIRCLE COUNTY WHERE ACTION AROSE: DADE MONROE, BROWARD, PALM BEACH, MARTIN, ST. LUCIE, INDIAN RIVER, OKEECHOBEE, HIGHLANDS

II. BASIS OF JURISDICTION (PLACE AN "X" IN ONE BOX ONLY)

- ☐ 1 U.S. Government Plaintiff
- ☒ 3 Federal Question (U.S. Government Not a Party)
- ☐ 2 U.S. Government Defendant
- ☐ 4 Diversity (Indicate Citizenship of Parties in Item III)

III. CITIZENSHIP OF PRINCIPAL PARTIES (PLACE AN x IN ONE BOX FOR Plaintiff AND ONE BOX FOR DEFENDANT)

(For Diversity Cases Only)

	PTF	DEF		PTF	DEF
Citizen of This State	☐1	☐1	Incorporated or Principal Place of Business in This State	☐4	☐4
Citizen of Another State	☐2	☐2	Incorporated and Principal Place of Business in Another State	☐5	☐5
Citizen or Subject of a Foreign Country	☐3	☐3	Foreign Nation	☐6	☐6

IV. ORIGIN (PLACE AN "X" IN ONE BOX ONLY)

☐ 1 Original Proceeding ☒ 2 Removed from State Court ☐ 3 Remanded from Appellate Court ☐ 4 Reinstated or Reopened ☐ 5 Transferred from another district (specify) ☐ 6 Multidistrict Litigation ☐ 7 Appeal to District Judge from Magistrate Judgment

V. NATURE OF SUIT (PLACE AN "X" IN ONE BOX ONLY)

A CONTRACT
- 110 Insurance
- 120 Marine
- 130 Miller Act
- 140 Negotiable Instrument
- 150 Recovery of Overpayment & Enforcement of Judgment
- 151 Medicare Act
- 152 Recovery of Defaulted Student Loans (Excl/ Veterans)
- 153 Recovery of Overpayment of Veteran's Benefits
- 160 Stockholders' Suits
- 190 Other Contract
- 195 Contract Product Liability

REAL PROPERTY
- 210 Land Condemnation
- 220 Foreclosure
- 230 Rent Lease & Ejectment
- 240 Torts to Land
- 245 Tort Product Liability
- 290 All Other Real Property

A TORTS

PERSONAL INJURY
- 310 Airplane
- 315 Airplane Product Liability
- 320 Assault, Libel & Slander
- 330 Federal Employers' Liability
- 340 Marine
- 345 Marine Product Liability
- 350 Motor Vehicle
- 355 Motor Vehicle Product Liability
- 360 Other Personal Injury

PERSONAL INJURY
- 362 Personal Injury — Med Malpractice
- 365 Personal Injury — Product Liability
- 368 Asbestos Personal Injury Product Liability

PERSONAL PROPERTY
- 370 Other Fraud
- 371 Truth in Lending
- 380 Other Personal Property Damage
- 385 Property Damage Product Liability

CIVIL RIGHTS
- 441 Voting
- 442 Employment
- 443 Housing/ Accommodations
- 444 Welfare
- 440 Other Civil Rights

PRISONER PETITIONS
- 510 Motions to Vacate Sentence

HABEAS CORPUS
- 530 General
- 535 Death Penalty
- 540 Mandamus & Other
- 550 Civil Rights
- 555 Prison Condition

FORFEITURE/PENALTY
- 610 Agriculture
- 620 Other Food & Drug
- 625 Drug Related Seizure of Property 21 USC 881
- 630 Liquor Laws
- 644 R.R. & Truck
- 650 Airline Regs
- 660 Occupational Safety/Health
- 690 Other

A LABOR
- 710 Fair Labor Standards Act
- 720 Labor/Mgmt. Relations
- 730 Labor/Mgmt Reporting & Disclosure Act
- 740 Railway Labor Act
- 790 Other Labor Litigation
- 791 Empl. Ret. Inc Security Act

A BANKRUPTCY
- 422 Appeal 28 USC 158
- 423 Withdrawal 28 USC 157

A PROPERTY RIGHTS
- 820 Copyrights
- 830 Patent
- 840 Trademark

B SOCIAL SECURITY
- 861 HIA (1395ff)
- 862 Black Lung (923)
- 863 DIWC/DIWW (405(g))
- 864 SSID Title XVI
- 865 RSI (405(g))

FEDERAL TAX SUITS
- 870 Taxes (U.S. Plaintiff or Defendant)
- 871 IRS – Third Party 26 USC 7609

A OTHER STATUTES
- 400 State Reapportionment
- 410 Antitrust
- 430 Banks and Banking
- 450 Commerce/ICC Rates/etc
- 460 Deportation
- 470 Racketeer Influenced and Corrupt Organizations
- 810 Selective Service
- 850 Securities/Commodities/ Exchange
- 875 Customer Challenge 12 USC 3410
- 891 Agricultural Acts
- 892 Economic Stabilization Act
- 893 Environmental Matters
- 894 Energy Allocation Act
- 895 Freedom of Information Act
- 900 Appeal of Fee Determination Under Equal Access to Justice
- 950 Constitutionality of State Statutes
- 890 Other Statutory Actions A OR B

VI. CAUSE OF ACTION (CITE THE U.S. CIVIL STATUTE UNDER WHICH YOU ARE FILING AND WRITE BRIEF STATEMENT OF CAUSE DO NOT CITE JURISDICTIONAL STATUTES UNLESS DIVERSITY.)

Sexual Harassment and Sex Discrimination, pursuant to 42 U.S.C. §§ 2000e et. seq.; Title VII, Civil Rights Act of 1964; and Florida Statutes §§ 760.01 – 760.11.

LENGTH OF TRIAL
via 5 days estimated (for both sides to try entire case)

VII. REQUESTED IN COMPLAINT:

CHECK IF THIS IS A CLASS ACTION ☐ UNDER F.R.C.P. 23

DEMAND $ IN EXCESS OF $15,000

Check YES only if demanded in complaint JURY DEMAND: ☒ YES ☐ NO

VIII. RELATED CASE(S) IF ANY

(See instructions): Carlos Ardaya v. The Doral Academy, Inc., 11th Judicial Circuit, in and for Miami-Dade County, Florida, Case No. 06-18473-CA-04 Honorable Gerald D. Hubbart

DATE
10/09/06

SIGNATURE OF ATTORNEY OF RECORD
Christine L. Wilson

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RECEIPT # 641878 AMOUNT 350 APPLYING IFP _____ JUDGE _____ MAG. JUDGE _____

Family Educational Rights and Privacy Act Protected Material

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UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF FLORIDA
MIAMI DIVISION

ERIC GOMEZ, an individual,	)	
	)	
Plaintiff,	)	
	)	Case No.:
v.	)	
	)	
THE DORAL ACADEMY, INC., a Florida corporation,	)	
	)	
	)	
Defendant.	)	

COMPLAINT FOR DAMAGES UNDER THE TELEPHONE CONSUMER PROTECTION ACT (TCPA)

1. This is an action for damages arising from Defendant's violation of the Telephone Consumer Protection Act, 47 U.S.C. § 227 et seq. (hereinafter referred to as the "TCPA"). The TCPA prohibits unsolicited automatically dialed or pre-recorded voice calls to cellular telephones and provides for statutory damages of up to $1,500 for each call placed found to be in violation of the act. Here, the Defendant placed no less than 100 violative telephone calls to the Plaintiff within the four (4) years immediately preceding the filing of this complaint.

JURISDICTION AND VENUE

2. This Court has jurisdiction under 28 U.S.C. §1331. This case involves a question of Federal law. *See* Mims v. Arrow Financial Services, LLC, 132 S. Ct. 740 (2012). Damages and injunctive relief are available under 47 U.S.C. § 227(b)(3). Venue is proper in

this District because Defendant resides here, engages in business in this District, and a substantial part of the acts or omissions giving rise to this claim occurred here.

PARTIES

3. Plaintiff is a natural person who, at all times relevant herein, is and was a resident of Miami-Dade County, Florida.

4. Defendant is a Florida corporation whose principal address is located at 2450 NW 98th Ave., Miami, FL 33172 and whose registered agent for service of process in the State of Florida is NRAI Services, Inc., 1200 South Pine Island Road, Plantation, FL 33324.

THE TELEPHONE CONSUMER PROTECTION ACT

5. Congress enacted the Telephone Consumer Protection Act, 47 U.S.C. § 227 *et seq.* (the "TCPA"), in response to a growing number of consumer complaints regarding unsolicited, automatically dialed or prerecorded telephone calls.

6. Consistent with its purpose, the TCPA regulates, among other things, the use of prerecorded messages and use of automated telephone dialing systems ("autodialers"). Specifically, the plain language of section 227(b)(1)(A)(iii) prohibits the use of prerecorded messages or autodialers to make any call to a wireless number in the absence of an emergency or the prior express consent of the called party.

7. According to findings by the Federal Communication Commission ("FCC"), the agency Congress vested with authority to issue regulations implementing the TCPA, such calls are prohibited because, as Congress found, automated or prerecorded telephone calls are a greater nuisance and invasion of privacy than live solicitation calls, and such calls can be

costly and inconvenient. The FCC also recognized that wireless customers are charged for incoming calls whether they pay in advance or after the minutes are used.

8. Companies who make automated calls bear the responsibility of regularly checking the accuracy of their account records or intermittently placing live verification calls to ensure they are actually contacting the intended recipient of their calls. Breslow v. Wells Fargo Bank, NA, 857 F. Supp. 2d 1316 (S.D. Fla. 2012). To hold otherwise might allow a defendant who obtained the prior express consent of a previous owner of a cellular telephone to forever escape liability for placing automated calls to subsequent owners of the same number. Id at 1322.

FACTUAL ALLEGATIONS

9. Beginning on or around July 27, 2013, Defendant began placing calls to Plaintiff's cellular telephone, using an artificial or pre-recorded voice message player and in so doing, left numerous voice messages on Plaintiff's voice mail system.

10. The majority of the artificial voice messages which Plaintiff received from Defendant appeared to contain information relating to news or upcoming events relating to the Doral Academy.

11. Plaintiff has no connection with Doral Academy, no children who attend Doral Academy and has never subscribed to any voice mail or message service offered by Doral Academy.

12. On at least three (3) occasions, the earliest of which on or about August 21, 2013, Plaintiff contacted Defendant by telephone and informed Defendant that he was

receiving the unwanted telephone calls and requested that Defendant cease placing the automated and pre-recorded calls to his telephone.

13. Despite his repeated requests, Defendant continues to place automated and pre-recorded calls to his cellular telephone, at the rate of 3-5 calls per week.

14. Plaintiff has never provided consent for Defendant, or any entity on whose behalf Defendant is acting, to contact him on his cellular telephone using an automatic telephone dialing system, or using a pre-recorded or automated voice message player.

15. To the extent that any third party, acting on behalf of the Defendant, actually placed the calls at issue, the Defendant is vicariously liable for the acts of that third party entity. *See generally*, Smith v. State Farm Mut. Auto. Ins. Co., 2013 WL 5346430 (N.D. Ill. Sept. 23, 2013).

16. Plaintiff, at all times relevant herein, was the account holder of, and exercised dominion and control over the cellular telephone to which Defendant was calling.

17. The above described pre-recorded telephone messages are indicative of Plaintiff's use of an automatic telephone dialing system or an artificial or prerecorded voice message player.

18. None of the calls Defendant placed to Plaintiff were made for emergency purposes.

COUNT I

19. Plaintiff incorporates the foregoing paragraphs as if fully set forth herein.

20. Defendant made unsolicited telephone calls to the cellular telephone number of plaintiff using an automatic telephone dialing system or artificial or pre-recorded voice.

21. These phone calls were made without the prior express consent of Plaintiff.

22. Defendant has therefore violated the TCPA, 47 U.S.C. § 227(b)(1)(A)(iii), which makes it unlawful for any person within the United States . . . to make any call (other than a call made for emergency purposes or made with the prior express consent of the called party) using any automatic telephone dialing system or an artificial or prerecorded voice . . ." As a result of Defendant's illegal conduct, the Plaintiff has suffered statutory damages and, under section 227(b)(3)(B), is entitled to a minimum of $500.00 in damages for each such violation of the TCPA.

23. Defendant placed calls willfully, knowingly and despite the receipt of instructions on multiple occasions to cease placing the unsolicited and unlawful telephone calls and is therefore liable for treble damages of up to $1,500.00 per call.

WHEREFORE, Plaintiff requests that the Court enter judgment in favor of Plaintiff and against Defendant for:

(a) Statutory damages of up to $1,500.00 per call, pursuant to 47 U.S.C. § 227(b)(3);

(b) Injunctive relief prohibiting such violations of the TCPA by Defendant in the future;

(c) To the extent provided by law, an award of attorneys' fees and costs; and

(d) Such other relief as the Court deems just and proper.

JURY DEMAND

Plaintiff demands trial by jury.

Dated: May 13, 2014

By: *s/ Scott D. Owens*
Scott D. Owens, Esq.
Florida Bar # 0597651
SCOTT OWENS, P.A.
664 E. Hallandale Beach Blvd.
Hallandale, FL 33009
Tel: 954-589-0588
Fax: 954-337-0666
[redacted]

UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF FLORIDA
MIAMI DIVISION

ERIC GOMEZ, an individual, Plaintiff, v. THE DORAL ACADEMY, INC., a Florida corporation, and BLACKBOARD CONNECT, INC., a foreign corporation, Defendants.	)	Case No.: 14-21745-CIV-ALT/O'Sul

FIRST AMENDED COMPLAINT FOR DAMAGES UNDER THE TELEPHONE CONSUMER PROTECTION ACT (TCPA)

1. This is an action for damages arising from Defendants' violation of the Telephone Consumer Protection Act, 47 U.S.C. § 227 et seq. (hereinafter referred to as the "TCPA"). The TCPA prohibits unsolicited automatically dialed or pre-recorded voice calls to cellular telephones and provides for statutory damages of up to $1,500 for each call placed found to be in violation of the act. Here, the Defendants have over 133 violative telephone calls to the Plaintiff within the four (4) years immediately preceding the filing of this Amended Complaint.

JURISDICTION AND VENUE

2. This Court has jurisdiction under 28 U.S.C. §1331. This case involves a question of Federal law. *See* Mims v. Arrow Financial Services, LLC, 132 S. Ct. 740 (2012). Damages and injunctive relief are available under 47 U.S.C. § 227(b)(3). Venue is proper in

this District because Defendant resides here, engages in business in this District, and a substantial part of the acts or omissions giving rise to this claim occurred here.

PARTIES

3. Plaintiff is a natural person who, at all times relevant herein, is and was a resident of Miami-Dade County, Florida.

4. Defendant, Doral Academy, Inc. (Doral Academy), is a Florida corporation whose principal address is located at 2450 NW 98th Ave., Miami, FL 33172 and whose registered agent for service of process in the State of Florida is NRAI Services, Inc., 1200 South Pine Island Road, Plantation, FL 33324.

5. Defendant, Blackboard Connect, Inc. (Blackboard Connect), is a foreign corporation whose principle address is located at 650 Massachusetts Ave NW, Floor 6, Washington, DC 20001, and whose registered agent for service of process in the State of Florida is Corporation Service Company, 1201 Hays Street, Tallahassee, FL 32301-2525.

THE TELEPHONE CONSUMER PROTECTION ACT

6. Congress enacted the Telephone Consumer Protection Act, 47 U.S.C. § 227 *et seq.* (the "TCPA"), in response to a growing number of consumer complaints regarding unsolicited, automatically dialed or prerecorded telephone calls.

7. Consistent with its purpose, the TCPA regulates, among other things, the use of prerecorded messages and use of automated telephone dialing systems ("autodialers"). Specifically, the plain language of section 227(b)(1)(A)(iii) prohibits the use of prerecorded messages or autodialers to make any call to a wireless number in the absence of an emergency or the prior express consent of the called party.

8. According to findings by the Federal Communication Commission ("FCC"), the agency Congress vested with authority to issue regulations implementing the TCPA, such calls are prohibited because, as Congress found, automated or prerecorded telephone calls are a greater nuisance and invasion of privacy than live solicitation calls, and such calls can be costly and inconvenient. The FCC also recognized that wireless customers are charged for incoming calls whether they pay in advance or after the minutes are used.

9. Companies who make automated calls bear the responsibility of regularly checking the accuracy of their account records or intermittently placing live verification calls to ensure they are actually contacting the intended recipient of their calls. Breslow v. Wells Fargo Bank, NA, 857 F. Supp. 2d 1316 (S.D. Fla. 2012). To hold otherwise might allow a defendant who obtained the prior express consent of a previous owner of a cellular telephone to forever escape liability for placing automated calls to subsequent owners of the same number. Id at 1322.

FACTUAL ALLEGATIONS

10. Beginning on or around July 3, 2013, Defendants began placing calls to Plaintiff's cellular telephone, using an artificial or pre-recorded voice message player, and in so doing, left numerous voice messages on Plaintiff's voice mail system.

11. The majority of the artificial voice messages which Plaintiff received from Defendant appeared to contain information relating to news or upcoming events relating to the Doral Academy.

12. Defendant Doral Academy contracts with Defendant Blackboard Connect to place prerecorded telephone alert calls on behalf of Doral Academy. The contract between Doral Academy and Blackboard Connect is attached as "Exhibit A".

13. Both Defendant Doral Academy and Blackboard Connect have represented that Plaintiff's cellular telephone number does not appear in their records, and thus it appears likely that Plaintiff continues receiving prerecorded alert calls due to a technical issue within the systems maintained by one or both of the Defendants.

14. Plaintiff has no connection with Doral Academy, no children who attend Doral Academy and has never subscribed to any voice mail or message service offered by Doral Academy.

15. On at least three (3) occasions, the earliest of which on or about August 21, 2013, Plaintiff contacted Defendant Doral Academy by telephone and informed Defendant that he was receiving the unwanted telephone calls and requested that Defendant cease placing the automated and pre-recorded calls to his telephone.

16. Defendant, Doral Academy, directed Plaintiff to contact The Miami-Dade School Board at 305-995-3700, and leave a message providing his telephone number requesting that it be removed from Defendants' telephone alert service. Plaintiff called the specified number, provided the information and requested that he no longer receive calls.

17. Despite his repeated requests, Defendants continue to place automated and pre-recorded calls to his cellular telephone. Plaintiff's telephone records show 133 telephone calls received from Doral Academy's telephone number, 305-957-9950, between July 3, 2013 and November 16, 2014.

18. Plaintiff has never provided consent for Defendant Doral Academy, or any entity acting on behalf of Doral Academy, to contact him on his cellular telephone using an automatic telephone dialing system, or using a pre-recorded or automated voice message player.

19. To the extent that any third party, acting on behalf of the Defendants, actually placed the calls at issue, the Defendants are vicariously liable for the acts of that third party entity. *See generally*, Smith v. State Farm Mut. Auto. Ins. Co., 2013 WL 5346430 (N.D. Ill. Sept. 23, 2013).

20. Plaintiff, at all times relevant herein, was the account holder of, and exercised dominion and control over the cellular telephone to which Defendants were calling.

21. The above described pre-recorded telephone messages are indicative of Plaintiff's use of an automatic telephone dialing system or an artificial or prerecorded voice message player.

22. None of the calls Defendants placed to Plaintiff were made for emergency purposes.

COUNT I

23. Plaintiff incorporates the foregoing paragraphs as if fully set forth herein.

24. Defendants made unsolicited telephone calls to the cellular telephone number of Plaintiff using an automatic telephone dialing system or artificial or pre-recorded voice.

25. These phone calls were made without the prior express consent of Plaintiff.

26. Defendants have therefore violated the TCPA, 47 U.S.C. § 227(b)(1)(A)(iii), which makes it unlawful for any person within the United States . . . to make any call (other

than a call made for emergency purposes or made with the prior express consent of the called party) using any automatic telephone dialing system or an artificial or prerecorded voice . . ." As a result of Defendants' illegal conduct, the Plaintiff has suffered statutory damages and, under section 227(b)(3)(B), is entitled to a minimum of $500.00 in damages for each such violation of the TCPA.

27. Defendants placed calls willfully, knowingly and despite the receipt of instructions on multiple occasions to cease placing the unsolicited and unlawful telephone calls and are therefore liable for treble damages of up to $1,500.00 per call.

WHEREFORE, Plaintiff requests that the Court enter judgment in favor of Plaintiff and against Defendant for:

(a) Statutory damages of up to $1,500.00 per call, pursuant to 47 U.S.C. § 227(b)(3);

(b) Injunctive relief prohibiting such violations of the TCPA by Defendants in the future;

(c) To the extent provided by law, an award of attorneys' fees and costs; and

(d) Such other relief as the Court deems just and proper.

JURY DEMAND

Plaintiff demands trial by jury.

Dated: January 2, 2015

By: *s/ Scott D. Owens*
Scott D. Owens, Esq.
Florida Bar # 0597651

SCOTT OWENS, P.A.
3800 S. Ocean Drive, Ste. 235
Hollywood, FL 33019
Tel: 954-589-0588
Fax: 954-337-0666
[redacted]

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on January 2, 2015, I electronically filed the foregoing document with the Clerk of the Court using CM/ECF. I also certify that the foregoing document is being served this date via U.S. mail and/or some other authorized manner for those counsel or parties below, if any, who are not authorized to receive electronically Notices of Electronic Filing.

Respectfully submitted,

By: */s/ Scott D. Owens*
Scott D. Owens

UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF FLORIDA
MIAMI DIVISION

Case No.: 14-21745-CIV-ALTONAGA/O'SULLIVAN

ERIC GOMEZ, an individual,

Plaintiff,

THE DORAL ACADEMY, INC., and
BLACKBOARD CONNECT, INC.,

Defendants.
_____/

JOINT STIPULATION TO DISMISS

NOW COME the Parties, by and through their respective attorneys, and pursuant to Fed. R. Civ. Proc. 41(a) hereby stipulate and agree to the dismissal of Plaintiff's claims against Defendants, The Doral Academy, Inc. and Blackboard Connect, Inc., with prejudice and with each party to bear its own costs. Further, pursuant to Fed. R. Civ. Proc. 41(c), Crossclaim Plaintiff, Doral Academy, Inc., hereby stipulates and agrees to the dismissal of its Crossclaim against Crossclaim Defendant, Blackboard Connect, Inc., with prejudice and with each party to bear its own costs. This stipulation of dismissal disposes of the entire action.

Dated: January 30, 2015.

Respectfully submitted,

ERIC GOMEZ,

By: */s/ Scott D. Owens*

Scott D. Owens, Esq.
SCOTT D. OWENS, P.A.
3800 S. Ocean Drive, Ste 235
Hollywood, FL 33019
(954) 589-0588 (Phone)
[redacted]

DORAL ACADEMY, INC.

By: */s/ Charles A. Gibson*

Charles A. Gibson, Esq.
Gibson Law Offices
3634 Grand Avenue
Miami, Florida 33133
Tel: (305) 777-0395
Fax: (305) 446-1474
[redacted]

BLACKBOARD CONNECT, INC.

By: */s/ Bruce E. Reinhart*

Bruce E. Reinhart, Esquire
McDonald Hopkins LLC
505 South Flagler Drive
Suite 300
West Palm Beach, Florida 33401
Telephone: 561-472-2121
Facsimile: 561-472-2122
[redacted]

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 30th day of January, 2015, I electronically filed the foregoing document with the Clerk of the Court using CM/ECF. I also certify that the foregoing document is being served this date via U.S. mail and/or some other authorized manner for those counsel or parties, of any, who are not authorized to receive electronically Notices of Electronic Filing.

/s/ Scott D. Owens
Scott D. Owens, Esq.

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IN THE CIRCUIT COURT OF THE 11th JUDICIAL CIRCUIT IN AND FOR MIAMI-DADE COUNTY, FLORIDA

GENERAL JURISDICTION DIVISION
Case No.

OSCAR PALOMINO,

Plaintiff,

vs.

MIAMI-DADE COUNTY SCHOOL BOARD; and DORAL ACADEMY d/b/a, and/or a/k/a, DORAL ACADEMY, INC. d/b/a, and/or a/k/a, DORAL ACADEMY CHARTER HIGH SCHOOL, d/b/a, and/or a/k/a, DORAL COLLEGE, INC.,

Defendants.
_____/

COMPLAINT FOR DAMAGES

COMES NOW, Plaintiff OSCAR PALOMINO, by and through his undersigned attorney and presents herewith his Complaint for Damages against Defendants MIAMI-DADE COUNTY SCHOOL BOARD and DORAL ACADEMY d/b/a, and/or a/k/a, DORAL ACADEMY, INC. d/b/a, and/or a/k/a, DORAL ACADEMY CHARTER HIGH SCHOOL d/b/a, and/or a/k/a, DORAL COLLEGE, INC., and states as follows:

JURISDICTION

1. This is an action for an amount in excess of the sum of Fifteen-Thousand ($15,000.00) Dollars exclusive of interest and costs, and is therefore within the monetary jurisdiction of this Honorable Court.

PARTIES

2. At all times material hereto, Plaintiff OSCAR PALOMINO was a resident of Miami-Dade County, Florida.

3. At all times material hereto, Defendant MIAMI-DADE COUNTY SCHOOL BOARD was a political subdivision of the State of Florida.

4. At all times material hereto, Defendant DORAL ACADEMY d/b/a, and/or a/k/a, DORAL ACADEMY, INC. d/b/a and/or a/k/a DORAL ACADEMY CHARTER HIGH SCHOOL d/b/a, and/or a/k/a, DORAL COLLEGE, INC., was a charter school in and for Miami-Dade County, Florida.

COMPLIANCE WITH CONDITIONS PRECEDENT PURSUANT TO FLORIDA STATUTE §768.28

5. Prior to filing this Complaint, Plaintiff complied with all requirements of Florida Statute §768.28.

6. The Defendants have neither admitted nor denied liability for Plaintiff's claim, and more than six (6) months have passed since the service of Plaintiff's notice pursuant to Florida Statute §768.28.

GENERAL ALLEGATIONS

7. On or about August 18, 2009, Plaintiff OSCAR PALOMINO, a handyman, was hired by Defendant DORAL ACADEMY[1], a chartered school, on a temporary basis, at Plaintiff's hourly rate, during the Defendants' students' summer vacation break for the purpose of painting certain outside walls of the Defendants' school.

There was no formal written contract involved. There was no general contractor involved and Plaintiff was not working as a sub-contractor.

Said Defendant provided numerous other employees of Defendants to assist Plaintiff and provided a Pro Boom 35' also known as a "cherry picker machine" since the walls to be painted were rather high and the device would lift a person high enough to complete painting the higher portion of the designated walls.

Unfortunately, Defendant DORAL ACADEMY'S employees supplied to assist Plaintiff in his task negligently struck Plaintiff's left knee with the cherry picker machine, causing Plaintiff serious permanent injuries which required surgery.

8. Defendant DADE COUNTY SCHOOL BOARD is charged with the responsibility of regulating a charter school and is therefore responsible for their acts of negligence, and that of their employees, pursuant to Florida Statute 768.28.

---

[1] Doral Academy, d/b/a, and/or a/k/a, Doral Academy, Inc., d/b/a and/or a/k/a Doral Academy Charter High School, d/b/a and/or a/k/a, Doral College, Inc. shall hereafter collectively be designated as DORAL ACADEMY.

COUNT I

CAUSE OF ACTION FOR NEGLIGENCE AGAINST DEFENDANT MIAMI-DADE COUNTY SCHOOL BOARD

9. Plaintiff OSCAR PALOMINO, realleges, reavers and incorporates by reference paragraphs 1 through 8, inclusive of this Complaint for Damages, as if set forth fully herein.

10. At all times material hereto, Defendant MIAMI-DADE COUNTY SCHOOL BOARD was charged with the responsibility for their charter schools' negligence which caused damages to Plaintiff pursuant to Florida Statute 768.28.

11. Defendant MIAMI-DADE COUNTY SCHOOL BOARD therefore owed a duty to Plaintiff to provide competent employees to assist Plaintiff in the job that the Defendant CHARTER SCHOOL hired Plaintiff to accomplish.

Defendant MIAMI-DADE COUNTY SCHOOL BOARD therefore knew or should have known, by the use of reasonable care, that the employees provided to assist Plaintiff were not competent to handle the machinery nor the task of assistance to Plaintiff.

12. Defendant MIAMI-DADE COUNTY SCHOOL BOARD breached its required duty of care to Plaintiff by failing to provide competent employees to assist the Plaintiff for the task that they required Plaintiff to accomplish.

13. It was wholly foreseeable that Plaintiff could be severely injured if the employees provided to assist Plaintiff were not

competent to handle said dangerous machinery nor the task to assist the Plaintiff herein.

14. As a direct and proximate result of the negligence of Defendant MIAMI-DADE COUNTY SCHOOL BOARD, Plaintiff OSCAR PALOMINO has incurred and suffered the following damages in the past and suffers the following damages in the present:

a. serious and permanent bodily injuries;

b. resulting pain and suffering;

c. mental distress and anguish;

d. loss of capacity for the enjoyment of life;

e. medical, hospital, nursing care, rehabilitation, pharmaceutical and related medical expenses; and

f. loss of earnings and loss of earning capacity.

These losses are permanent and continuing in nature and the Plaintiff will continue to suffer such damages in the future.

WHEREFORE, Plaintiff OSCAR PALOMINO demands judgment for compensatory damages against Defendant MIAMI-DADE COUNTY SCHOOL BOARD, together with costs of this proceeding.

Plaintiff OSCAR PALOMINO demands trial by jury of all issues so triable as of right.

COUNT II

CAUSE OF ACTION FOR NEGLIGENCE AGAINST DEFENDANT DORAL ACADEMY d/b/a/ and/or a/k/a DORAL ACADEMY, INC. d/b/a and/or a/k/a DORAL ACADEMY CHARTER HIGH SCHOOL d/b/a and/or a/k/a DORAL COLLEGE, INC.

15. Plaintiff OSCAR PALOMINO realleges, reavers and incorporates by reference paragraphs 1 through 8, inclusive of this Complaint for Damages, as if set forth fully herein.

16. At all times material hereto Defendant DORAL ACADEMY owed, a duty to Plaintiff to provide capable employees to assist Plaintiff who knew how to use and move the dangerous machine, the Pro Boom 35' a/k/a "cherry picker machine", without placing Plaintiff at risk of injury and that Defendant knew or should have known that this duty existed by the use of reasonable care.

17. Defendant breached the required duty of care to Plaintiff by failing to provide competent employees to assist Plaintiff; employees who knew how to use and move the Pro Boom 35' cherry picking machine without injuring Plaintiff, and by failing to advise Plaintiff of the inadequacies of the employees that Defendant had provided to Plaintiff.

18. It was wholly foreseeable that Plaintiff might be seriously injured if the employees that Defendant provided to assist Plaintiff were not competent, especially when a dangerous equipment was provided to assist the Plaintiff herein.

19. As a direct and proximate result of the negligence of Defendant DORAL ACADEMY, Plaintiff OSCAR PALOMINO has incurred and suffered the following damages in the past and suffers the following damages in the present:

a. serious and permanent bodily injuries;

b. resulting pain and suffering;

c. mental distress and anguish;

d. loss of capacity for the enjoyment of life;

e. medical, hospital, nursing care, rehabilitation, pharmaceutical and related medical expenses; and

f. loss of earnings and loss of earning capacity

These losses are permanent and continuing in nature and the Plaintiff will continue to suffer such damages in the future.

WHEREFORE, Plaintiff OSCAR PALOMINO demands judgment for compensatory damages against Defendant DORAL ACADEMY together with costs of this proceeding.

Plaintiff OSCAR PALOMINO demands trial by jury of all issues so triable as of right.

DATED this 12 day of AUGUST 2013.

RONALD S. GURALNICK, P.A.
Attorney for Plaintiff *Oscar Palomino*
(FLA. BAR No. 111476)
Miami Tower - Suite 2600
100 SE 2nd Street
Miami, Florida 33131
Telephone 305-373-0066
Facsimile: 305-373-1387
[redacted]

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HARVEY RUVIN, CLERK OF COURT, MIA-DADE CTY

IN THE CIRCUIT COURT OF THE
11TH JUDICIAL CIRCUIT IN AND FOR
MIAMI-DADE COUNTY, FLORIDA

OSCAR PALOMINO,

Plaintiff,

vs.

DORAL ACADEMY, INC.,

Defendant.
_____/

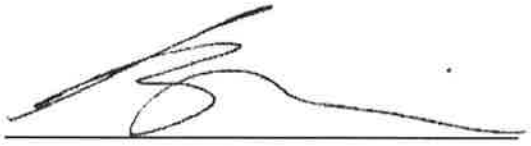
CASE NO.: 13-26536 CA 01

FINAL ORDER OF DISMISSAL

IN CONSIDERATION of the Joint Stipulation of Dismissal with Prejudice, it is

ORDERED AND ADJUDGED that the above cause between OSCAR PALOMINO and DORAL ACADEMY, INC. is hereby dismissed with prejudice. The Court retains jurisdiction to enforce settlement.

DONE AND ORDERED in Chambers at Miami-Dade County, Florida, on 11/20/17.



BRONWYN C. MILLER
CIRCUIT COURT JUDGE

FINAL ORDERS AS TO ALL PARTIES
SRS DISPOSITION NUMBER 12

THE COURT DISMISSES THIS CASE AGAINST ANY PARTY NOT LISTED IN THIS FINAL ORDER OR PREVIOUS ORDER(S). THIS CASE IS CLOSED AS TO ALL PARTIES.

Judge's Initials **BCM**

The parties served with this Order are indicated in the accompanying 11th Circuit email confirmation which includes all emails provided by the submitter. The movant shall IMMEDIATELY serve a true and correct copy of this Order, by mail, facsimile, email or hand-delivery, to all parties/counsel of record for whom service is not indicated by the

accompanying 11th Circuit confirmation, and file proof of service with the Clerk of Court.

Signed original order sent electronically to the Clerk of Courts for filing in the Court file.

Copies furnished to:
Peter Harutunian, Esq., *Counsel for Defendant*
Lydecker Diaz
1221 Brickell Avenue, 19th Floor
Miami, FL 33131

Ronald Guralnick, Esq., *Counsel for Plaintiff*
Ronald S. Guralnick, P.A.
The White Building – Second Floor
1 N.E. 2nd Avenue
Miami, FL 33132

IN THE CIRCUIT COURT OF THE 11TH JUDICIAL CIRCUIT IN AND FOR MIAMI-DADE COUNTY, FLORIDA

OSCAR PALOMINO,

Plaintiff,

vs.

DORAL ACADEMY, INC.,

Defendant.

CASE NO.: 13-26536 CA 01

JOINT STIPULATION OF DISMISSAL WITH PREJUDICE

An amicable settlement of all matters and things in dispute between OSCAR PALOMINO and DORAL ACADEMY, INC. having been made, it is hereby:

STIPULATED AND AGREED by and between the respective parties hereto that the above cause as between OSCAR PALOMINO and DORAL ACADEMY, INC. is dismissed with prejudice, and each party is to bear its own costs and attorneys fees. The Court will retain jurisdiction to enforce the settlement and the parties will obtain an Order from the Court specifically indicating that the Court retains jurisdiction to enforce settlement.

DATED this 15th day of November, 2017.

RONALD S. GURALNICK, P.A.
Attorneys for Plaintiff
The White Building – Second Floor
1 N.E. 2nd Avenue
Miami, Florida 33132
Telephone: (305) 373-0066

BY: _____
RONALD S. GURALNICK, ESQ.
Florida Bar No. 111476
E-mail: [redacted]

LYDECKER DIAZ, LLC
Attorneys for Defendant
1221 Brickell Avenue,19th Floor
Miami, FL 33131
Telephone: 305-416-3180

BY: _____
PETER HARUTUNIAN, ESQ.
Florida Bar No. 101176
E-mail [redacted]

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that that the foregoing was electronically filed through the Florida Courts E-Filing Portal and sent via e-mail through the Portal's electronic service on this 20th day of November, 2017 to:

Ronald S. Guralnick, Esq.
E-mail: [redacted]
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Family Educational Rights and Privacy Act Protected Material

38 pages have been withheld

PLEASE NOTE: Pages have been removed from the responsive material. These pages contain material that is protected by the Family Educational Rights and Privacy Act (FERPA). Information redacted could include items such as the student's name, names of family members, addresses, personal identifiers such as social security numbers, and personal characteristics or other information that make the student's identity easily traceable. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at PIR@tea.state.tx.us.

Attachment MO4

Provide the following:

Nonprofit Charter Management Organizations:
Provide, for the organization as a whole and any related business entities:

a. The last three years of independent financial audit reports and management letters; and
b. The most recent internal financial statements, including balance sheets and income statements.

Be sure that the CMO level and the overall operations are distinctly represented. Discuss any material audit findings for your organization or any campus that you operate.

--OR--

For-profit Charter Management Organizations:
Provide:

a. The last three years' financial statements; and
b. The most recent internal financial statements, including balance sheets and income statements.

Financial statements that are provided will be reviewed in confidence.

Be sure that the CMO level and the overall operations are distinctly represented.

Discuss any material audit findings for your organization or any school that you operate.

For operators with multiple campuses, TEA requires individual charter and organization-level financial budgeting, reporting, and annual audits. Each charter operator's finances must thus be transparent and distinct from the CMO level.

Pursuant to the instructions for Attachment MO4, herewith are the following documents pertaining to The Doral Academy, Inc., the nonprofit charter management organization:

a. The last three years of independent financial audit reports and management letters; and
b. The most recent internal financial statements, including balance sheets and income statements.

Financial Audit Reports for Organization as a Whole. The independent financial audit reports provided pertain to "the organization as a whole and any related business entities". As may be observed in the various documents provided in this Generation 25 Open-Enrollment Charter Application, the legal business entity is The Doral Academy, Inc. and any charter schools operated thereunder are disclosed in the independent financial audit reports provided. As may be observed in the independent financial audit reports, the CMO level, individual charter schools and overall operations are distinctly represented on the Statement of Financial Position by Division, Statement of Revenues and Expenses by Division, and other related disclosures included in the independent financial audit reports for The Doral Academy, Inc.

Financial Audit Reports for Individual Charters. In addition to the independent financial audits for The Doral Academy, Inc., the independent financial audit reports for each individual charter school are also provided. As may be observed in the Single Audit Reports issued for The Doral Academy, Inc., the independent auditor issued management letters for each charter school in accordance with Chapter 10.850, Rules of the Auditor General.

Material Audit Findings. As may be observed on the Single Audit Reports for the fiscal years ended June 30, 2017, June 30, 2018, and June 30, 2019, the independent auditor did not identify any material audit findings. Although an audit finding, that was required to be reported pursuant to the Code of Federal Regulations, Title 2, Part 200, Subpart F, Audit Requirements, was disclosed on the Schedule of Findings and Questioned Costs for the fiscal year ended June 30, 2019, (see page 9 of the 2019 Single Audit Reports), the independent auditor did not identify the audit finding as either material noncompliance or as a material weakness in internal controls.

HLB Gravier, LLP
Certified Public Accountants

The Doral Academy, Inc.
Doral, Florida

Special-Purpose
Financial Statements And
Independent Auditors' Report

June 30, 2017

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HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT

Board of Directors
The Doral Academy, Inc.
Miami, Florida

We have audited the accompanying special-purpose statement of financial position of The Doral Academy, Inc. (the "Organization") as of June 30, 2017, and the related special-purpose statements of activities, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements for the purpose of complying with section 31 of the Organization's facility lease agreements, in accordance with the basis of accounting indicated in Note 2. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

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

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

Opinion

In our opinion, based on our audit, the special-purpose financial statements referred to above present fairly, in all material respects the financial position of The Doral Academy, Inc., as of June 30, 2017 and the changes in its net assets and cash flows for the year then ended, on the basis of accounting indicated in Note 2.

Basis of Accounting

We draw attention to Note 2 of the financial statements, which describes the basis of accounting. The financial statements are prepared on the basis of the financial reporting provisions specified in Section 31 of the Organization's facility lease agreements, as discussed in Note 2, which is a basis of accounting other than accounting principles generally accepted in the United States of America, to comply with the financial reporting provisions of the contract referred to above. Our opinion is not modified with respect to that matter.

Other Matters

Our audit was made for the purpose of forming an opinion on the special-purpose financial statements of The Doral Academy, Inc. taken as a whole. The accompanying special-purpose statement of financial position by charter school and special-purpose statement of activities by charter school on pages 16 through 17 are presented for purposes of additional analysis and is not a required part of the special-purpose financial statements. Such information is the responsibility of the Organization's management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the special-purpose financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves in accordance with the basis of accounting indicated in Note 2. In our opinion, the information is fairly stated in all material respects in relation to the special-purpose financial statements as a whole.

Restriction on Use

This report is intended solely for the information and use of the boards of directors and management of the Organization and the Organization's Landlords and affiliates and is not intended to be and should not be used by anyone other than these specified parties.

Hugo Grain LLP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
December 08, 2017

The Doral Academy, Inc.
Special-Purpose Statement of Financial Position
June 30, 2017

Assets

Current Assets:	
Cash	$ 1,836,466
Cash equivalents	16,556,000
Cash held on behalf of students and clubs	379,542
Due from governmental agencies	110,797
Due from other organizations	114,565
Prepaid expenses and other current assets	608,107
Total Current Assets	19,605,477
Deposits	104,942
Property and equipment, net	15,976,843
Total Assets	$ 35,687,262

Liabilities and Net Assets

Current Liabilities:	
Accounts payable and accrued expenses	$ 1,660,589
Due to students and clubs	379,542
Current portion of long term-debt	3,641,641
Total Liabilities	5,681,772
Net Assets:	
Unrestricted (designated per lease agreement)	1,286,134
Unrestricted	28,719,356
Total Net Assets	30,005,490
Total Liabilities and Net Assets	$ 35,687,262

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

The Doral Academy, Inc.
Special-Purpose Statement of Activities
For the year ended June 30, 2017

	Unrestricted
Support and Revenue:	
FTE non-specific revenues	$ 32,047,285
Grants and federal sources	956,309
Capital outlay funding	1,769,015
Fees from pre-school	862,335
Fees from after school	58,453
Fees from lunch program	394,176
Fundraising and other revenue	514,271
Total Support and Revenue	36,601,844
Operating Expenses:	
Instruction	17,611,454
Instructional staff training services	87,023
Board	609,973
School administration	3,100,964
Fiscal services	709,684
Food services	1,352,683
Central services	820,556
Community services	49,559
Pupil transportation services	79,814
Total Operating Expenses	24,421,710
Excess Support and Revenue Over Operating Expenses and Before Facility Expenses	12,180,134
Facility Expenses:	
Facilities acquisition and construction	584,127
Operation of plant	7,210,742
Plant improvement and maintenance	722,256
Interest on long-term debt	249,133
Total Facility Expenses	8,766,258
Change in Net Assets	3,413,876
Net assets at beginning of year	26,591,614
Net assets at end of year	$ 30,005,490

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

The Doral Academy, Inc.
Special-Purpose Statement of Cash Flows
For the year ended June 30, 2017

Cash Flows from Operating Activities	
Change in net assets	$ 3,413,876
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:	
Depreciation	1,924,489
Decrease in due from governmental agencies	28,804
Increase in prepaid expenses and other assets	(119,602)
Increase in accounts payable and accrued expenses	216,990
Decrease in due to students and clubs	(82,409)
Total adjustments	1,968,272
Net Cash Provided by Operating Activities	5,382,148
Cash Flows from Investing Activities	
Acquisition of property and equipment	(1,762,642)
Net Cash Used in Investing Activities	(1,762,642)
Cash Flows from Financing Activities	
Repayment of long term debt	(332,952)
Net Cash Used in Financing Activities	(332,952)
Net increase in cash	3,286,554
Cash and cash equivalents at beginning of year	15,485,454
Cash and cash equivalents at the end of the year	$ 18,772,008
Cash	1,836,466
Cash equivalents	16,556,000
Cash due to students and clubs	379,542
Total cash and cash equivalents at the end of the year	$ 18,772,008
Supplemental Information	
Total Interest Paid	$ 265,440

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

Note 1 – Organization and Operations

The Doral Academy, Inc. (the "Organization"), is a not-for-profit corporation organized in the State of Florida, which holds the charter school contracts of the following schools: The Doral Academy, Doral Academy Charter Middle School, Doral Academy of Technology, Doral Academy High School, Doral Performing Arts and Entertainment Academy and Just Arts and Management Middle School (the " Schools"). The Schools operate under charters granted by the sponsoring district, the District School Board of Miami-Dade County (the "District"). The charter contracts expire between June 30, 2019 and June 30, 2032, and are renewable for an additional term pursuant to law and/or by a mutual written agreement between the School and the District. These financial statements are for the year ended June 30, 2017 when the Schools' enrollment amounted to approximately 4,713 students.

Note 2 – Summary of Significant Accounting Policies

Basis of Accounting and Presentation

The individual charter schools under the Organization are sponsored by the Miami-Dade County District School Board and report under the requirements of the Governmental Accounting Standards Board and have done so in separately issued financial statements. These special-purpose financial statements, however, are prepared in accordance with accounting principles generally accepted in the United States of America for non-governmental, not-for-profit organizations. The Organization's consolidated financial statements have been prepared combining the financial condition and operations of the Schools under the same corporation. Inter-charter school transactions have been eliminated in these consolidated financial statements.

For purposes of these special-purpose financial statements, the Organization has adopted Financial Accounting Standards Board Accounting Standards Codification ASC 958-205, *"Not-for-Profit entities"*. ASC No. 958 establishes external financial reporting for not-for-profit organizations which includes three basic financial statements and the classification of resources into three separate classes of net assets, Unrestricted, Temporarily Restricted and Permanently Restricted.

The accompanying consolidated financial statements have been prepared on the accrual basis of accounting and include the accounts of The Doral Academy, Inc.

The net assets categories as reflected in the accompanying special-purpose financial statements are as follows:

Unrestricted

Net assets which are free of donor-imposed restrictions and include all revenues, expenses, gains, and losses that are not changes in permanently or temporarily restricted net assets.

Note 2 – Summary of Significant Accounting Policies (continued)

Temporarily Restricted
Net assets whose use by the Organization are limited by donor-imposed stipulations that either expire by passage of time or that can be fulfilled or removed by actions of the Organization pursuant to those stipulations. There are no temporarily restricted assets at June 30, 2017.

Permanently Restricted Fund
Net assets whose use by the Organization is limited by donor-imposed stipulations that neither expire with the passage of time nor can be fulfilled or otherwise removed by actions of the Organization. There are no permanently restricted funds at June 30, 2017.

Cash and Cash Equivalents
Cash and cash equivalents include all highly liquid investments with a maturity of three months or less. The Organization has not adopted a formal investment policy. The Organization invests excess deposit funds in a governmental money market mutual fund which can be redeemed daily.

Due from Governmental Agencies
Amounts due to the Organization by governmental agencies are for grants or programs under which the services have been provided by the Organization.

Capital Assets
The Organization's property, plant and equipment with useful lives of more than one year are stated at historical cost. Donated capital assets are recorded at their estimated fair market value on the date donated. The Organization generally capitalizes assets with cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Building and Improvements	10-39 Years
Computer Equipment	3-5 Years
Furniture, Equipment and Textbooks	3-5 Years

Any property and equipment acquired with federal funds may revert to grantor.

Note 2 – Summary of Significant Accounting Policies (continued)

Revenue Sources

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

After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made. In addition, the schools receive an annual allocation of charter school capital outlay funds for leasing of school facilities.

Finally, the Organization also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Compensated Absences

The Organization grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days. Accordingly, these financial statements do not include an accrual for sick days available to be used in future benefits years.

Note 2 – Summary of Significant Accounting Policies (continued)

The Organization also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Fair Value of Financial Instruments

Cash and cash equivalents, receivables, and prepaid expenses, as well as account payable and accrued expenses as reflected in the Special Purpose Statement of Financial Position approximate fair value because of their generally short-term maturities.

Income Taxes

The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

The Organization applies FASB ASC 740, *Accounting for Uncertainties in Income Taxes*, which provides guidance for financial statement recognition and measurement of uncertain tax positions taken or expected to be taken in a tax return for open tax years (generally a period of three years from the later of each return's due date or the date filed) that remain subject to examination.

Use of Estimates

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

Subsequent Events

In accordance with ASC No. 855, the Organization has evaluated subsequent events and transactions for potential recognition or disclosure through December 08, 2017, which is the date the financial statements were available to be issued.

Note 3 – Capital Assets

The following schedule provides a summary of capital assets, acquired substantially with public funds, for the year ended June 30, 2017:

	Balance 06/30/2017
Capital assets, non-depreciable:	
Land	$ 1,579,768
Construction in progress	655,863
Total Capital Assets, non-depreciable	2,235,631
Capital assets, depreciable	
Building and improvements	16,922,462
Furniture, equipment, and textbooks	11,057,323
Computer equipment	1,166,564
Motor vehicles	4,850
Total capital assets	31,386,830
Less accumulated depreciation	
Building and improvements	(5,764,236)
Furniture, equipment, and textbooks	(8,292,846)
Computer equipment	(1,351,450)
Motor vehicles	(1,455)
Total capital assets	(15,409,987)
Capital assets, net	$ 15,976,843

For the fiscal year ended June 30, 2017, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	$ 1,074,316
Facilities acquisition	597,127
Operation of plant	235,000
School administration	459
Food services	2,731
Pupil Transportation Services	3,166
Maintenance of plant	11,690
Total Depreciation Expense	$ 1,924,489

Note 4 – Education Service and Support Provider

Academica Dade, LLC, a professional educational service and support provider, provides management and administrative services to the Schools including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting, financial reporting and virtual services. The agreement calls for a fee on a per student basis.

The agreement is for a period of five years, expiring on June 30, 2021 and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2017, the Organization incurred $2,121,075 in fees. In addition, the Doral Academy pre-kindergarten program incurred $59,175 in fees.

Note 5 – Cash, Cash Equivalents and Investments

Deposits

The Organization maintains its cash and cash equivalents in major banks and in high grade investments. As of June 30, 2017, the Organization had deposits in excess of the Federal Depository Insurance Corporation (FDIC) coverage of approximately $1,735,000. The Organization also had approximately $18,510,000 that was invested in a governmental money market mutual fund, which is not insured by the FDIC.

Investments and Credit Risk

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of July 31, 2017, the fund's annual report, maturities of the fund's portfolio holdings are approximately 79% within 30 days.

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The Organization manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the Organization will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the Organization will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2017, all of the Organization's investments in government money market mutual funds were held in a separate account and designated as assets of the Organization.

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The Organization manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 6 – Commitments, Contingencies and Concentrations

The Organization has entered into three lease agreements for its charter school facilities, including agreements with School Development, LLC and School Development II, LLC, two affiliates of the Organization's educational service provider. The agreements expire at multiple dates beginning 2020 through 2027.

In addition, the Organization is required under the terms of certain lease agreements to maintain a reserve for property expenses such as repairs, maintenance, taxes and insurance equal to 5% of their gross revenues for the fiscal year. For the year ended June 30, 2017, the required reserve was $1,286,134. Finally under certain agreements the Organization has granted a first lien on its pledged revenues, which include all revenues collected by the Organization from the Florida Department of Education, the District, and all other sources.

For 2017, rent expense pertaining to the facilities leased totaled $4,878,719, including approximately $3,274,000 paid to School Development, LLC and School Development II, LLC. As of June 30, 2017, the Organization had prepaid rent expense of approximately $395,000.

Future minimum payments under these leases are as follows:

NOTE 6

Year		
2018	$	4,930,000
2019		4,930,000
2020		4,930,000
2021		3,325,000
2022		3,325,000
Thereafter		6,649,000
	$	28,089,000

Contingencies and Concentrations

The Organization receives substantially all of its funding from the State through the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations.

Additionally, the Organization receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the Organization.

Note 6 – Commitments, Contingencies and Concentrations (continued)

Contracts

As of June 30, 2017, the Organization had an uncompleted contract for the installation of synthetic turf for the baseball field for Doral Academy High School. The total contract amount is $374,399 and as of June 30, 2017 approximately $187,200 had been paid for a remaining contract balance of $187,200.

As of June 30, 2017, the Organization had an uncompleted contract for the design of a proposed six story building known as the Doral Hall Educational Facility for Doral Academy High School. The total contract amount is $418,050 and as of June 30, 2017 there was a remaining contract balance of $163,222.

Note 7 – Long Term Debt

On April 11, 2011, the Organization entered into a construction loan agreement with Building Hope, A Charter School Facilities Fund ("Lender"). The Lender extended a loan to the Organization for a maximum amount of $5,000,000, to be evidenced by two promissory notes, the first for $3,200,000 ("Phase I") and the second for $1,800,000 ("Phase II").

Under the terms of the loan agreement and Phase I and II promissory notes, the loan shall bear interest from the date of each advance at an interest rate of seven percent (7%) until July 1, 2015, and thereafter shall bear interest at twelve percent (12%) until maturity. Effective November 1, 2015, the promissory notes were amended to bear interest of seven percent (7%) until maturity.

The loan is collateralized, on a parity lien basis with the lien on the same collateral under the terms of the Organization's lease agreements (see Note 6), by its pledged revenues, which includes all revenues collected by the Schools from the Florida Department of Education, the District, and all other sources. In addition, the loan is collateralized by all personal property related to or used in the operations at the Schools.

The following schedule provides a summary of changes in long-term debt for the year ended June 30, 2017:

	Balance 7/1/2016	Advances	Repayments	Balance 6/30/2017
Construction loan	$ 3,974,593	$ -	$ (332,952)	$ 3,641,641
	$ 3,974,593	$ -	$ (332,952)	$ 3,641,641

All principal, interest, and unpaid costs shall be due and payable on the maturity date of July 1, 2017. The maturity date was extended through August 31, 2017. As of June 30, 2017, the principal loan amount outstanding on Phase I and II is approximately $2,369,000 and $1,272,000, respectively. As of August 30, 2017, the Building Hope loan was paid off in full.

Note 8 – Transactions with Other Organizations

Recoverable Grant

During the year ended June 30, 2012, the Organization granted $400,000 to the Doral College, Inc., the ("College"), under a recoverable grant agreement. During the year ended June 30, 2013, the Organization received repayments of $200,000 from the College.

On August 31, 2015, the College and The Doral Academy, Inc., entered into an amendment to the recoverable grant agreement to establish a repayment plan. Per the repayment plan, the $200,000 outstanding balance of the recoverable grant shall be paid as follows: $10,000 per annum, with the first payment due by December 31 of each calendar year commencing on December 31, 2015 through December 31, 2020 and $30,000 per annum commencing on December 31, 2021 through 2025.

As of June 30, 2017, the College has repaid a total of $220,000 to the Organization and the remaining balance to be collected is $180,000.

Educational Services Agreements

The Organization entered into an Educational Services Agreement with the College to provide educational services and program support for the Organization's students. The service agreement commenced in the 2015-2016 academic year to continue through the end of the 2024-2025 academic year. Under the service agreement the Organization paid fees of $855,000 to the College for the 2016-2017 academic year.

Other

The Organization provides office and classroom space used by the College under a usage agreement. For the year ending June 30, 2017, the Organization paid a usage fee of approximately $6,100. The total estimated fair market value of the space was approximately $28,000. In addition, Organization agreed to reimburse approximately $44,700 in instructional salaries and benefits in connection with a Memorandum of Understanding for instructors providing teaching services to the College. As of June 30, 2017, this amount is reflected in accounts payable.

Doral Academy of Nevada

The Organization entered into a trademark license and affiliation agreement with Doral Academy of Nevada. Total affiliation fees charged to Doral Academy of Nevada, Inc. were $114,564. This amount is presented in due from other charter schools on the statement of financial position.

Note 9 – Risk Management

The Organization is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the Schools carry commercial insurance. Settlement amounts have not exceeded insurance coverage for the past years. In addition, there were no reductions in insurance coverage from those in the prior year.

Note 10 – Defined Contribution Retirement Plan

The Organization's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the Organization provides a match of 50% of the employee's contribution up to 4% of the employee's compensation. The Organization contributed to the Plan approximately $296,000 for the year ended June 30, 2017. The Organization does not exercise any control or fiduciary responsibility over the Plans' assets, which are administered by VOYA.

Note 10 – Subsequent Events

Bond Issue

The Organization has requested that the Miami-Dade County Industrial Development Authority issue tax-exempt revenue bonds in order to loan the Organization up to $24,000,000, to be secured by a first mortgage on the land owned by the Organization as well as revenues of Doral Academy Charter Middle School, Doral Academy Charter High School, Doral Performing Arts & Entertainment Academy, and Doral Academy of Technology. The proceeds of the loan will be used to fund the design, permitting, construction and equipping of a 90,964 square foot, six story building known as the Doral Hall Educational Facility, fund a debt service reserve fund, and pay costs of the bond issuance.

The bond issuance has not closed as of December 8, 2017.

Construction Contracts

The Organization entered into an agreement with Campus Construction Group, Inc. dated as of August 1, 2017, for the construction of the Doral Hall Educational Facility, to be located on land owned by the Organization and adjacent to the campuses of Doral Academy Charter High School and Doral Academy Charter Middle School. The building will have a 430 seat auditorium, Black Box Theater, art studio, TV Production room, several classrooms, and administrative space. Doral Hall Educational Facility will serve the needs of and be an amenity for Doral Academy Charter Middle School, Doral Academy Charter High School, Doral Performing Arts & Entertainment Academy, and Doral Academy of Technology. The total contract amount is $17,998,415 and as of October 31, 2017 approximately $1,470,000 had been expended by the Organization on the project's construction.

SUPPLEMENTARY INFORMATION

The Doral Academy, Inc.
Special-Purpose Statement of Financial Position by Charter School
June 30, 2017

	Doral Academy	Just Arts And Management Middle	Doral Academy Charter Middle School	Doral Performing Arts and Entertainment Academy	Doral Academy of Technology	Doral Academy High School	(Corporate Account) Doral Academy Inc.	Doral NSLP	Eliminations	Total
Assets										
Current Assets:										
Cash	$ 499,893	$ 8,350	$ 334,558	$ 3,351	$ 5,290	$ 965,006	$ 18,873	$ 1,145	$ -	$ 1,836,466
Cash equivalents	6,246,000	396,000	5,090,000	2,487,000	1,153,000	1,080,000	104,000	-	-	16,556,000
Cash held on behalf of students and clubs	19,923	-	4,233	-	-	355,386	-	-	-	379,542
Due from governmental agencies	25,080	4,029	26,010	9,601	5,362	40,715	-	-	-	110,797
Prepaid expenses & other current assets	162,082	20,394	175,945	45,439	25,845	176,423	1,979	-	-	608,107
Due from other charter schools	-	-	-	-	-	-	115,912	-	(1,347)	114,565
Total Current Assets	6,952,978	428,773	5,630,746	2,545,391	1,189,497	2,617,530	240,764	1,145	(1,347)	19,605,477
Deposits	42,254	-	32,137	-	-	30,551	-	-	-	104,942
Property and equipment, net	2,393,393	88,859	2,022,029	25,632	15,019	9,408,186	2,023,725	-	-	15,976,843
Due from other charter school, long-term	-	-	500,000	550,000	-	1,340,285	-	-	(2,390,285)	-
Total Assets	$ 9,388,625	$ 517,632	$ 8,184,912	$ 3,121,023	$ 1,204,516	$ 13,396,552	$ 2,264,489	$ 1,145	$ (2,391,632)	$ 35,687,262
Liabilities and Net Assets										
Current Liabilities:										
Accounts payable and accrued expenses	415,329	39,611	$ 282,659	$ 109,309	$ 53,930	731,824	$ -	$ 28,227	$ (300)	$ 1,660,589
Due to other charter schools	-	-	-	-	-	-	-	1,047	(1,047)	-
Due to students and clubs	19,923	-	4,233	-	-	355,386	-	-	-	379,542
Current portion of long term-debt	-	-	-	-	-	3,641,641	-	-	-	3,641,641
	435,252	39,611	286,892	109,309	53,930	4,728,851	-	29,274	(1,347)	5,681,772
Due to other charter, long term debt	-	-	-	-	-	1,050,000	1,340,285	-	(2,390,285)	-
Total Liabilities	435,252	39,611	286,892	109,309	53,930	5,778,851	1,340,285	29,274	(2,391,632)	5,681,772
Net Assets:										
Unrestricted (designated per lease agreements)	-	-	409,963	154,507	71,949	649,715				1,286,134
Unrestricted	8,953,373	478,021	7,488,057	2,857,207	1,078,637	6,967,986	924,204	(28,129)	-	28,719,356
Total Net Assets	8,953,373	478,021	7,898,020	3,011,714	1,150,586	7,617,701	924,204	(28,129)	-	30,005,490
Total Liabilities and Net Assets	$ 9,388,625	$ 517,632	$ 8,184,912	$ 3,121,023	$ 1,204,516	$ 13,396,552	$ 2,264,489	$ 1,145	$ (2,391,632)	$ 35,687,262

The Doral Academy, Inc.
Special-Purpose Statement of Activities by Charter School
For the year ended June 30, 2017

	Doral Academy	Just Arts And Management Middle	Doral Academy Charter Middle School	Doral Performing Arts and Entertainment Academy	Doral Academy of Technology	Doral Academy High School	(Corporate Account) Doral Academy Inc.	Doral NSLP	Eliminations	Total
Support and Revenue:										
FTE non-specific revenues	$ 7,900,564	$ 977,562	$ 7,341,965	2,828,397	$ 1,329,510	$ 11,669,287	$ -	$ -	$ -	$ 32,047,285
Grants and federal sources	221,277	29,076	220,323	94,451	35,867	355,315	-	-	-	956,309
Capital outlay funding	436,756	41,221	433,614	133,592	56,058	667,774	-	-	-	1,769,015
Fees from pre-school	862,335	-	-	-	-	-	-	-	-	862,335
Fees from after school	-	-	-	-	-	-	58,453	-	-	58,453
Fees from lunch program	139,573	18,368	75,675	24,263	12,319	123,977	-	1	-	394,176
Fundraising and other revenue	249,954	3,077	67,673	9,427	5,226	177,943	928,125	172	(927,326)	514,271
Total Support and Revenue	9,810,459	1,069,304	8,139,250	3,090,130	1,438,980	12,994,296	986,578	173	(927,326)	36,601,844
Operating Expenses:										
Instruction	5,222,069	505,666	3,306,237	1,259,112	513,936	6,396,933	427,501	-	(20,000)	17,611,454
Instructional staff training	6,573	-	5,384	-	-	58,872	16,194	-	-	87,023
Board	182,150	28,100	188,000	89,800	37,200	357,500	539,573	-	(812,350)	609,973
School administration	763,609	89,047	771,869	202,144	162,457	1,106,204	5,634	-	-	3,100,964
Fiscal services	167,550	21,975	170,325	60,675	32,362	256,650	147	-	-	709,684
Food services	464,354	61,110	274,344	104,354	45,517	403,004	-	-	-	1,352,683
Central services	207,914	25,026	185,323	62,004	27,630	312,659	-	-	-	820,556
Pupil transportation services	-	-	34	-	-	49,525	-	-	-	49,559
Community services	-	-	-	-	-	-	92,413	-	(12,599)	79,814
Total Operating Expenses	7,014,219	730,924	4,901,516	1,778,089	819,102	8,941,347	1,081,462	-	(844,949)	24,421,710
Excess Support and Revenue Over Operating Expenses and Before Facility Expenses	2,796,240	338,380	3,237,734	1,312,041	619,878	4,052,949	(94,884)	173	(82,377)	12,180,134
Facility Expenses:										
Facilities acquisition	106,467	-	136,685	-	-	340,975	-	-	-	584,127
Operation of plant	1,821,345	200,641	2,094,648	413,025	279,207	2,474,833	9,420	-	(82,377)	7,210,742
Plant improvement and maintenance	256,455	187	128,191	710	458	336,255	-	-	-	722,256
Interest on long-term debt	-	-	-	-	-	249,133	-	-	-	249,133
Total Facility Expenses	2,184,267	200,828	2,359,524	413,735	279,665	3,401,196	9,420	-	(82,377)	8,766,258
Change in Net Assets	611,973	137,552	878,210	898,306	340,213	651,753	(104,304)	173	-	3,413,876
Net assets at beginning of year	8,341,400	340,469	7,019,810	2,113,408	810,373	6,965,948	1,028,508	(28,302)	-	26,591,614
Net assets at end of year	$ 8,953,373	$ 478,021	$ 7,898,020	$ 3,011,714	$ 1,150,586	$ 7,617,701	$ 924,204	$ (28,129)	$ -	$ 30,005,490

Doral Academy of Texas
763

HLB Gravier, LLP
Certified Public Accountants

The Doral Academy, Inc.
Doral, Florida

Single Audit Reports

June 30, 2017

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HLB GRAVIER, LLP

CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS.*

Board of Directors of
The Doral Academy, Inc.
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the special-purpose statement of financial position of The Doral Academy, Inc. (the "Organization") as of and for the year ended June 30, 2017, and the related special-purpose statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, which collectively comprise the Organization's basic financial statements and have issued our report thereon dated December 8, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered The Doral Academy, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management in a separate management letter to each charter school under The Doral Academy, Inc. dated August 30, 2017 pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
December 8, 2017

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON
COMPLIANCE FOR EACH MAJOR PROGRAM
AND ON INTERNAL CONTROL OVER
COMPLIANCE AND ON THE SCHEDULE OF EXPENDITURES
OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE.

To the Board of Directors of
The Doral Academy, Inc.
Doral, Florida

Report on Compliance for Each Major Federal Program

We have audited The Doral Academy, Inc.'s compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of The Doral Academy, Inc.'s major federal programs for the year ended June 30, 2017. The Doral Academy, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the federal statutes, regulations and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of The Doral Academy, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about The Doral Academy, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of The Doral Academy, Inc.'s compliance.

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Opinion on Each Major Federal Program

In our opinion, The Doral Academy, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017.

Report on Internal Control over Compliance

Management of The Doral Academy, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered The Doral Academy, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of The Doral Academy, Inc.'s internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the special-purpose financial statements of The Doral Academy, Inc. as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the Organization's basic financial statements. We issued our report thereon dated December 8, 2017 which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively compose the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
December 15, 2017

The Doral Academy, Inc.
Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2017

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Expenditures
U.S. DEPARTMENT OF AGRICULTURE/PASS THROUGH FLORIDA DEPARTMENT OF EDUCATION		
National School Lunch and Breakfast Program (01-0451)	10.553/555	$ 946,161
U.S. DEPARTMENT OF EDUCATION/PASS THROUGH DISTRICT SCHOOL BOARD OF MIAMI-DADE COUNTY		
English Language Acquisition State Grants, Tittle III, Part A	84.365	10,148
		$ 956,309

Basis of Presentation and Summary of Significant Accounting Policies

The accompanying Schedule of Expenditures of Federal Awards includes the federal award activity of the Doral Academy, Inc. ("the Organization") during its fiscal year July 1, 2016 through June 30, 2017. The information in this schedule is presented in accordance with the requirements of Title 2 *U.S. Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the Organization, it is not intended to and does not present the financial position, changes in net assets or cash flows of the Organization.

Expenditures on the schedule are reported on the accrual basis of accounting. Some amounts presented in this schedule may differ from amounts presented in or used in the preparation of the basic financial statements.

The School has elected to not use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

The Doral Academy, Inc.
Schedule of Findings and Questioned Costs –
Federal Awards Programs
For the Year Ended June 30, 2017

SECTION I – SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditor's report issued: *Unmodified*

Internal control over financial reporting:

- Material weakness(es) identified? ____ yes __X__ no
- Significant deficiencies identified that are not considered to be material weaknesses? ____ yes __X__ none reported

Noncompliance material to financial statements noted? ____ yes __X__ no

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? ____ yes __X__ no
- Significant deficiencies identified that are not considered to be material weaknesses? ____ yes __X__ none reported

Type of auditor's report issued on compliance for major program: *Unmodified*

Any audit findings disclosed that are required to be reported as defined by the Uniform Guidance (2 CFR 200.516(a)? ____ yes __X__ no

Identification of major programs:

Name of Federal Program or Cluster	CFDA Number(s)	Expenditures
School Breakfast and National School Lunch Program	10.553/10.555	$973,543

Dollar threshold used to distinguish between type A and type B projects. $ 750,000

Auditee qualified as low-risk auditee? __X__ yes _____ no

SECTION II – FINANCIAL STATEMENT FINDINGS

A. Internal Control – None
B. Compliance – None

SECTION III – FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARDS PROGRAMS

A. Internal Control – None
B. Compliance – None

SECTION IV – OTHER ISSUES

1. We have issued management letters for each charter school under The Doral Academy, Inc.**,** dated August 30, 2017.

2. Summary schedule of prior year audit findings:

   There were no findings and recommendations in the preceding financial audit report.

3. No Corrective Action Plan is required because there were no findings required to be reported under the Uniform Guidance.

HLB Gravier, LLP
Certified Public Accountants

THE DORAL ACADEMY
W/L #: 3030
(A Charter School under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditor's Report

June 30, 2017

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THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

W/L #: 3030

2450 NW 97th Avenue
Doral, FL 33172

2016-2017

BOARD OF DIRECTORS

Angela Ramos, Director, President and Chair
Rene Rovirosa, Secretary, Director
Kim Guilarte, Director
Monique Rodriguez, Director, resigned effective May 10, 2017

SCHOOL ADMINISTRATION

Eleanora Cuesta, Principal

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
The Doral Academy
Doral, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of The Doral Academy (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of The Doral Academy as of June 30, 2017, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of The Doral Academy as of June 30, 2017, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purport to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2017 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 9 and 29 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated August 30, 2017, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Hub Grauer, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
August 30, 2017

Management's Discussion and Analysis
The Doral Academy
(A Charter School Under Doral Academy, Inc.)
June 30, 2017

The corporate officers of The Doral Academy Charter School have prepared this narrative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2017.

Financial Highlights

1. The net position of the Charter School at June 30, 2017 was $8,953,373.
2. At year-end, the School had current assets on hand of $6,933,055.
3. The net position of the School increased by $611,973 during the year.
4. The unassigned fund balance at year end was $6,064,395.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2017 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference between the four is reported as *net position.* Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 10-11 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 12 - 16 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 17 – 28 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the net position was $8,953,373 at the close of the fiscal year. A summary of the School's net position as of June 30, 2017 and 2016 follows:

	2017	2016
Cash and cash equivalents	$ 499,893	$ 345,728
Investments	6,246,000	5,670,000
Prepaid expenses	162,082	138,447
Deposits receivable	42,254	42,254
Due from other agencies	25,080	31,474
Due from other charter schools	-	33,866
Capital Assets, net	2,393,393	2,515,901
Total Assets	9,368,702	8,777,670
Deferred outflows of resources	-	-
Accounts payable and accrued liabilities	415,329	436,270
Total Liabilities	415,329	436,270
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets	2,393,393	2,515,901
Unrestricted	6,559,980	5,825,499
Total Net Position	$ 8,953,373	$ 8,341,400

At the end of the fiscal year, the School is able to report positive balances in total net position.

A summary and analysis of the School's revenues and expenses for the years ended June 30, 2017 and June 30, 2016 follows:

	2017	2016
REVENUES		
Program Revenues		
Operating grants and contributions	$ 9,007	$ 6,940
Capital outlay funding	436,756	459,585
Lunch program	351,843	354,518
Charges for services	891,917	955,565
General Revenues		
Local sources (FTE non specific)	7,900,564	8,046,653
Other revenue	220,372	14,803
Total Revenues	$ 9,810,459	$ 9,838,064
EXPENSES		
Instruction	$ 5,222,069	$ 5,204,432
Instructional staff training	6,573	2,344
Board	182,150	187,850
School administration	763,609	875,109
Facilities acquisition	106,467	126,189
Fiscal services	167,550	173,775
Food services	464,354	527,690
Central services	207,914	200,246
Operation of plant	1,821,345	1,629,747
Maintenance of plant	256,455	282,864
Total Expenses	9,198,486	9,210,246
Increase in Net Position	611,973	627,818
Net Position at Beginning of Year	8,341,400	7,713,582
Net Position at End of Year	$ 8,953,373	$ 8,341,400

Doral Academy's revenue and expenses decreased by $27,605 and $11,760, respectively, as a result of a decrease in student enrollment. The School had an increase in its net position of $611,973 for the year.

School Location and Lease of Facility

The School leases a facility located at 2540 NW 97th Avenue, Doral, Florida 33172.

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

Accomplishments

In 2017, Doral Academy successfully completed its seventeenth year of operation, serving over 1,117 students in grades K-5. In 2017, the school earned a letter grade of "A" for the fourteenth consecutive year, ranking among the top elementary schools in Miami-Dade County.

This past year, Doral Academy students participated in various community service projects (benefiting charities such as St. Jude Children's Research Hospital, Live like Bella Foundation, and Jump Rope for Heart), as well as school-based fundraisers (Scholastic Book Fair, World's Finest Chocolates and Great American).

Doral students also participated in various clubs and team sports, including Spanish Club, Art Club, Newspaper Club, Environmental Club, National Elementary Honor Society, Safety Patrol Club, and Junior Chorus/Varsity Chorus. Students also participated in school-based events such as Career Day and Hispanic Heritage Celebration, Gallery Night, Field day and FSA Pep-Rally as well as musical productions, including the Annual Holiday Show and the End of the Year Musical.

As part of the Doral Academy, Inc. network of high performing charter schools, Doral Academy is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported ending fund balance of 6,517,726. The fund balance unassigned and available for spending at the School's discretion is $6,064,395. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2017 amounts to $2,393,393 (net of accumulated depreciation). This investment in capital assets includes improvements, textbooks and materials, and furniture, fixtures and equipment. As of June 30, 2017, the School had no long-term debt associated to its capital assets.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the School adopted an annual budget. A budgetary comparison statement has been provided for the governmental funds to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
State capital outlay funding	$ 309,925	$ 440,000	$ 436,756
Federal sources	10,000	9,000	9,007
Lunch program	415,000	350,000	351,843
General Revenues			
FTE nonspecific revenues	7,855,190	7,893,872	7,900,564
Charges for services	702,655	890,000	891,917
Charges and other revenues	200,000	220,000	220,372
Total Revenues	$ 9,492,770	$ 9,802,872	$ 9,810,459
CURRENT EXPENDITURES			
Instruction	$ 5,025,518	$ 5,060,000	$ 5,052,192
Instructional staff training	13,000	13,000	6,573
Board	190,050	188,150	182,150
School administration	701,568	770,085	763,150
Fiscal services	169,050	168,150	167,550
Food services	465,000	465,000	463,644
Central services	153,319	213,050	207,914
Operation of plant	1,653,240	1,769,142	1,724,505
Maintenance of plant	214,050	279,816	256,455
Total Current Expenditures	$ 8,584,795	$ 8,926,393	$ 8,824,133

Most variances occurred as a result of the Budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC, 6340 Sunset Drive, Miami, Florida 33143.

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2017

	Governmental Activities
Assets	
Current assets:	
Cash and cash equivalents	$ 499,893
Investments	6,246,000
Prepaid expenses	162,082
Due from other agencies	25,080
Total current assets	6,933,055
Capital assets, depreciable	7,316,876
Less: accumulated depreciation	(4,923,483)
	2,393,393
Deposits	42,254
Total Assets	9,368,702
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	415,329
Total Liabilities	415,329
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets	2,393,393
Unrestricted	6,559,980
Total Net Position	$ 8,953,373

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

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2017

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 5,222,069	$ 862,335	$ 9,007	$ -	$ (4,350,727)
Instructional staff training	6,573	-	-	-	(6,573)
Board	182,150	-	-	-	(182,150)
School administration	763,609	-	-	-	(763,609)
Facilities acquisition	106,467	-	-	-	(106,467)
Fiscal services	167,550	-	-	-	(167,550)
Food services	464,354	139,573	212,270	-	(112,511)
Central services	207,914	-	-	-	(207,914)
Operation of plant	1,821,345	29,582	-	436,756	(1,355,007)
Maintenance of plant	256,455	-	-	-	(256,455)
Total governmental activities	9,198,486	1,031,490	221,277	436,756	(7,508,963)
	General revenues:				
	FTE nonspecific revenues				7,900,564
	Other revenues				220,372
	Change in net position				611,973
	Net position, beginning				8,341,400
	Net position, ending				$ 8,953,373

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

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2017

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
Assets			
Cash and cash equivalents	$ 499,893	$ -	$ 499,893
Investments	6,246,000	-	6,246,000
Prepaid expenses	162,082	-	162,082
Due from other agencies	-	25,080	25,080
Due from fund	25,080	-	25,080
Total Assets	6,933,055	25,080	6,958,135
Deferred Outflows of Resources	-	-	-
Liabilities			
Salaries and wages payable	415,329	-	415,329
Due to fund	-	25,080	25,080
Total Liabilities	415,329	25,080	440,409
Deferred Inflows of Resources	-	-	-
Fund Balance			
Nonspendable, not in spendable form	162,082	-	162,082
Assigned	291,249	-	291,249
Unassigned	6,064,395	-	6,064,395
	6,517,726	-	6,517,726
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 6,933,055	$ 25,080	$ 6,958,135

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

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2017

Total Fund Balance - Governmental Funds		$ 6,517,726
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets of $7,316,876 net of accumulated depreciation of $4,923,483 used in governmental activities are not financial resources and therefore are not reported in the fund.	2,393,393	
Deposits receivable of $42,254 are considered long term and are not financial resources and therefore are not reported in the governmental funds.	42,254	
Total Net Position - Governmental Activities		$ 8,953,373

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

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2017

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
Revenues:			
State capital outlay funding	$ -	$ 436,756	$ 436,756
State passed through local	7,900,564	-	7,900,564
Federal school lunch program	-	212,270	212,270
Lunch fees	-	139,573	139,573
Federal sources	-	9,007	9,007
Charges for services	891,917	-	891,917
Other revenue	220,372	-	220,372
Total Revenues	9,012,853	797,606	9,810,459
Expenditures:			
Current			
Instruction	5,045,252	6,940	5,052,192
Instructional staff training	6,573	-	6,573
Board	182,150	-	182,150
School administration	763,150		763,150
Food services	-	463,644	463,644
Fiscal services	167,550	-	167,550
Central services	207,914	-	207,914
Operation of plant	1,287,749	436,756	1,724,505
Maintenance of plant	256,455	-	256,455
Capital Outlay:			
Other capital outlay	251,845	-	251,845
Total Expenditures	8,168,638	907,340	9,075,978
Excess (deficit) of revenues over expenditures	844,215	(109,734)	734,481
Other financing sources (uses)			
Transfers in (out)	(109,734)	109,734	-
Net change in fund balance	734,481	-	734,481
Fund Balance at beginning of year	5,783,245	-	5,783,245
Fund Balance at end of year	$ 6,517,726	$ -	$ 6,517,726

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

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance
of Governmental Funds to the Statement of Activities
For the year ended June 30, 2017

Net Change in Fund Balance - Governmental Funds	$ 734,481
Amounts reported for governmental activities in the statement of activities are different because:	
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense of $374,353 exceeded capital outlays of $251,845.	(122,508)
Change in Net Position of Governmental Activities	$ 611,973

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

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Statement of Net Position - Fiduciary Funds
June 30, 2017

	Agency Funds
Assets	
Cash	$ 19,923
Total Assets	19,923
Deferred Outflows of Resources	-
Liabilities	
Due to students and clubs	19,923
Total Liabilities	19,923
Deferred Inflows of Resources	-
Net position	$ -

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

Note 1 – Summary of Significant Accounting Policies

Reporting Entity

The Doral Academy (the "School"), is a charter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The Schools charter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of four members and also govern other charter schools. The board has determined that no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring district, the School Board of Miami-Dade County, Florida. The current charter expires on June 30, 2019 and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School is located in Doral, Florida for students from kindergarten through fifth grade. These financial statements are for the year ended June 30, 2017, when on average 1,117 students were enrolled for the school year.

Basis of Presentation

The School's accounting policies conform to accounting principles generally accepted in the United States applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information about the School as a whole. Any internal inter-fund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Program revenues include: (1) charges for services, such as food service and student activity fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. Other revenue sources not included with program revenues are reported as general revenues.

Note 1 – Summary of Significant Accounting Policies (continued)

Fund Financial Statements

Fund financial statements are provided for governmental funds and fiduciary funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major governmental funds with all non-major funds aggregated in a single column:

> *General Fund* - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Additionally, the School reports the following fiduciary fund types:

> *Agency Fund* – accounts for resources of the School's Internal Fund, which is used to administer monies collected at the schools in connection with school, student athletics, class, and club activities.

Measurement Focus and Basis of Accounting

The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available.

Non-exchange transactions occur when the School provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. "Available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable.

Note 1 – Summary of Significant Accounting Policies (continued)

When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Agency fund assets and liabilities are accounted for on the accrual basis of accounting.

Budgets and Budgetary Accounting

In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments

Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations.

Note 1 – Summary of Significant Accounting Policies (continued)

Estimated useful lives, in years, for depreciable assets are as follows:

Improvements	9 - 20 Years
Furniture, Equipment, and Computers	5 Years
Textbooks and Software	3 Years

Inter-fund Transfers
Outstanding balances between funds are reported as "due to/from other funds". Inter-fund transfers are made to move any excess or shortage of funds derived from the National School Lunch Program from the Non-Major Governmental Fund to the General Fund.

Due from Other Governments or Agencies
Amounts due to the School by other governments or agencies relate to grants or programs for which the services have been provided by the School.

Compensated Absences
The School grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days.

GASB Codification Section C60, *Accounting for Compensated Absences*, provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years.

The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Deferred Outflows/Inflows of Resources
In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

Note 1 – Summary of Significant Accounting Policies (continued)

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Revenue Sources

Revenues for current operations are received primarily from State through the the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent (FTE) students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP. Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made.

In addition, the School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Net Position and Fund Balance Classification

Government-wide financial statements

Equity is classified as net position and displayed in three components:

a) Net investment in capital assets - consists of capital assets net of accumulated depreciation and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.

Note 1 – Summary of Significant Accounting Policies (continued)

b) Restricted net position - consists of net position with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments.
c) Unrestricted net position - all other net position that does not meet the definition of "restricted" or "net investment in capital assets".

Fund financial statements
GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions,* defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable - includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned). All nonspendable fund balances at year end relate to not in spendable form assets.
b) Restricted - fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. There are no restricted fund balances at year end.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification that is intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. As of June 30, 2017 there was $291,249 in cash assigned to the pre-kindergarten program.
e) Unassigned - portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Order of Fund Balance Spending Policy
The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First non-spendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including non-spendable amounts). Then any remaining fund balance amounts for the non-general funds are classified as restricted fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

Note 1 – Summary of Significant Accounting Policies (continued)

Income Taxes

The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Use of Estimates

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

Subsequent Events

In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through August 30, 2017, which is the date the financial statements were available to be issued.

Note 2 – Cash, Cash Equivalents and Investments

Deposits

The School maintains its cash and cash equivalents in two financial institutions. As of June 30, 2017, the School's deposits consisted of cash balances of $533,644.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2017, bank balances in potential excess of FDIC coverage was approximately $727,000; including fiduciary account bank balances.

Note 2 – Cash, Cash Equivalents and Investments (continued)

Investments

The School categorizes its fair value measurements within the fair value hierarchy established by GASB Codification Section 3100 *Fair Value Measurement and Application.* The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs

At June 30, 2017, the School has the following recurring fair value measurements:

- Government money market mutual fund of $6,350,000 valued using Level 2 inputs.

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of July 31, 2017, maturities of the fund's portfolio holdings are approximately 79% within 30 days.

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2017, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 – Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2017:

	Balance 07/01/16	Additions	Deletions / Reclassification	Balance 06/30/17
Capital Assets, depreciable:				
Buildings and improvements	$ 4,571,068	$ -	$ 10,511	$ 4,581,579
Computer equipment and software	120,161	-	-	120,161
Furniture, equipment and textbooks	2,368,952	251,845	(10,511)	2,610,286
Motor vehicles	4,850	-	-	4,850
Total Capital Assets	$ 7,065,031	$ 251,845	$ -	$ 7,316,876
Less Accumulated Depreciation:				
Buildings and improvements	(2,587,950)	(132,844)	-	(2,720,794)
Computer equipment and software	(114,827)	(2,059)	-	(116,886)
Furniture, equipment and textbooks	(1,845,868)	(238,480)	-	(2,084,348)
Motor vehicles	(485)	(970)	-	(1,455)
Total Accum. Deprec.	$ (4,549,130)	$ (374,353)	$ -	$ (4,923,483)
Capital Assets, net	$ 2,515,901	$ (122,508)	$ -	$ 2,393,393

For the fiscal year ended June 30, 2017, depreciation expense is allocated in the Statement of Activities by function as follows:

Facilities acquisition	$ 106,467
Instruction	169,877
Operation of plant	96,840
Food services	710
School administration	459
Total Depreciation Expense	$ 374,353

Note 4 – Education Service and Support Provider

Academica Dade, LLC ("Academica"), an educational service and support provider, offers administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting and virtual services. The agreement between the School and the education service provider calls for a per student fee.

The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2017, the School incurred $502,650 in fees related to this agreement. In addition, the School's pre-kindergarten program incurred $59,175 in fees.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida 33143.

Note 5 – Transactions with other Divisions of The Doral Academy, Inc.

During 2017, the School shared its campus with Just Arts and Management Charter Middle School ("JAM", a charter school under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student enrollment. In addition, the School holds the student activities fund of JAM. During 2017, JAM reimbursed the School $58,791 in operating expenses.

The School's lunch program is shared with various schools under The Doral Academy, Inc. Revenues and expenses related to such program have been allocated based on FTE equivalent for purposes of presentation in the financial statements. The School received Federal lunch funds for itself and JAM. The lunch funds are received by the School and transferred to JAM.

The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The Doral Academy paid The Doral Academy, Inc. approximately $168,150 in connection with these charges during the year.

The School operates a pre-kindergarten through Leap Services, LLC. The pre-kindergarten program revenues and expenses are recorded in the statement of activities as instructional charges for services and instructional expenses, respectively. The fund financial statement balance sheet presents the cash available for pre-kindergarten expenditures as assigned. In addition, the School entered into a Non-Exclusive Usage Agreement with Leap Services, LLC for the after-care program and pays the School a monthly usage fee of $2,000.

Note 6 – Commitments, Contingencies and Concentrations

The School entered into a lease agreement with Carlos Albizu University for its 44,585 square feet building including all ancillary facilities, outdoor areas and other improvements. The lease continues through July 31, 2020, as extended, with an option for one additional five-year term. The annual minimum rent during the current option term is $1,035,000. In the event that the term of the lease is extended for the second option term (from August 1, 2020 through July 31, 2025) the annual minimum rent will be $1,190,250.

The lease was subsequently amended on April 1, 2012 and September 1, 2012 for an additional 15,000 and 13,500 square feet, respectively, to continue through the term of the lease. The rent for the additional space will be calculated at $20.00 per square foot.

Lease payments are allocated among School and Just Arts Management based on enrollment and usage of facility. The allocation used for 2017, was approximately 12% for JAM and 88% for the School.

For 2017, rent expense related to the facility totaled $1,418,343. As of June 30, 2017, the School had prepaid rent of approximately $118,000.

Future minimum payments under this lease (to be shared with JAM) are as follows:

Year	
2017 - 2018	$ 1,605,000
2018 - 2019	$ 1,605,000
2019 - 2020	$ 1,605,000

Contingencies and Concentrations

The School receives substantially all of its funding from the State through the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations. Additionally, the School participates in a number of federal, state and local grants which are subject to financial and compliance audits. It is the opinion of management that the amount of revenue, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of 2% of the qualifying revenues of the School. For the year ended June 30, 2017, administrative fees withheld by the School District totaled $35,214.

Note 7 – Risk Management

The School is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; administrative errors and omissions; personal injury; workers compensation and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage for the past years. In addition, there were no reductions in insurance coverage from those in the prior year.

Note 8 – Defined Contribution Retirement Plan

The School's personnel, which are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School matches 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $95,289 for the year ended June 30, 2017. The School does not exercise any control or fiduciary responsibility over the Plans' assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2016

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 7,855,190	$ 7,893,872	$ 7,900,564
Charges for services	702,655	890,000	891,917
Other revenue	200,000	220,000	220,372
Total Revenues	8,757,845	9,003,872	9,012,853
EXPENDITURES			
Current:			
Instruction	5,015,518	5,050,000	5,045,252
Instructional Staff Training	13,000	13,000	6,573
Board	190,050	188,150	182,150
School Administration	701,568	770,085	763,150
Fiscal Services	169,050	168,150	167,550
Central Services	153,319	213,050	207,914
Operation of Plant	1,343,315	1,329,142	1,287,749
Maintenance of Plant	214,050	279,816	256,455
Total Current Expenditures	7,799,870	8,011,393	7,916,793
Excess of Revenues Over Current Expenditures	957,975	992,479	1,096,060
Capital Outlay	600,000	300,000	251,845
Total Expenditures	8,399,870	8,311,393	8,168,638
Excess of Revenues Over Expenditures	357,975	692,479	844,215
Other financing sources (uses):			
Transfers in (out)	(50,000)	(116,000)	(109,734)
Net change in fund balance	307,975	576,479	734,481
Fund Balance at beginning of year	5,783,245	5,783,245	5,783,245
Fund Balance at end of year	$ 6,091,220	$ 6,359,724	$ 6,517,726

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors of
The Doral Academy
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of The Doral Academy (the "School") as of, and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated August 30, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We issued a separate management letter pursuant to Chapter 10.850, Rules of the Auditor General dated August 30, 2017.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Hill Graver, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
August 30, 2017

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

Board of Directors of
The Doral Academy
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of The Doral Academy as of and for the fiscal year ended June 30, 2017 and have issued our report thereon dated August 30, 2017.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reports and Schedules

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards.* Disclosures in those reports and schedules, which are dated August 30, 2017, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report.

There were no findings and recommendations made in the preceding audit report.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity. The official title of the entity is The Doral Academy.

Financial Condition

Sections 10.854(1)(e)2, Rules of the Auditor General, requires that we report the results of our determination as to whether or not The Doral Academy has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that The Doral Academy did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

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Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for The Doral Academy. It is management's responsibility to monitor The Doral Academy's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same. We have applied such procedures as of the fiscal year end and no deteriorating financial condition has been noted.

Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require that we report the results of our determination as to whether The Doral Academy maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that The Doral Academy maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Other Matters

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

Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

HB Grauer, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
August 30, 2017

HLB Gravier, LLP
Certified Public Accountants

Doral Academy of Technology
WL# 3029
(A Charter School under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditor's Report

June 30, 2017

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Doral Academy of Technology
(A charter school under The Doral Academy, Inc..)

W/L#: 3029

2601 NW 112th Avenue
Doral, FL 33172

2016-2017

BOARD OF DIRECTORS

Angela Ramos, President and Chair, Director
Rene Rovirosa, Secretary, Director
Kim Guilarte, Director
Monique Rodriguez, Director, resigned on May 10, 2017

SCHOOL ADMINISTRATION

Carlos Ferralls, Principal

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Doral Academy of Technology
Doral, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy of Technology (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprises the School's basic financial statements as listed in the table of contents.

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

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

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

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

Opinions
In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund infromation of Doral Academy of Technology as of June 30, 2017, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

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Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of Doral Academy of Technology as of June 30, 2017, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purport to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2017 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 8 and 27 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated August 30, 2017 on our consideration of School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

HCB Graham, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
August 30, 2017

Management's Discussion and Analysis
Doral Academy of Technology
(A Charter School Under The Doral Academy, Inc.)
June 30, 2017

The corporate officers of Doral Academy of Technology (the "School") have prepared this narrative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2017.

Financial Highlights

1. The net position of the School at June 30, 2017 was $1,150,586.
2. At year-end, the School had current assets on hand of $1,189,497.
3. The net position of the School increased by $340,213 during the year.
4. The unassigned fund balance at year end was $1,037,771.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2017 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference is reported as *net position*. Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 9 - 10 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 11 - 14 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 15 - 26 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the net position was $1,150,586 at the close of the fiscal year. A summary of the School's net position as of June 30, 2017 and 2016 are as follows:

	2017	2016
Cash and cash equivalents	$ 5,290	$ 21,359
Investments	1,153,000	1,120,000
Prepaid expenses	25,845	21,255
Due from other agencies	5,362	3,265
Capital assets, net	15,019	70,122
Total Assets	1,204,516	1,236,001
Deferred outflows of resources	-	-
Accounts payable and accrued liabilities	53,930	13,828
Due to other charter schools	-	411,800
Total Liabilities	53,930	425,628
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets	15,019	70,122
Restricted by lease agreement	71,949	-
Unrestricted	1,063,618	740,251
Total Net Position	$ 1,150,586	$ 810,373

At the end of the fiscal year, the School is able to report positive balances in total net position.

A summary and analysis of the School's revenues and expenses for the years ended June 30, 2017 follows:

	2017	2016
REVENUES		
Program Revenues		
Capital outlay funding	$ 56,058	$ 29,937
Lunch program	48,186	45,372
General Revenues		
Local sources (FTE non specific)	1,329,510	1,212,746
Other revenue	5,226	788
Total Revenues	$ 1,438,980	$ 1,288,843
EXPENSES		
Instruction	$ 513,936	$ 587,980
Instructional staff training	-	611
Board	37,200	34,650
School administration	162,457	117,856
Fiscal services	32,362	27,900
Food services	45,517	38,967
Central services	27,630	27,900
Operation of plant	279,207	276,150
Maintenance of plant	458	7,410
Total Expenses	1,098,767	1,119,424
Increase in Net Position	340,213	169,419
Net Position at Beginning of Year	810,373	640,954
Net Position at End of Year	$ 1,150,586	$ 810,373

Doral Academy of Technology's revenues increased by $150,137 and expenditures decreased by $20,657. The School had an increase in its net position of $340,213 for the year.

School Location and Lease of Facility

The School leases a facility located at 2601 N.W. 112th Avenue, Miami, Florida 33172. The facility abuts the neighboring Doral Academy Charter High School.

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

School Enrollment

This past year, the School had approximately 199 students enrolled in grades nine through twelve.

Accomplishments

In 2017, Doral Academy of Technology (DAT) completed its sixth year of operations, serving 197 students in grades 6-8. The school earned its 5th consecutive letter grade of "A" ranking as the highest-performing public middle school in Miami-Dade County, and among the top of all middle schools in Florida, based on the points it received under the State of Florida Accountability Program.

DAT aims to prepare students for high academic performance, stimulate their lifelong love of math and science and create new pathways for them to pursue academic and professional careers in the fields of Math, Science, Engineering and Technology. Students are provided with a rigorous college preparatory curriculum and a rich extra-curricular program of activities, including team sports and clubs. The school's award-winning facilities include fully equipped classrooms, labs, art rooms, a band room, production rooms, ball fields, a state-of-the-art gymnasium, and a brand new, top-notch football field. This past year, Doral Academy of Technology's campus was nominated for the American Institute of Architects People's Choice Awards for Best Design.

As part of the Doral Academy, Inc. network of high performing charter schools, Doral Academy of Technology is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.
At the end of the fiscal year, the School's governmental general fund reported a fund balance of $1,135,565. The fund balance unassigned and available for spending at the School's discretion is $1,037,771. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2017 amounts to $15,019 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures and computer equipment. This investment in capital assets includes improvements, furniture, fixtures and computer equipment. As of June 30, 2017, the School had no long-term debt associated to its capital assets.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the Charter School adopted an annual budget. A budgetary comparison statement has been provided for the governmental fund to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
State capital outlay funding	$ 54,426	$ 56,000	$ 56,058
Lunch program	35,000	35,000	35,867
Charges for services	12,000	12,000	12,319
General Revenues			
FTE nonspecific revenues	1,300,680	1,300,000	1,329,510
Charges and other revenues	5,000	5,000	5,226
Total Revenues	$ 1,407,106	$ 1,408,000	$ 1,438,980
CURRENT EXPENDITURES			
Instruction	$ 560,265	$ 500,000	$ 471,833
Instructional staff training	3,000	-	-
Board	34,950	37,200	37,200
School administration	174,355	165,000	162,457
Fiscal services	24,450	32,362	32,362
Food services	47,000	47,000	45,517
Central services	29,450	30,000	27,630
Pupil transportation services	2,000	-	-
Operation of plant	252,750	281,000	266,207
Maintenance of plant	21,000	500	458
Total Current Expenditures	$ 1,149,220	$ 1,093,062	$ 1,043,664

Most variances occurred as a result of the Budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC, 6340 Sunset Drive, Miami, Florida 33143.

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2017

	Governmental Activities
Assets	
Current assets:	
Cash and cash equivalents	$ 5,290
Investments	1,153,000
Prepaid expenses	25,845
Due from other agencies	5,362
Total current assets	1,189,497
Capital assets, depreciable	441,833
Less: accumulated depreciation	(426,814)
	15,019
Total Assets	1,204,516
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	53,930
Total current liabilities	53,930
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets	15,019
Restricted by lease agreement	71,949
Unrestricted	1,063,618
Total Net Position	$ 1,150,586

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

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2017

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 513,936	$ -	$ -	$ -	$ (513,936)
Board	37,200	-	-	-	(37,200)
School administration	162,457	-	-	-	(162,457)
Fiscal services	32,362	-	-	-	(32,362)
Food services	45,517	12,319	35,867	-	2,669
Central services	27,630	-	-	-	(27,630)
Operation of plant	279,207	-	-	56,058	(223,149)
Maintenance of plant	458	-	-	-	(458)
Total governmental activities	1,098,767	12,319	35,867	56,058	(994,523)
General revenues:					
FTE nonspecific revenues					1,329,510
Other revenues					5,226
Change in net position					340,213
Net position, beginning					810,373
Net position, ending					$ 1,150,586

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

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2017

	General Fund	Non - Major Governmental Funds	Total Governmental Funds
Assets			
Cash and cash equivalents	$ 5,290	$ -	$ 5,290
Investments	1,153,000	-	1,153,000
Prepaid expenses	25,845	-	25,845
Due from other agencies	-	5,362	5,362
Due from fund	5,362		5,362
Total Assets	1,189,497	5,362	1,194,859
Deferred Outflows of Resources	-	-	-
Liabilities			
Salaries and wages payable	53,930	-	53,930
Due to fund	-	5,362	5,362
Total Liabilities	53,930	5,362	59,292
Deferred Inflows of Resources	-	-	-
Fund balance			
Nonspendable, not in spendable form	25,845	-	25,845
Restricted	71,949	-	71,949
Unassigned	1,037,773	-	1,037,773
	1,135,567	-	1,135,567
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 1,189,497	$ 5,362	$ 1,194,859

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

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2017

Total Fund Balance - Governmental Funds	$ 1,135,567
Amounts reported for governmental activities in the statement of net position are different because:	
Capital assets of $441,833 net of accumulated depreciation of $426,814 used in governmental activities are not financial resources and therefore are not reported in the fund.	15,019
Total Net Position - Governmental Activities	$ 1,150,586

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

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2017

	General Fund	Non - Major Governmental Funds	Total Governmental Funds
Revenues:			
State capital outlay funding	$ -	$ 56,058	$ 56,058
State passed through local	1,329,510	-	1,329,510
Federal school lunch program		35,867	35,867
Lunch fees	-	12,319	12,319
Other revenue	5,226	-	5,226
Total Revenues	1,334,736	104,244	1,438,980
Expenditures:			
Current			
Instruction	471,833	-	471,833
Board	37,200	-	37,200
School administration	162,457		162,457
Food services	-	45,517	45,517
Fiscal services	32,362	-	32,362
Central services	27,630	-	27,630
Operation of plant	210,149	56,058	266,207
Maintenance of plant	458	-	458
Capital Outlay:			
Other capital outlay	-	-	-
Total Expenditures	942,089	101,575	1,043,664
Excess (deficit) of revenues over expenditures	392,647	2,669	395,316
Other financing sources (uses)			
Transfers in (out)	2,669	(2,669)	-
Net change in fund balance	395,316	-	395,316
Fund Balance at beginning of year	740,251	-	740,251
Fund Balance at end of year	$ 1,135,567	$ -	$ 1,135,567

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

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures an Changes in Fund Balance
of Governmental Funds to the Statement of Activities
For the year ended June 30, 2017

Net Change in Fund Balance - Governmental Funds	$ 395,316
Amounts reported for governmental activities in the statement of activities are different because:	
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense of $55,103 exceed capital outlays of $-0-.	(55,103)
Change in Net Position of Governmental Activities	$ 340,213

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

Note 1 – Summary of Significant Accounting Policies

Reporting Entity

Doral Academy of Technology (the "School"), is a charter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The School's charter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of four members and also governs other charter schools. The board has determined that no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring district, the School Board of Miami-Dade County, Florida. The current charter expires on June 30, 2020 and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School is located in Doral, Florida for students from sixth to eighth grade. These financial statements are for the year ended June 30, 2017, when on average 199 students were enrolled for the school year.

Basis of Presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information about the School as a whole. Any internal interfund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Note 1 – Summary of Significant Accounting Policies (continued)

Program revenues include: (1) charges for services which report fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. Other revenue sources not properly included with program revenues are reported as general revenues.

Fund Financial Statements
Fund financial statements are provided for governmental funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major governmental funds with all non-major funds aggregated in a single column:

> *General Fund* - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Measurement Focus and Basis of Accounting
The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available. Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Note 1 – Summary of Significant Accounting Policies (continued)

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. "Available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Budgets and Budgetary Accounting

In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments

Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Inter-fund Transfers

Outstanding balances between funds are reported as "due to/from other funds." Inter-fund transfers are made to move any excess or shortage of funds derived from the National School Lunch Program from the Non-Major Governmental Fund to the General Fund.

Due from Other Governments or Agencies

Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Note 1 – Summary of Significant Accounting Policies (continued)

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Furniture, Equipment, and Computers	5 Years
Textbooks and Software	3 Years

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Revenue Sources

Revenues for current operations are received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent (FTE) students and related data to the District.

Note 1 – Summary of Significant Accounting Policies (continued)

Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP. Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made.

In addition, the School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Compensated Absences

The School grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days.

GASB Codification Section C60, *Accounting for Compensated Absences*, provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years.

Note 1 – Summary of Significant Accounting Policies (continued)

The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Income Taxes

The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Use of Estimates

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

Net position and Fund balance classifications

Government-wide financial statements

Equity is classified as net position and displayed in three (3) components:

a) Net investment in capital assets - consists of capital assets net of accumulated depreciation and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of net position with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments. Restricted net assets of the School related to reserves required by the landlord for property maintenance and repairs.
c) Unrestricted net position - all other net position that do not meet the definition of "restricted" or "net investment in capital assets."

Fund financial statements

Under GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable – includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned).

Note 1 – Summary of Significant Accounting Policies (continued)

b) Restricted – this classification includes fund balance category amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. Restricted net assets of the School related to reserves required by the landlord for property maintenance and repairs.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification that is intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. There are no assigned fund balances at year end.
e) Unassigned – portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Order of Fund Balance Spending Policy
The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First Non-spendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including non-spendable amounts). Then any remaining fund balance amounts for the non-general funds are classified as restricted fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

Subsequent Events
In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through August 30, 2017 which is the date the financial statements were available to be issued.

Note 2 – Cash, Cash Equivalents and Investments

Deposits
The School maintains its cash and cash equivalents in two financial institutions. As of June 30, 2017, the School's deposits consisted of cash balances of $4,423.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools.

Note 2 – Cash, Cash Equivalents and Investments (continued)

All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2017, bank balances in potential excess of FDIC coverage was approximately $4,423.

Investments

The School categorizes its fair value measurements within the fair value hierarchy established by GASB Codification Section 3100 *Fair Value Measurement and Application*. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs. At June 30, 2017, the School has the following recurring fair value measurements:

- Government money market mutual fund of $1,680,000 valued using Level 2 inputs.

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of July 31, 2017, maturities of the fund's portfolio holdings are approximately 79% within 30 days.

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2017, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Note 3 –Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2017:

	Balance 07/01/16	Additions	Retirements	Balance 06/30/17
Capital Assets:				
Computer equipment and software	$ 64,216	$ -		$ 64,216
Furniture, equipment and textbooks	377,617	-	-	377,617
Total Capital Assets	$ 441,833	$ -	$ -	$ 441,833
Less Accumulated Depreciation:				
Computer equipment and software	(70,577)	(6,422)		(76,999)
Furniture, equipment and textbooks	(301,134)	(48,681)	-	(349,815)
Total Accumulated Depreciation	$(371,711)	$ (55,103)	$ -	$(426,814)
Capital Assets, net	$ 70,122	$ (55,103)	$ -	$ 15,019

For the fiscal year ended June 30, 2017, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	$ 42,103
Facilities acquisition	13,000
Total Depreciation Expense	$ 55,103

Note 4 – Education Service and Support Provider

Academica Dade, LLC, a professional education service and support provider, offers administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting and virtual services. The agreement between the School and the education service and support provider calls for a fee on a per student basis. The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2017, the School incurred $89,550 in fees.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida 33143

Note 5 – Transactions with other divisions of Doral Academy, Inc.

During 2017, the School's facility was located on the premises of Doral Academy Middle School (a charter school under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student enrollment and usage of facilities and staff to these schools. In addition, the School's student activities internal fund is held by Doral Academy Middle School.

During the 2017, the School reimbursed Doral Academy Middle School approximately $265,000 for shared expenses.

The Doral Academy, Inc.
The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The School paid The Doral Academy, Inc. $29,550 in connection with these charges during the year.

Note 6 – Commitments, Contingencies, and Concentrations

The School entered into a lease and security agreement with School Development II, LLC (the "Landlord", an affiliate of the School's education service and support provider – Note 4) for its 65,164 square feet building including all ancillary facilities, outdoor areas and other improvements. Fixed initial annual payments under this agreement are based on a rate of $18.25 per square footage of the building, which amounts to approximately $1,190,000 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through August 15, 2024 with an option to renew for an additional five year term.

Under the agreement, the School must meet certain covenants and requirements, including a "Lease Payment Coverage Ratio" or not less than 1.10 to 1.00. In addition, the School is required under the terms of the lease agreements to maintain a reserve for property expenses such as repairs, maintenance, taxes and insurance equal to 5% of their gross revenues for the fiscal year. As of June 30, 2017, the required reserve was $71,949, and is reflected as restricted in the statement of net assets.

Note 6 – Commitments, Contingencies, and Concentrations (continued)

Finally, under this agreement the School has granted a first lien on its pledged revenues, which include all revenues collected by the school from the Florida Department of Education, the District, and all other sources.

With the Landlord's consent, the School made additional improvements to the leased premises with its own funds, generally described as a cafeteria building and other improvements. The landlord has agreed that no additional fixed rent is due in connection with these tenant improvements, however the School will pay any items of additional rent affected by the tenant improvements, including utilities and insurance. Upon expiration of the existing lease and security agreement, as so long as there is no material default at such time under the lease, the Landlord will make a contribution to the School in an amount equal to the unamortized original cost of the tenant improvements. Timely payment of such amount is unconditionally and irrevocably guaranteed in full by the landlord's members. Based on this understanding, the School is depreciating these particular tenant improvements using a 39-year useful life.

Future minimum payments under these leases are as follows:

Year	
2018	$1,576,000
2019	$1,576,000
2020	$1,576,000
2021	$1,576,000
2022	$1,576,000
2023-2024	$3,152,000 (Total for two-year period)

Lease payments are allocated among the School and Doral Academy Middle School based on enrollment and usage of facility. The allocation used for 2017, was approximately 15% for the School and 85% for Doral Academy Middle School. For 2017, rent expense totaled $234,594. As of June 30, 2017, the School had prepaid rent of approximately $7,100.

Note 6 – Commitments, Contingencies, and Concentrations (continued)

Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations. Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of 2% of the qualifying revenues of the School. For the year ended June 30, 2017, administrative fees withheld by the School District totaled $26,203.

Note 7 – Risk Management

The School is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; administrative errors and omissions; personal injury; workers compensation and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage for the past years. In addition, there were no reductions in insurance coverage from those in the prior year.

Note 8 – Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School approved a match of 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $9,906 for the year ended June 30, 2017. The School does not exercise any control or fiduciary responsibility over the Plans' assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2017

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 1,300,680	$ 1,300,000	$ 1,329,510
Other revenue	5,000	5,000	5,226
Total Revenues	1,305,680	1,305,000	1,334,736
EXPENDITURES			
Current:			
Instruction	560,265	500,000	471,833
Instructional Staff Training	3,000	-	-
Board	34,950	37,200	37,200
School Administration	174,355	165,000	162,457
Fiscal Services	24,450	32,362	32,362
Central Services	29,450	30,000	27,630
Pupil transportation services	2,000	-	-
Operation of Plant	198,324	225,000	210,149
Maintenance of Plant	21,000	500	458
Total Current Expenditures	1,047,794	990,062	942,089
Excess of Revenues Over Current Expenditures	257,886	314,938	392,647
Capital Outlay	-	-	-
Total Expenditures	1,047,794	990,062	942,089
Excess of Revenues Over Expenditures	257,886	314,938	392,647
Other financing sources (uses):			
Transfers in (out)	-	-	2,669
Net change in fund balance	257,886	314,938	395,316
Fund Balance at beginning of year	740,251	740,251	740,251
Fund Balance at end of year	$ 998,137	$ 1,055,189	$ 1,135,567

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors of
Doral Academy of Technology
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Doral Academy of Technology (the "School") as of, and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprises the School's basic financial statements and have issued our report thereon dated August 30, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management in a separate management letter dated August 30, 2017 pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HB Gravin, LP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
August 30, 2017

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

Board of Directors of
Doral Academy of Technology
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of the Doral Academy of Technology, Florida, as of and for the fiscal year ended June 30, 2017 and have issued our report thereon dated August 30, 2017.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reports and Schedules

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with Government Auditing Standards. Disclosures in those reports and schedules, which are dated August 30, 2017 should hould be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. See status of prior year findings below.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity. The official title of the entity is Doral Academy of Technology.

Financial Condition

Sections 10.854(1)(e)2, Rules of the Auditor General, requires that we report the results of our determination as to whether or not Doral Academy of Technology has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that Doral Academy of Technology did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

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Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Doral Academy of Technology. It is management's responsibility to monitor Doral Academy of Technology's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same. We have applied such procedures as of the fiscal year end and no deteriorating financial condition has been noted.

Transparency
Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require that we report the results of our determination as to whether Doral Academy of Technology maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Doral Academy of Technology maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

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

Status of Prior Year Findings and Recommendations

ML 01-2016
The School's facility is shared with various other charter schools under The Doral Academy, Inc. During our audit we noted an adjustment for salaries and benefits was necessary to properly allocate these expenses between the School and another charter school. ***This finding has been corrected.***

Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

HLB Gravier, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
August 30, 2017

HLB Gravier, LLP
Certified Public Accountants

Doral Academy High School
WL # 7020
(A Charter School under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditors' Report

June 30, 2017

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Doral Academy High School

W/L #: 7020

11100 NW 27 St.
Doral, FL 33172

2016-2017

BOARD OF DIRECTORS

Angela Ramos, Director, President and Chair
Rene Rovirosa, Secretary and Director
Kim Guilarte, Director
Monique Rodriguez, Director, resigned effective May 10, 2017

SCHOOL ADMINISTRATION

Carlos Ferralls, Principal

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Doral Academy High School
Doral, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy High School (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

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Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy High School as of June 30, 2017, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of Doral Academy High School as of June 30, 2017, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purport to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2017 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 9 and 32 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 29, 2017 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting.

HLB Gravier, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 29, 2017

Management's Discussion and Analysis
Doral Academy High School
(A Charter School under Doral Academy, Inc.)
June 30, 2017

The corporate officers of Doral Academy High School have prepared this narrative overview and analysis of the school's financial activities for the fiscal year ended June 30, 2017.

Financial Highlights

1. The net position of the School at June 30, 2017 was $7,617,701.
2. At year-end, the School had current assets on hand of $2,262,144.
3. The School had an increase in its net position of $651,753 for the year ended June 30, 2017.
4. The unassigned fund balance at year end was $737,449.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2017 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference between the four is reported as *net position.* Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 10 - 11 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments use fund accounting to ensure and report compliance with finance-related legal requirements. All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements.

Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 12 - 16 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 17 - 31 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the net position was $7,617,701 at the close of the fiscal year. A summary of the School's net position as of June 30, 2017 and 2016 is as follows:

	2017	2016
Cash and cash equivalents	$ 965,006	$ 1,046,499
Investments	1,080,000	640,000
Prepaid expenses	176,423	197,301
Deposits receivable	30,551	30,551
Due from other agencies	40,715	60,281
Due from other divisions of The Doral Academy, Inc., long-term	1,340,285	1,029,768
Capital Assets, net	9,408,186	9,529,256
Total Assets	13,041,166	12,533,656
Deferred outflows of resources	-	-
Accounts payable and accrued liabilities	199,495	-
Salaries and wages payable	499,062	493,541
Accrued interest	33,267	49,574
Current debt portion of long-term debt	3,641,641	332,730
Due to other charter schools, long-term	1,050,000	1,050,000
Long term debt	-	3,641,863
Total Liabilities	5,423,465	5,567,708
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets and long-term receivables	6,056,830	5,534,431
Restricted by lease agreement	649,715	-
Unrestricted	911,156	1,431,517
Total Net Position	$ 7,617,701	$ 6,965,948

At the end of the fiscal year, the School is able to report positive balances in total net position.

At the end of the fiscal year, the School is able to report positive balances in total net position.

A summary and analysis of the School's revenues and expenses for the years ended June 30, 2017 and 2016 is as follows:

	2017	2016
REVENUES		
Program Revenues		
Capital outlay funding	$ 667,774	$ 861,199
Lunch program	479,292	467,825
General Revenues		
Local sources (FTE non specific)	11,669,287	11,176,290
Charges for services	88,500	114,846
Other revenue	89,443	42,312
Total Revenues	$ 12,994,296	$ 12,662,472
EXPENSES		
Instruction	$ 6,396,933	$ 5,941,617
Instructional staff training	58,872	32,187
Board	357,500	348,600
School administration	1,106,204	1,144,665
Facilities acquisition	340,975	345,880
Fiscal services	256,650	250,200
Food services	403,004	414,065
Central services	312,659	315,670
Pupil transportation services	49,525	20,233
Operation of plant	2,474,833	2,168,833
Maintenance of plant	336,255	370,091
Interest on long-term debt	249,133	340,196
Total Expenses	12,342,543	11,692,237
Increase in Net Position	651,753	970,235
Net Position at Beginning of Year	6,965,948	5,995,713
Net Position at End of Year	$ 7,617,701	$ 6,965,948

Student enrollment increased for 2017 by approximately 43 students. In the current year, the School's revenue and expenses increased by $331,824 and $650,563, respectively. The School an increase in net position of $651,753 for the year.

School Location and Lease of Facility

The School leases a facility located at 11100 NW 27th Street and is also approved to operate at 2601 NW 112 Ave, Doral Florida, 33172

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

School Enrollment

This past year, the School had approximately 1,710 students enrolled in grades nine through twelve.

Accomplishments

In 2017, Doral Academy High School successfully completed its sixteenth year of operation, serving over 1,703 students in grades 9-12. In 2017, the school received a letter grade of "A" for the 10th consecutive year, ranking among the top performing high schools in Miami Dade County and the state of Florida.

For the 9th consecutive year, Doral High was listed as one of the "Best High Schools in America" by U.S. News & World Report magazine, and as one of "America's Top High Schools" by The Daily Beast in 2014. Most impressively, Doral Academy Charter High School was recognized this past year by The ACT College & Career Readiness Campaign as the top winner in the state of Florida for Outstanding Achievement in College and Career Readiness, based on the passing rate of students on the AP exams. Graduates of Doral were accepted to various prestigious colleges and universities such as Boston College, Duke, University of Miami, Florida International University, Cornell, Northwestern, and the University of Florida, among others.

Doral Academy High School provides its students with a rigorous college preparatory curriculum, through a model academic environment which includes a unique Blended Learning component, as well as strong partnerships with institutions of higher learning such as the new Doral College. Doral High also offers a rich extra-curricular program of activities, including team sports and clubs. The school's award-winning facilities include fully-equipped classrooms, labs, art rooms, a band room, TV production rooms, ball fields, a state-of-the-art gymnasium, and a brand new, top-notch football field. This past year, Doral Academy High School's campus was nominated for the American Institute of Architects People's Choice Awards for Best Design. As part of the Doral Academy, Inc. network of high performing charter schools, Doral Academy High school is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported ending fund balance of $1,563,587. The fund balance unassigned and available for spending at the School's discretion is $737,449. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2017 amounts to $9,408,186 (net of accumulated depreciation). This investment in capital assets includes improvements, furniture, fixtures and computer equipment. As of June 30, 2017, the School had debt totaling $4,691,641 relating to the School's capital assets.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the Charter School adopted an annual budget. A budgetary comparison statement has been provided for the governmental fund to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
State capital outlay funding	$ 488,688	$ 668,000	$ 667,774
Lunch program	350,000	355,000	355,315
Lunch fees	134,000	123,000	123,977
General Revenues			
FTE nonspecific revenues	11,651,900	11,660,000	11,669,287
Charges for services	88,688	88,500	88,500
Charges and other revenues	74,000	89,000	89,443
Total Revenues	$ 12,787,276	$ 12,983,500	$ 12,994,296
CURRENT EXPENDITURES			
Instruction	$ 5,916,702	$ 5,825,000	$ 5,816,008
Instructional staff training	65,000	60,000	58,872
Board	371,600	357,500	357,500
School administration	1,059,173	1,115,000	1,106,204
Fiscal services	300,000	256,650	256,650
Food services	477,662	450,000	401,042
Central services	359,950	315,000	312,659
Pupil transportation services	25,000	50,000	46,359
Operation of plant	2,173,277	2,353,000	2,350,205
Maintenance of plant	378,932	330,000	325,632
Total Current Expenditures	$ 11,127,296	$ 11,112,150	$ 11,031,131

Most variances occurred as a result of the Budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC 6340 Sunset Drive, Miami, Florida 33143.

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2017

	Governmental Activities
Assets	
Current assets:	
Cash and cash equivalents	$ 965,006
Investments	1,080,000
Prepaid expenses	176,423
Due from other agencies	40,715
Total current assets	2,262,144
Capital assets, non-depreciable	215,756
Capital assets, depreciable	16,231,130
Less: accumulated depreciation	(7,038,700)
	9,408,186
Due from other divisions of The Doral Academy, Inc.	1,340,285
Deposits	30,551
Total Assets	13,041,166
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Accounts payable and accrued expenses	199,495
Salaries and wages payable	499,062
Current portion of long term-debt	3,641,641
Accrued interest	33,267
Total current liabilities	4,373,465
Due to other divisions of The Doral Academy, Inc., long-term	1,050,000
Total Liabilities	5,423,465
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets and long-term receivables	6,056,830
Restricted by lease agreement	649,715
Unrestricted	911,156
Total Net Position	$ 7,617,701

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

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2017

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 6,396,933	$ -	$ -	$ -	$ (6,396,933)
Instructional staff training	58,872	-	-	-	(58,872)
Board	357,500	-	-	-	(357,500)
School administration	1,106,204	-	-	-	(1,106,204)
Facilities acquisition	340,975	-	-	-	(340,975)
Fiscal services	256,650	-	-	-	(256,650)
Food services	403,004	123,977	355,315	-	76,288
Central services	312,659	-	-	-	(312,659)
Pupil transportation services	49,525	-	-	-	(49,525)
Operation of plant	2,474,833	88,500	-	667,774	(1,718,559)
Maintenance of plant	336,255	-	-	-	(336,255)
Interest on long-term debt	249,133	-	-	-	(249,133)
Total governmental activities	12,342,543	212,477	355,315	667,774	(11,106,977)
	General revenues:				
	FTE nonspecific revenues				11,669,287
	Other revenues				89,443
	Change in net position				651,753
	Net position, beginning				6,965,948
	Net position, ending				$ 7,617,701

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

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2017

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
Assets			
Cash and cash equivalents	$ 965,006	$ -	$ 965,006
Investments	1,080,000	-	1,080,000
Prepaid expenses	176,423	-	176,423
Due from other agencies	-	40,715	40,715
Due from fund	40,715		40,715
Total Assets	2,262,144	40,715	2,302,859
Deferred Outflows of Resources	-	-	-
Liabilities			
Salaries and wages payable	499,062	-	499,062
Accounts payable and accrued expenses	199,495	-	199,495
Due to fund	-	40,715	40,715
Total Liabilities	698,557	40,715	739,272
Deferred Inflows of Resources	-	-	-
Fund balance			
Nonspendable, not in spendable form	176,423	-	176,423
Restricted	649,715	-	649,715
Unassigned	737,449	-	737,449
	1,563,587	-	1,563,587
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 2,262,144	$ 40,715	$ 2,302,859

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

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2017

Total Fund Balance - Governmental Funds		$ 1,563,587
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets of $16,446,886 net of accumulated depreciation of $7,038,700 used in governmental activities are not financial resources and therefore are not reported in the fund.	9,408,186	
Long term receivable from related party in governmental activities are not financial resources and therefore are not reported in the governmental funds.	1,340,285	
Long term liability not due and payable in the current period and, therefore, is not reported in the governmental funds.	(4,724,908)	
Deposits receivable of $30,551 are considered long term and are not financial resources and therefore are not reported in the governmental funds.	30,551	
Total Net Position - Governmental Activities		$ 7,617,701

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

Doral Academy High School

(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2017

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
Revenues:			
State capital outlay funding	$ -	$ 667,774	$ 667,774
State passed through local	11,669,287	-	11,669,287
Federal school lunch program		355,315	355,315
Lunch fees	-	123,977	123,977
Charges for services	88,500	-	88,500
Other revenue	89,443	-	89,443
Total Revenues	11,847,230	1,147,066	12,994,296
Expenditures:			
Current			
Instruction	5,816,008	-	5,816,008
Instructional staff training	58,872	-	58,872
Board	357,500	-	357,500
School administration	1,106,204		1,106,204
Food services	-	401,042	401,042
Fiscal services	256,650	-	256,650
Central services	312,659	-	312,659
Pupil transportation services	46,359	-	46,359
Operation of plant	1,682,431	667,774	2,350,205
Maintenance of plant	325,632	-	325,632
Capital Outlay:			
Other capital outlay	939,840	1,369	941,209
Debt Service:			
Redemption of Principal	332,952	-	332,952
Interest	265,440	-	265,440
Total Expenditures	11,500,547	1,070,185	12,570,732
Excess (deficit) of revenues over expenditures	346,683	76,881	423,564
Other financing sources (uses)			
Transfers in (out)	76,881	(76,881)	-
Long term advances to Doral Academy, Inc.	(310,517)	-	(310,517)
Net change in fund balance	113,047	-	113,047
Fund Balance at beginning of year	1,450,540	-	1,450,540
Fund Balance at end of year	$ 1,563,587	$ -	$ 1,563,587

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

Doral Academy High School

(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance of Governmental Funds to the Statement of Activities

For the year ended June 30, 2017

Net Change in Fund Balance - Governmental Funds	$	113,047
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense of $1,062,279 exceeded capital outlays of $941,209.		(121,070)
The proceeds from debt issuance provide current financial resources to governmental funds, but issuing debt increases long-term liabilities in the statement of net position. Repayment of debt principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position. This is the amount by which repayments of $332,952 exceeded proceeds of $-0- in the current period.		332,952
Interest on long-term debt differs from the amount reported in the governmental funds. In the governmental funds, interest on long-term debt is recorded as an expenditure when due and payable. In the statement of activities, interest is recorded as it accrues. This is the current year increase in accrued interest payable.		16,307
Increase in long-term receivables is an expenditure in the governmental funds, but a decrease or collections of such receivables reduces long term assets in the statement of net position. This is the amount by which advances of long-term receivables $310,517 exceeded collections of $-0-.		310,517
Change in Net Position of Governmental Activities	$	651,753

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

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Statement of Net Position - Fiduciary Funds
June 30, 2017

Assets	Agency Funds
Cash	355,386
Total Assets	355,386
Deferred Outflows of Resources	-
Liabilities	
Due to students and clubs	355,386
Total Liabilities	355,386
Deferred Inflows of Resources	-
Net position	$ -

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

Note 1 – Summary of Significant Accounting Policies

Reporting Entity

Doral Academy High School (the "School"), is a charter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The School's charter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of four members and also governs other charter schools. The board has determined that no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring district, the School Board of Miami-Dade County, Florida. The current charter expires on June 30, 2026 and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School is located in Doral, Florida for students from ninth through twelfth grades and is funded by the District. These financial statements are for the year ended June 30, 2017, when approximately 1,710 students were enrolled for the school year.

Basis of Presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information for the School as a whole. Any internal interfund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Note 1 – Summary of Significant Accounting Policies (continued)

Program revenues include: (1) charges for services, such as food service and student activity fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. Other revenue sources not properly included with program revenues are reported as general revenues.

Fund Financial Statements
Fund financial statements are provided for governmental funds and fiduciary funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflow of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major governmental funds with all non-major funds aggregated in a single column:

> *General Fund* - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Additionally, the School reports separately the following fiduciary fund types:

> *Agency Fund* – accounts for resources of the School's Internal Fund, which is used to administer monies collected at the schools in connection with school, student athletics, class, and club activities.

Measurement Focus and Basis of Accounting
The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Revenues from non-exchange transactions are reported according to GASB Codification Section 1600.111 and Section N50 *Accounting and Financial Reporting for Non-Exchange Transactions*. On the accrual basis, revenues from grants and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied.

The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available.

Note 1 – Summary of Significant Accounting Policies (continued)

Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. Available means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Agency fund assets and liabilities are accounted for on the accrual basis of accounting.

Budgets and Budgetary Accounting
In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments
Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Inter-fund Transfers
Outstanding balances between funds are reported as "due to/from other funds. Inter-fund transfers are made to move any excess or shortage of funds derived from the National School Lunch Program from the Non-Major Governmental Fund to the General Fund.

Note 1 – Summary of Significant Accounting Policies (continued)

Due from Other Governments or Agencies
Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Capital Assets
The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Buildings and Improvements	20- 39 Years
Textbooks	3 Years
Furniture, Equipment and Software	3 - 5 Years

Long –Term Debt
In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities statement of net position. In the fund financial statements, governmental fund types report the face amount of debt issued as other financing sources.

Deferred Outflows/Inflows of Resources
In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Note 1 – Summary of Significant Accounting Policies (continued)

Revenue Sources

Revenues for operations will be received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent ("FTE") students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the FTE students and related data to the Florida Department of Education ("FDOE") for funding through the FEFP.

Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made. In addition, the School receives an annual allocation of charter school capital outlay funds for leasing of school facilities.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Compensated Absences

The School grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days.

Note 1 – Summary of Significant Accounting Policies (continued)

GASB Codification Section C60, *Accounting for Compensated Absences*, provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years.

The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Net Position and Fund Balance Classifications

Government-wide financial statements
Equity is classified as net position and displayed in three (3) components:

a) Net investment in capital assets - consists of capital assets net of accumulated depreciation and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of net position with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments. Restricted net assets of the School related to reserves required by the landlord for property maintenance and repairs.
c) Unrestricted net position - all other net position that does not meet the definition of "restricted" or "net investment in capital assets and long term receivables."

Fund Financial Statements
Under GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable - includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balances associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned). All nonspendable fund balances at year end relate to not in spendable form assets.
b) Restricted - fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. Restricted net assets of the School related to reserves required by the landlord for property maintenance and repairs.

Note 1 – Summary of Significant Accounting Policies (continued)

c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification are intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. There are no assigned fund balances at year end.
e) Unassigned - portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Order of Fund Balance Spending Policy
The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First non-spendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including non-spendable amounts). Then any remaining fund balance amounts for the non-general funds are classified as restricted fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

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

Income Taxes
The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Subsequent Events
In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through September 29, 2017 which is the date the financial statements were available to be issued. As of August 30, 2017, the Building Hope loan was paid off in full with a long term advance received from Doral Academy, Inc. (Note 7).

Note 2 – Cash, Cash Equivalents and Investments

Deposits
The School maintains its cash and cash equivalents in two financial institutions. As of June 30, 2017, the School's deposits consisted of cash balances of $406,683.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2017, bank balances in potential excess of FDIC coverage was approximately $854,000; including fiduciary account bank balances.

Investments
The School categorizes its fair value measurements within the fair value hierarchy established by GASB Codification Section 3100 *Fair Value Measurement and Application.* The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs.

At June 30, 2017, the School has the following recurring fair value measurements:

- Government money market mutual fund of $1,080,000 valued using Level 2 inputs.

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of July 31, 2017, maturities of the fund's portfolio holdings are approximately 79% within 30 days.

Credit Risk
Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2017, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Note 2 – Cash, Cash Equivalents and Investments (continued)

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 – Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2017:

	Balance 07/01/16	Additions	Reclassification	Balance 06/30/17
Capital Assets, non-depreciable:				
Construction in progress	$ -	$ 428,244	$ (212,488)	$ 215,756
Capital Assets, depreciable:				
Buildings and improvements	$ 9,826,674	$ 43,714	$ 212,488	$ 10,082,876
Computer equipment and software	281,960	-	-	281,960
Furniture, equipment and textbooks	5,397,043	469,251	-	5,866,294
Total Capital Assets, depreciable:	$ 15,505,677	$ 512,965	$ 212,488	$ 16,231,130
Total Capital Assets	$ 15,505,677	$ 941,209	$ -	$ 16,446,886
Less Accumulated Depreciation:				
Buildings and improvements	(1,889,397)	(415,412)	-	(2,304,809)
Computer equipment and software	(541,694)	(181,761)	-	(723,455)
Furniture, equipment and textbooks	(3,545,330)	(465,106)	-	(4,010,436)
	$ (5,976,421)	$(1,062,279)	$ -	$ (7,038,700)
Capital Assets, net	$ 9,529,256	$ (121,070)	$ -	$ 9,408,186

For the fiscal year ended June 30, 2017, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	$ 580,925
Facilities acquisition	340,975
Operation of plan	124,628
Maintenance of plant	10,623
Food services	1,962
Pupil transportation services	3,166
Total Depreciation Expense	$1,062,279

Note 4 – Education Service and Support Provider

Academica Dade, LLC, a professional charter school education service and support provider, offers administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting and virtual education services. The agreement between the School and the education service provider calls for a fee on a per student basis. The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2017, the School incurred $769,950 in fees.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida.

Note 5 – Transactions with other Divisions of The Doral Academy, Inc.

Charter Schools under The Doral Academy, Inc.
The School's facility is shared with Doral Academy Middle School, Doral Academy of Technology, and Doral Performing Arts and Entertainment Academy (charter schools under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student enrollment. In addition, the School holds the student activities fund of Doral Performing Arts and Entertainment Academy.

During 2017, the School charged Doral Academy Middle School for the use of shared facilities via a usage fee. Total usage fees charged totaled $82,377. Doral Academy Performing Arts and Doral Academy Middle School reimbursed the School approximately $1,270,000 and $240,000, respectively, during the year in shared costs.

The School's lunch program is shared with various other charter schools under The Doral Academy, Inc. Revenues and expenses related to such program have been allocated based on FTE equivalent for purposes of presentation in the financial statements.

The following schedule provides a summary of changes in long-term debt to other charter schools for the year ended June 30, 2017.

	Balance 07/01/16	Additions	Deletions	Balance 06/30/17
Doral Academy of Performing Arts	$ 550,000	$ -	$ -	$ 550,000
Doral Academy Middle School	500,000	-	-	$ 500,000
Due to other charter schools, long-term	$ 1,050,000	$ -	$ -	$ 1,050,000

Note 5 – Transactions with other Divisions of The Doral Academy, Inc. (continued)

The Doral Academy, Inc.
The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The School paid The Doral Academy, Inc. approximately $341,000 in connection with these charges during the year.

On March, 15, 2013, the School advanced funds to the corporate account of The Doral Academy, Inc. to purchase an adjacent plot land for $1,579,768 for purposes of expanding the School's campus. As of June 30, 2017, $1,029,768 was due from the corporate account of The Doral Academy, Inc. in connection with this land purchase. The long-term receivable is secured by The Doral Academy, Inc.'s capital assets. During the year ended June 30, 2017, the School advanced an additional $310,517 in connection with construction costs of a 90,964 square foot, six-story building ("Doral Hall") that will serve the need of the Schools under The Doral Academy, Inc.

The following schedule provides a summary of changes in long-term receivables for the year ended June 30, 2017:

	Balance 07/01/16	Advances	Repayments	Balance 06/30/17
Due from Doral Academy, Inc.	$ 1,029,768	$ 310,517	$ -	$ 1,340,285
	$ 1,029,768	$ 310,517	$ -	$ 1,340,285

Note 6 – Transactions with other Organizations

Doral College, Inc.
During 2011, the School made a long-term, non-interest bearing advance of $400,000 to Doral College, a college under The Doral Academy, Inc., (the "College"). On June 30, 2012, the School awarded the $400,000 under a recoverable grant agreement to the College. The purpose of the grant is for the College to develop a fully integrated dual enrollment program for the benefit of the School's students. Under the terms of the grant, the College would repay the School in the event the College reflects a surplus in its operating budget for any period ending December 31, following the execution of the agreement. During the year ended June 30, 2013, the School received repayments of $200,000 of the recoverable grant from the College.

On August 31, 2015, the College and Doral Academy, Inc., on behalf of the School, entered into an amendment to the recoverable grant agreement to establish a repayment plan. Per the repayment plan, the $200,000 outstanding balance of the recoverable grant shall be paid as follows: $10,000 per annum, with the first payment due by December 31 of each calendar year commencing on December 31, 2015 through December 31, 2020 and $30,000 per annum commencing on December 31, 2021 through 2025.

Note 6 – Transactions with other Organizations (continued)

During the year ended June 30, 2017, the College repaid $10,000 to the School. The repayments are included in other revenue on the statement of activities and the statement of revenues, expenditures, and changes in fund balance. As of June 30, 2017, the College has repaid a total $220,000 to the School and the remaining balance to be collected is $180,000.

The School provides office and classroom space used by the Doral College, Inc. under a usage agreement. For the year ending June 30, 2017, the College paid a usage fee to the School of approximately $6,100. The total estimated the fair market value of the space was approximately $28,000. In addition, the School will reimburse approximately $44,700 in instructional salaries and benefits in connection with a Memorandum of Understanding for instructors providing teaching services to the College. As of June 30, 2017, this amount is reflected as Due to the College on the statement of net position.

Other
Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of 2% of the qualifying revenues of the School. For the year ended June 30, 2017, administrative fees withheld by the School District totaled $31,890.

Note 7 – Long Term Debt

On April 11, 2011, the School entered into a construction loan agreement with Building Hope, A Charter School Facilities Fund ("Lender") to construct a 36,000 square foot facility with 24 classrooms and three science labs, to reconfigure existing parking including new lighting and landscaping, and to purchase laboratory equipment. The lender has made a commitment to extend a loan to the School for a maximum amount of $5,000,000, to be evidenced by two promissory notes, the first for $3,200,000 ("Phase I") and the second for $1,800,000 ("Phase II").

Under the terms of the loan agreement and Phase I and II promissory notes, the loan shall bear interest from the date of each advance at an interest rate of seven percent (7%) until July 1, 2015, and thereafter shall bear interest at twelve percent (12%) until maturity. Effective November 1, 2015, the promissory notes were amended to bear interest of seven percent (7%) until maturity.

All principal, interest, and unpaid costs was and payable on July 1, 2017. The maturity date was extended through August 31, 2017. As of June 30, 2017, the principal loan amount outstanding on Phase I and II is approximately $2,369,000 and $1,272,000, respectively. Interest expense paid on the Phase I and II promissory notes for the year ended June 30, 2017 is $265,440.

Note 7 – Long Term Debt (continued)

The loan is collateralized, on a parity lien basis with the lien on the same collateral under the terms of the School's lease agreement (see Note 8), by its pledged revenues, which includes all revenues collected by the School from the Florida Department of Education, the District, and all other sources.

The following schedule provides a summary of changes in long-term debt for the year ended June 30, 2017:

	Balance 07/01/16	Advances	Repayments	Balance 06/30/17
Notes payable	$ 3,974,593	$ -	$ (332,952)	$ 3,641,641
	$ 3,974,593	$ -	$ (332,952)	$ 3,641,641

Note 8 – Commitments, Contingencies, and Concentrations

The School entered into a lease and security agreement ("agreement") with School Development, LLC (the "Landlord", an affiliate of the School's education service provider – Note 4) for its 57,000 square foot building including all ancillary facilities, outdoor areas and other improvements. Fixed initial annual payments under this agreement were based on a rate of $23.15 per square footage of the building, which amounted to $1,319,550 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through August 2024 with an option to renew for an additional five-year term

Under the agreement, the School must meet certain covenants and requirements, including a "Lease Payment Coverage Ratio" of not less than 1.10 to 1.00. In addition, the School is required under the terms of the lease agreements to maintain a reserve for property expenses such as repairs, maintenance, taxes and insurance equal to 5% of their gross revenues for the fiscal year. As of June 30, 2017, the required reserve was $649,715, and is reflected as restricted in the statement of net assets.

With the Landlord's consent, the School made additional improvements to the leased premises with its own funds, generally described as a cafeteria building and other improvements. The landlord has agreed that no additional fixed rent is due in connection with these tenant improvements, however the School will pay any items of additional rent affected by the tenant improvements, including utilities and insurance. Upon expiration of the existing lease and security agreement, as so long as there is no material default at such time under the lease, the Landlord will make a contribution to the School in an amount equal to the unamortized original cost of the tenant improvements. Timely payment of such amount is unconditionally and irrevocably guaranteed in full by the landlord's members. Based on this understanding, the School is depreciating these particular tenant improvements using a 39-year useful life.

Note 8 – Commitments, Contingencies and Concentrations (continued)

Under this agreement the School has granted a first lien on its pledged revenues, which includes all revenues collected by the school from the Florida Department of Education, the District, and all other sources. For 2017, rent expense totaled $1,393,399. As of June 30, 2017, the School had prepaid approximately $113,000 of rent expense.

Lease payments are allocated among the School and Doral Academy Performing Arts based on enrollment and usage of facility. The allocation used for 2017, was approximately 19% for Doral Academy Performing Arts and 81% for the School.

Future minimum payments under these leases are as follows:

Year	
2018	$1,749,000
2019	$1,749,000
2020	$1,749,000
2021	$1,749,000
2022	$1,749,000
2023-2024	$3,497,000 (Total for two-year period)

Contingencies and Concentrations
The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations.

Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Contracts
As of June 30, 2017, the School had an uncompleted contract for the installation of synthetic turf for the baseball field. The total contract amount is $374,399 and as of June 30, 2017 approximately $187,200 had been paid for a remaining contract balance of $187,200.

Note 9 – Risk Management

The School is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage in the past. In addition, there were no reductions in insurance coverage from those in the prior year.

Note 10 – Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School approved a match of 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $102,919 for the year ended June 30, 2017. The School does not exercise any control or fiduciary responsibility over the Plan's assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2017

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 11,651,900	$ 11,660,000	$ 11,669,287
Charges for services	88,688	88,500	88,500
Other revenue	74,000	89,000	89,443
Total Revenues	11,814,588	11,837,500	11,847,230
EXPENDITURES			
Current:			
Instruction	5,916,702	5,825,000	5,816,008
Instructional Staff Training	65,000	60,000	58,872
Board	371,600	357,500	357,500
School Administration	1,059,173	1,115,000	1,106,204
Fiscal Services	300,000	256,650	256,650
Central Services	359,950	315,000	312,659
Pupil transportation services	25,000	50,000	46,359
Operation of Plant	1,684,589	1,685,000	1,682,431
Maintenance of Plant	378,932	330,000	325,632
Total Current Expenditures	10,160,946	9,994,150	9,962,315
Excess of Revenues Over Current Expenditures	1,653,642	1,843,350	1,884,915
Capital Outlay			
Other Capital Outlay	800,000	950,000	939,840
Debt Service:			
Redemption of Principal	335,000	333,000	332,952
Interest	250,000	265,500	265,440
Total Capital Outlay and Debt Service Expenditures	1,385,000	1,548,500	1,538,232
Total Expenditures	11,545,946	11,542,650	11,500,547
Excess of Revenues Over Expenditures	268,642	294,850	346,683
Other financing sources (uses):			
Transfers in (out)	6,338	23,000	76,881
Long term deposits	-	-	-
Long term advances to Doral Academy, Inc.	(250,000)	(310,517)	(310,517)
Net change in fund balance	24,980	7,333	113,047
Fund Balance at beginning of year	1,450,540	1,450,540	1,450,540
Fund Balance at end of year	$ 1,475,520	$ 1,457,873	$ 1,563,587

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors of
Doral Academy High School
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy High School (the "School") as of, and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon September 29, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We issued a separate management letter dated September 29, 2017 pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HCB Grauer, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 29, 2017

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

Board of Directors of
Doral Academy High School
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of Doral Academy High School as of and for the fiscal year ended June 30, 2017 and have issued our report thereon dated September 29, 2017.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reports and Schedules

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedules, which are dated September 29, 2017, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report.

There were no findings and recommendations made in the preceding audit report.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity. The official title of the entity is Doral Academy High School.

Financial Condition

Sections 10.854(1)(e)2, Rules of the Auditor General, requires that we report the results of our determination as to whether or not Doral Academy High School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that Doral Academy High School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

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Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Doral Academy High School. It is management's responsibility to monitor Doral Academy High School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same. We have applied such procedures as of the fiscal year end and no deteriorating financial condition has been noted.

Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require that we report the results of our determination as to whether Doral Academy High School maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Doral Academy High School maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Other Matters

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

Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

Hcb graven, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 29, 2017

HLB Gravier, LLP
Certified Public Accountants

Doral Academy Charter Middle School
WL # 6030
(A Charter School under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditor's Report

June 30, 2017

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Doral Academy Charter Middle School

W/L #: 6030

2601 NW 112 Avenue
Doral, FL 33172

2016-2017

BOARD OF DIRECTORS

Angela Ramos, Director, President and Chair
Rene Rovirosa, Secretary and Director
Kim Guilarte, Director
Monique Rodriguez, Director, resigned effective May 10, 2017

SCHOOL ADMINISTRATION

Carlos Ferralls, Principal

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Doral Academy Charter Middle School
Doral, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy Charter Middle School (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy Charter Middle School as of June 30, 2017, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of Doral Academy Charter Middle School as of June 30, 2017, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purport to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2017 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 8 and 29 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated August 30, 2017, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control over financial reporting and compliance.

HCB Grauer, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
August 30, 2017

Management's Discussion and Analysis
Doral Academy Middle School
(A Charter School Under The Doral Academy, Inc.)
June 30, 2017

The corporate officers of the Doral Academy Charter Middle School (the "School") have prepared this narrative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2017.

Financial Highlights

1. The net position of the School at June 30, 2017 was $7,898,020.
2. At year-end, the School had current assets on hand of $5,626,513.
3. The net position of the School increased by $878,210 during the year.
4. The unassigned fund balance at year end was $4,757,946.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2017 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities, deferred inflows of resources. The difference between the four is reported as *net position.* Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 9 - 10 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and

local governments uses fund accounting to ensure and report compliance with finance-related legal requirements.
All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 11 - 15 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 16 – 28 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, assets exceeded liabilities by $7,898,020 at the close of the fiscal year. A summary of the School's net position as of June 30, 2017 and 2016 are as follows:

	2017	2016
Cash and cash equivalents	$ 334,558	$ 491,345
Investments	5,090,000	3,430,000
Prepaid expenses	175,945	179,116
Deposits receivable	32,137	32,137
Due from other agencies	26,010	34,071
Due from other charter schools, current	-	361,000
Due from other charter schools, long-term	500,000	500,000
Capital assets, net	2,022,029	2,240,848
Total Assets	8,180,679	7,268,517
Deferred outflows of resources	-	-
Salaries and wages payable	282,659	299,507
Total Liabilities	282,659	299,507
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets and long term receivables	2,522,029	2,740,848
Restricted by lease agreement	409,963	-
Unrestricted	4,966,028	4,278,962
Total Net Position	$ 7,898,020	$ 7,019,810

At the end of the fiscal year, the School is able to report positive balances in total net position. A summary and analysis of the School's revenues and expenses for the years ended June 30, 2017 and 2016 follows:

	2017	2016
REVENUES		
Program Revenues		
Capital outlay funding	$ 433,614	$ 526,610
Lunch program	295,998	303,646
General Revenues		
Local sources (FTE non specific)	7,341,965	7,476,308
Other revenue	67,673	11,291
Total Revenues	$8,139,250	$8,317,855
EXPENSES		
Instruction	$3,306,237	$3,240,186
Instructional staff training	5,384	9,171
Board	188,000	193,000
School administration	771,869	1,198,235
Facilities acquisition	136,685	148,023
Fiscal services	170,325	178,425
Food services	274,344	260,799
Central services	185,323	215,567
Pupil transportation services	34	620
Operation of plant	2,094,648	1,784,026
Maintenance of plant	128,191	175,442
Total Expenses	7,261,040	7,403,494
Increase in Net Position	878,210	914,361
Net Position at Beginning of Year	7,019,810	6,105,449
Net Position at End of Year	$7,898,020	$7,019,810

During the year, Doral Academy Middle School's revenues and expenses decreased by $178,605 and $142,451, respectively, as a result of decreased enrollment.

School Location and Lease of Facility

The School leases a facility located at 2601 N.W. 112th Avenue, Doral, Florida 33172. The facility abuts the neighboring Doral Academy Charter High School.

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

Accomplishments

In 2017, Doral Academy Charter Middle School completed its fourteenth year of operation, serving over 1,147 in grades 6-8. The school earned a letter grade of "A" for the thirteenth consecutive year and ranked among the highest performing middle schools in Miami-Dade County.

Last year, as the school was designated a Blue Ribbon School by the U.S. Department of Education. This award recognizes public and private schools for their overall academic excellence or for progress in closing achievement gaps, demonstrating that all students can achieve at high levels.

Doral Academy Middle School provides its students with a rigorous college preparatory curriculum and a rich extra-curricular program of activities, including team sports and clubs. The school's award-winning facilities include fully equipped classrooms, labs, art rooms, a band room, production rooms, ball fields, a state-of-the-art gymnasium, and a brand new, top-notch football field. This past year, Doral Academy Middle School's campus was nominated for the American Institute of Architects People's Choice Awards for Best Design.

As part of the Doral Academy, Inc. network of high performing charter schools, Doral Academy Middle School is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported a fund balance of $5,343,854. The fund balance unassigned and available for spending at the School's discretion is $4,757,946. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2017 amounts to $2,022,029 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures and computer equipment. As of June 30, 2017, the School had no long-term debt associated to its capital assets.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the Charter School adopted an annual budget. A budgetary comparison statement has been provided for the governmental fund to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
State capital outlay funding	$ 348,765	$ 434,000	$ 433,614
Lunch program	300,000	295,000	295,998
General Revenues			
FTE nonspecific revenues	7,292,368	7,335,000	7,341,965
Charges and other revenues	56,068	65,000	67,673
Total Revenues	$ 7,997,201	$ 8,129,000	$ 8,139,250
CURRENT EXPENDITURES			
Instruction	$ 3,136,209	$ 3,120,000	$ 3,099,953
Instructional staff training	25,000	10,000	5,384
Board	203,000	188,000	188,000
School administration	805,487	775,000	771,869
Fiscal services	250,069	175,000	170,325
Food services	284,197	275,000	274,286
Central services	171,000	190,000	185,323
Pupil transportation services	25,000	25,000	34
Operation of plant	2,041,385	2,134,000	2,083,294
Maintenance of plant	191,784	130,000	127,124
Total Current Expenditures	$ 7,133,131	$ 7,022,000	$ 6,905,592

Most variances occurred as a result of the Budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC, 6340 Sunset Drive, Miami, Florida 33143.

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2017

	Governmental Activites
Assets	
Current assets:	
Cash and cash equivalents	$ 334,558
Investments	5,090,000
Prepaid expenses	175,945
Due from other agencies	26,010
Total current assets	5,626,513
Capital assets, depreciable	4,455,887
Less: accumulated depreciation	(2,433,858)
	2,022,029
Due from other divisions of Doral Academy, Inc., long-term	500,000
Deposits	32,137
Total Assets	8,180,679
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	282,659
Total Liabilities	282,659
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets and long term receivables	2,522,029
Restricted by lease agreement	409,963
Unrestricted	4,966,028
Total Net Position	$ 7,898,020

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2017

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 3,306,237	$ -	$ -	$ -	$ (3,306,237)
Instructional staff training	5,384	-	-	-	(5,384)
Board	188,000	-	-	-	(188,000)
School administration	771,869	-	-	-	(771,869)
Facilities acquisition	136,685	-	-	-	(136,685)
Fiscal services	170,325	-	-	-	(170,325)
Food services	274,344	75,675	220,323	-	21,654
Central services	185,323	-	-	-	(185,323)
Pupil transportation services	34	-	-	-	(34)
Operation of plant	2,094,648	-	-	433,614	(1,661,034)
Maintenance of plant	128,191	-	-	-	(128,191)
Total governmental activities	7,261,040	75,675	220,323	433,614	(6,531,428)

General revenues:	
FTE nonspecific revenues	7,341,965
Other revenues	67,673
Change in net position	878,210
Net position, beginning	7,019,810
Net position, ending	$ 7,898,020

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2017

	General Fund	Non-Major Governmental Fund	Total Governmental Funds
Assets			
Cash and cash equivalents	$ 334,558	$ -	$ 334,558
Investments	5,090,000	-	5,090,000
Prepaid expenses	175,945	-	175,945
Due from other agencies	-	26,010	26,010
Due from fund	26,010	-	26,010
Total Assets	5,626,513	26,010	5,652,523
Deferred Outflows of Resources	-	-	-
Liabilities			
Salaries and wages payable	282,659	-	282,659
Due to fund	-	26,010	26,010
Total Liabilities	282,659	26,010	308,669
Deferred Inflows of Resources	-	-	-
Fund balance			
Nonspendable, not in spendable form	175,945	-	175,945
Restricted	409,963	-	409,963
Unassigned	4,757,946	-	4,757,946
	5,343,854	-	5,343,854
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 5,626,513	$ 26,010	$ 5,652,523

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2017

Total Fund Balance - Governmental Funds		$ 5,343,854
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets of $4,455,887 net of accumulated depreciation of $2,433,858 used in governmental activities are not financial resources and therefore are not reported in the fund.	2,022,029	
Long term receivables from other charter schools in governmental activities are not financial resources and therefore are not reported in the governmental funds.	500,000	
Deposits receivable of $32,137 are considered long term and are not financial resources and therefore are not reported in the governmental funds.	32,137	
Total Net Position - Governmental Activities		$ 7,898,020

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2017

	General Fund	Non-Major Governmental Fund	Total Governmental Funds
Revenues:			
State capital outlay funding	$ -	$ 433,614	$ 433,614
State passed through local	7,341,965	-	7,341,965
Federal school lunch program	-	220,323	220,323
Lunch fees	-	75,675	75,675
Other revenue	67,673	-	67,673
Total Revenues	7,409,638	729,612	8,139,250
Expenditures:			
Current			
Instruction	3,099,953	-	3,099,953
Instructional staff training	5,384	-	5,384
Board	188,000	-	188,000
School administration	771,869		771,869
Food services	-	274,286	274,286
Fiscal services	170,325	-	170,325
Central services	185,323	-	185,323
Pupil transportation services	34	-	34
Operation of plant	1,649,680	433,614	2,083,294
Maintenance of plant	127,124	-	127,124
Capital Outlay:			
Other capital outlay	136,629	-	136,629
Total Expenditures	6,334,321	707,900	7,042,221
Excess (deficit) of revenues over expenditures	1,075,317	21,712	1,097,029
Other financing sources (uses)			
Transfers in (out)	21,712	(21,712)	-
Net change in fund balance	1,097,029	-	1,097,029
Fund Balance at beginning of year	4,246,825	-	4,246,825
Fund Balance at end of year	$ 5,343,854	$ -	$ 5,343,854

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures an Changes in Fund Balance
of Governmental Funds to the Statement of Activities
For the year ended June 30, 2017

Net Change in Fund Balance - Governmental Funds	$ 1,097,029
Amounts reported for governmental activities in the statement of activities are different because:	
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense of $355,449 exceeded capital outlays of $136,629.	(218,819)
Change in Net Position of Governmental Activities	$ 878,210

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Net Position - Fiduciary Funds
June 30, 2017

Assets	**Agency Funds**
Cash	4,233
Total Assets	4,233
Deferred Outflows of Resources	-
Liabilities	
Due to students and clubs	4,233
Total Liabilities	4,233
Deferred Inflows of Resources	-
Net position	$ -

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

Note 1 – Summary of Significant Accounting Policies

Doral Academy Charter Middle School (the "School"), is a charter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The School's charter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of four members and also governs other charter schools. The board has determined no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring district, the School Board of Miami-Dade County, Florida. The current charter expires on June 30, 2028 and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School is located in Doral, Florida for students from sixth through eighth grades. These financial statements are for the year ended June 30, 2017, when approximately 1,136 students were enrolled for the school year.

Basis of Presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information for the School as a whole. Any internal interfund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Note 1 – Summary of Significant Accounting Policies (continued)

Program revenues include: (1) charges for services, such as food service and student activity fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. Other revenue sources not properly included with program revenues are reported as general revenues.

Fund Financial Statements
Fund financial statements are provided for governmental and fiduciary funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major governmental funds with all non-major funds aggregated in a single column:

> *General Fund* - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Additionally, the School reports the following fiduciary funds:

> *Agency Fund* – accounts for resources of the School's Internal Fund, which is used to administer monies collected at the schools in connection with school, student athletics, class, and club activities.

Measurement Focus and Basis of Accounting
The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available. Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Note 1 – Summary of Significant Accounting Policies (continued)

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. "Available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Agency fund assets and liabilities are accounted for on the accrual basis of accounting.

Budgets and Budgetary Accounting
In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments
Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Due from Other Governments or Agencies
Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Inter-fund Transfers
Outstanding balances between funds are reported as "due to/from other funds." Inter-fund transfers are made to move any excess or shortage of funds derived from the National School Lunch Program from the Non-Major Governmental Fund to the General Fund.

Note 1 – Summary of Significant Accounting Policies (continued)

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Improvements	10-39 Years
Furniture, Equipment, and Computers	5 Years
Textbooks and Software	3 Years

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Revenue Sources

Revenues for operations will be received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent (FTE) students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP.

Note 1 – Summary of Significant Accounting Policies (continued)

Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made.

In addition, the School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Compensated Absences

The School grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days.

GASB Codification Section C60, *Accounting for Compensated Absences*, provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years. The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Note 1 – Summary of Significant Accounting Policies (continued)

Income Taxes
The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Net Position and Fund Balance Classifications
Government-wide financial statements
Equity is classified as net position and displayed in three (3) components:

a) Net investment in capital assets and long term receivables - consists of long term receivables and capital assets net of accumulated depreciation and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of net position with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments. Restricted net assets of the School related to reserves required by the landlord for property maintenance and repairs.
c) Unrestricted net position - all other net position that do not meet the definition of "restricted" or "net investment in capital assets and long term receivables."

Fund financial statements
Under GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable - includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned). All nonspendable fund balances at year end relate to not in spendable form assets.
b) Restricted - fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. Restricted net assets of the School related to reserves required by the landlord for property maintenance and repairs.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification are intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. There are no assigned fund balances at year end.

Note 1 – Summary of Significant Accounting Policies (continued)

e) Unassigned - portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Order of Fund Balance Spending Policy
The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First non-spendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including non-spendable amounts). Then any remaining fund balance amounts for the non-general funds are classified as restricted fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

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

Subsequent Events
In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through August 30, 2017 which is the date the financial statements were available to be issued.

Note 2 – Cash, Cash Equivalents and Investments

Deposits

The School maintains its cash and cash equivalents in two financial institutions. As of June 30, 2017, the School's deposits consisted of cash balances of $313,389.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2017, bank balances in potential excess of FDIC coverage was approximately $401,000; including fiduciary account bank balances.

Investments

The School categorizes its fair value measurements within the fair value hierarchy established by GASB Codification Section 3100 *Fair Value Measurement and Application.* The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs

At June 30, 2017, the School has the following recurring fair value measurements:

- Government money market mutual fund of $5,090,000 valued using Level 2 inputs.

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of July 31, 2017, maturities of the fund's portfolio holdings are approximately 79% within 30 days.

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2017, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Note 2 – Cash, Cash Equivalents and Investments (continued)

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 –Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2017:

	Balance 07/01/16	Additions	Retirements / Reclassification	Balance 06/30/17
Capital Assets, depreciable:				
Buildings and improvements	$ 2,254,157	$ -	$ -	$ 2,254,157
Computer equipment and software	573,766	39,007	-	612,773
Furniture, equipment and textbooks	1,491,334	97,623	-	1,588,957
Total Capital Assets, depreciable	4,319,257	136,630	-	4,455,887
Total Capital Assets	4,319,257	136,630	-	4,455,887
Less Accumulated Depreciation:				
Buildings and improvements	(569,492)	(169,141)		(738,633)
Computer equipment and software	(265,978)	(101,181)		(367,159)
Furniture, equipment and textbooks	(1,242,939)	(85,127)		(1,328,066)
Total Accumulated Depreciation	(2,078,409)	(355,449)	-	(2,433,858)
Capital Assets, net	$ 2,240,848	$ (218,819)	$ -	$ 2,022,029

For the fiscal year ended June 30, 2017, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	$ 206,284
Facilities acquisition	136,685
Operation of plant	11,354
Maintenance of plant	1,067
Food services	59
Total Depreciation Expense	$ 355,449

Note 4 – Education Service and Support Provider

Academica Dade, LLC, an education service and support provider, offers administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting, financial reporting and virtual education services. The agreement between the School and the education service provider calls for a fee on a per student basis.

The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2017, the School incurred $510,975, in fees.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida.

Note 5 –Transactions with other divisions of Doral Academy, Inc.

Charter Schools under The Doral Academy, Inc.
The School's facility is shared with Doral Academy of Technology, Doral Performing Arts and Entertainment Academy and Doral Academy High School (charter schools under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student enrollment and usage of facilities and staff to these schools. In addition, the School holds the student activities fund of Doral Academy of Technology.

During 2017, the School reimbursed Doral Academy High School approximately $240,000 in shared costs. In addition during 2017, the School was charged by Doral Academy High School for the use of shared facilities. Total usage fees paid totaled approximately $82,000.

The School's lunch program is shared with various other charter schools under The Doral Academy, Inc. Revenues and expenses related to such program have been allocated based on FTE equivalent for purposes of presentation in the financial statements.

The following schedule provides a summary of changes in long-term receivables for the year ended June 30, 2017.

	Balance 07/01/2016	Additions	Deletions	Balance 06/30/2017
Doral Academy High School	$ 500,000	$ -	$ -	$ 500,000
Total Long Term Receivable	$ 500,000	$ -	$ -	$ 500,000

Note 5 – Transactions with other divisions of Doral Academy, Inc. (continued)

The Doral Academy, Inc.
The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The School paid The Doral Academy, Inc. approximately $172,000 in connection with these charges during the year.

Note 6 – Commitments, Contingencies, and Concentrations

The School entered into a lease and security agreement with School Development II, LLC (the "Landlord", an affiliate of the School's education service provider – Note 4) for its 65,164 square feet building including all ancillary facilities, outdoor areas and other improvements. Fixed initial annual payments under this agreement are based on a rate of $18.25 per square footage of the building, which amount to approximately $1,190,000 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance.

The agreement continues through August 15, 2024 with an option to renew for an additional five year term.

Under the agreement, the School must meet certain covenants and requirements, including a "Lease Payment Coverage Ratio" or not less than 1.10 to 1.00. In addition, the School is required under the terms of the lease agreements to maintain a reserve for property expenses such as repairs, maintenance, taxes and insurance equal to 5% of their gross revenues for the fiscal year. As of June 30, 2017, the required reserve was $409,963, and is reflected as restricted in the statement of net assets.

Finally, under this agreement the School has granted a first lien on its pledged revenues, which include all revenues collected by the school from the Florida Department of Education, the District, and all other sources.

With the Landlord's consent, the School made additional improvements to the leased premises with its own funds, generally described as a cafeteria building and other improvements. The landlord has agreed that no additional fixed rent is due in connection with these tenant improvements, however the School will pay any items of additional rent affected by the tenant improvements, including utilities and insurance. Upon expiration of the existing lease and security agreement, as so long as there is no material default at such time under the lease, the Landlord will make a contribution to the School in an amount equal to the unamortized original cost of the tenant improvements. Timely payment of such amount is unconditionally and irrevocably guaranteed in full by the landlord's members. Based on this understanding, the School is depreciating these particular tenant improvements using a 39-year useful life.

Note 6 – Commitments, Contingencies, and Concentrations (continued)

Lease payments are allocated among School and Doral Academy of Technology based on enrollment and usage of facility. The allocation used for 2017, was approximately 15% for Doral Academy of Technology and 85% for the School.

For 2017, rent expense totaled $1,317,247. As of June 30, 2017, there was prepaid rent of approximately $111,000.

Future minimum payments under these leases are as follows:

Year	
2018	$1,576,000
2019	$1,576,000
2020	$1,576,000
2021	$1,576,000
2022	$1,576,000
2023-2024	$3,152,000 (Total for two-year period)

Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations. Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of 2% of the qualifying revenues of the School. For the year ended June 30, 2017, administrative fees withheld by the School District totaled $32,174.

Note 7 – Risk Management

The School is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage for the past years. In addition, there were no reductions in insurance coverage from those in the prior year.

Note 8 – Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School approved a match of 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $61,679 for the year ended June 30, 2017. The School does not exercise any control or fiduciary responsibility over the Plans' assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2017

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 7,292,368	$ 7,335,000	$ 7,341,965
Other revenue	56,068	65,000	67,673
Total Revenues	7,348,436	7,400,000	7,409,638
EXPENDITURES			
Current:			
Instruction	3,136,209	3,120,000	3,099,953
Instructional Staff Training	25,000	10,000	5,384
Board	203,000	188,000	188,000
School Administration	805,487	775,000	771,869
Fiscal Services	250,069	175,000	170,325
Central Services	171,000	190,000	185,323
Pupil transportation services	25,000	25,000	34
Operation of Plant	1,692,620	1,700,000	1,649,680
Maintenance of Plant	191,784	130,000	127,124
Total Current Expenditures	6,500,169	6,313,000	6,197,692
Excess of Revenues Over Current Expenditures	848,267	1,087,000	1,211,946
Capital Outlay	200,000	145,000	136,629
Total Expenditures	6,700,169	6,458,000	6,334,321
Excess of Revenues Over Expenditures	648,267	942,000	1,075,317
Other financing sources (uses):			
Transfers in (out)	15,803	20,000	21,712
Net change in fund balance	664,070	962,000	1,097,029
Fund Balance at beginning of year	4,246,825	4,246,825	4,246,825
Fund Balance at end of year	$ 4,910,895	$ 5,208,825	$ 5,343,854

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors of
Doral Academy Charter Middle School
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy Charter Middle School (the "School") as of, and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated August 30, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management in a separate management letter pursuant to Chapter 10.850, Rules of Auditor General dated August 30, 2017.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HLB Gravier, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
August 30, 2017

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

Board of Directors of
Doral Academy Charter Middle School
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of Doral Academy Charter Middle School as of and for the fiscal year ended June 30, 2017 and have issued our report thereon dated August 30, 2017.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reports and Schedules

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedules, which are dated August 30, 2017, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. See status of prior year findings below.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity. The official title of the entity is Doral Academy Charter Middle School.

Financial Condition

Sections 10.854(1)(e)2, Rules of the Auditor General, requires that we report the results of our determination as to whether or not Doral Academy Charter Middle School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that Doral Academy Charter Middle School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Doral Academy Charter Middle School. It is management's responsibility to monitor Doral Academy Charter Middle School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same. We have applied such procedures as of the fiscal year end and no deteriorating financial condition has been noted.

Transparency
Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require that we report the results of our determination as to whether Doral Academy Charter Middle School maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Doral Academy Charter Middle School maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

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

Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

Status of Prior Year Findings and Recommendations

ML 01-2016
The School's facility is shared with various other charter schools under The Doral Academy, Inc. During our audit we noted an adjustment for salaries and benefits was necessary to properly allocate these expenses between the School and another charter school. ***This finding has been corrected.***

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

Hill Graver, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
August 30, 2017

HLB Gravier, LLP
Certified Public Accountants

Doral Performing Arts and Entertainment Academy
WL# 7009
(A charter school under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditors' Report

June 30, 2017

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Doral Performing Arts and Entertainment Academy

W/L#: 7009

11100 NW 27th Street
Doral, FL 33172

2016-2017

BOARD OF DIRECTORS

Angela Ramos, Director, President and Chair
Rene Rovirosa, Director and Secretary
Kim Guilarte, Director
Monique Rodriguez, Director, resigned effective May 10, 2017

SCHOOL ADMINISTRATION

Carlos Ferralls, Principal

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Doral Performing Arts and Entertainment Academy
Doral, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Performing Arts and Entertainment Academy (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Performing Arts and Entertainment Academy as of June 30, 2017, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of Doral Performing Arts and Entertainment Academy as of June 30, 2017, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purport to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2017 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 8 and 26 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated August 30, 2017 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

HLB Gravin, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
August 30, 2017

Management's Discussion and Analysis
Doral Performing Arts and Entertainment Academy
(A Charter School Under The Doral Academy, Inc.)
June 30, 2017

The corporate officers of the Doral Performing Arts and Entertainment Academy Charter School have prepared this narrative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2017.

Financial Highlights

1. The net position of the School at June 30, 2017 was $3,011,714.
2. At year-end, the School had current assets on hand of $2,545,391.
3. The net position of the School had an increase in its net position of $898,306 for the year ended June 30, 2017.
4. The unassigned fund balance at year end was $2,236,136.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2017 are presented under GASB 34. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference is reported as *net position.* Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 9 - 10 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 11 – 14 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 15 – 25 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the net position was $3,011,714 at the close of the fiscal year. A summary of the School's net position as of June 30, 2017 and 2016 are as follows:

	2017	2016
Cash and cash equivalents	$ 3,351	$ 2,600
Investments	2,487,000	1,560,000
Prepaid expenses	45,439	41,513
Due from other agencies	9,601	9,020
Due from other charter schools, long-term	550,000	550,000
Capital assets, net	25,632	43,152
Total Assets	3,121,023	2,206,285
Deferred outflows of resources	-	-
Accounts payable and accrued liabilities	109,309	92,877
Total Liabilities	109,309	92,877
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets and long-term receivables	575,632	593,152
Restricted by lease agreement	154,507	-
Unrestricted	2,281,575	1,520,256
Total Net Position	$3,011,714	$2,113,408

At the end of the fiscal year, the School is able to report positive balances in total net position.

A summary and analysis of the School's revenues and expenses for the years ended June 30, 2017 and 2016 follows:

	2017	2016
REVENUES		
Program Revenues		
Capital outlay funding	$ 133,592	$ 116,701
Lunch program	118,714	116,956
General Revenues		
Local sources (FTE non specific)	2,828,397	2,738,696
Other revenue	9,427	1,034
Total Revenues	$3,090,130	$2,973,387
EXPENSES		
Instruction	$1,259,112	$1,384,060
Instructional staff training	-	1,437
Board	89,800	87,300
School administration	202,144	254,687
Fiscal services	60,675	64,050
Food services	104,354	103,516
Central services	62,004	56,084
Operation of plant	413,025	410,591
Maintenance of plant	710	17,169
Total Expenses	2,191,824	2,378,894
Increase in Net Position	898,306	594,493
Net Position at Beginning of Year	2,113,408	1,518,915
Net Position at End of Year	$3,011,714	$2,113,408

In the current year, Doral Performing Arts & Entertainment Academy's revenue increased by $116,743 and expenses decreased by $187,070. Doral Performing Arts & Entertainment Academy had an increase in net position of $898,306 for the year.

School Location

The School occupies a facility located at 11100 NW 27th Street, Doral, Florida 33172. The facility is shared with Doral Academy Charter High School under a usage agreement and is also approved to operate at 2601 NW 112 Ave, Doral Florida, 33172.

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported ending fund balance of $2,436,082. The fund balance unassigned and available for spending at the School's discretion is $2,236,136. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2017 amounts to $25,632 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures and computer equipment. The School has no outstanding debt associated to capital assets.

Accomplishments

In 2017, Doral Performing Arts and Entertainment Academy completed its 11th year of operations, enrolling 402 students in grades 9-12. It was a truly successful year, as the school was nationally recognized as a Blue Ribbon School by the U.S. Department of Education. This award recognizes public and private schools for their overall academic excellence or for progress in closing achievement gaps, demonstrating that all students can achieve at high levels. Doral Performing Arts and Entertainment Academy once again ranked among "America's Top 100 High Schools" by The Daily Beast, as well as one of the "Best Highs Schools" in the country by U.S. News and World Reports.

This past year, the school received a letter grade of "A" for the 9th consecutive year. In addition, the results available for the most recent Advanced Placement Examinations demonstrate that Doral Performing Arts and Entertainment Academy has become one of the premier College Prep schools in the country.

Doral Performing Arts and Entertainment Academy provides its students with a rigorous college preparatory curriculum with a focus on Arts and Entertainment, as well as a rich extra-curricular program of activities, including team sports and clubs. Doral High has been upgrading its facilities, which now include additional classroom facilities, labs, art rooms, a band room, and production rooms, a state-of-the-art gymnasium. a brand new, top-notch football field, and other ball fields.

As part of the Doral Academy, Inc. network of high performing charter schools, Doral Performing Arts and Entertainment Academy is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the School adopted an annual budget. A budgetary comparison statement has been provided for the governmental funds to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State capital outlay funding	$ 115,483	$ 133,600	$ 133,592
Lunch program	95,000	95,000	94,451
Charges for services	20,000	20,000	24,263
General Revenues			
FTE nonspecific revenues	2,710,340	2,800,000	2,828,397
Charges and other revenues	-	5,000	9,427
Total Revenues	$ 2,940,823	$ 3,053,600	$ 3,090,130
CURRENT EXPENDITURES			
Instruction	$ 1,608,568	$ 1,260,000	$ 1,242,237
Instructional staff training	1,450	-	-
Board	114,800	90,000	89,800
School administration	214,525	214,525	202,144
Fiscal services	61,350	60,675	60,675
Food services	115,000	105,000	104,354
Central services	71,350	70,000	62,004
Pupil transportation services	1,000	-	-
Operation of plant	447,178	433,600	412,380
Maintenance of plant	1,000	1,000	710
Total Current Expenditures	$ 2,636,221	$ 2,234,800	$ 2,174,304

Most variances occurred as a result of the budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC 6340 Sunset Drive, Miami, Florida 33143.

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2017

	Governmental Activities
Assets	
Current assets:	
Cash and cash equivalents	$ 3,351
Investments	2,487,000
Prepaid expenses	45,439
Due from other agencies	9,601
Total current assets	2,545,391
Capital assets, depreciable	393,741
Less: accumulated depreciation	(368,109)
	25,632
Due from other charter school, long-term	550,000
Total Assets	3,121,023
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	109,309
Total current liabilities	109,309
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets and long-term receivables	575,632
Restricted by lease agreement	154,507
Unrestricted	2,281,575
Total Net Position	$ 3,011,714

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

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2017

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 1,259,112	$ -	$ -	$ -	$ (1,259,112)
Board	89,800	-	-	-	(89,800)
School administration	202,144	-	-	-	(202,144)
Fiscal services	60,675	-	-	-	(60,675)
Food services	104,354	24,263	94,451	-	14,360
Central services	62,004	-	-	-	(62,004)
Operation of plant	413,025	-	-	133,592	(279,433)
Maintenance of plant	710	-	-	-	(710)
Total governmental activities	2,191,824	24,263	94,451	133,592	(1,939,518)

General revenues:	
FTE nonspecific revenues	2,828,397
Other revenues	9,427
Change in net position	898,306
Net position, beginning	2,113,408
Net position, ending	$ 3,011,714

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

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2017

	General Fund	Non - Major Governmental Fund	Total Governmental Funds
Assets			
Cash and cash equivalents	$ 3,351	$ -	$ 3,351
Investments	2,487,000	-	2,487,000
Prepaid expenses	45,439	-	45,439
Due from other agencies	-	9,601	9,601
Due from fund	9,601	-	9,601
Total Assets	2,545,391	9,601	2,554,992
Deferred Outflows of Resources	-	-	-
Liabilities			
Salaries and wages payable	109,309	-	109,309
Due to fund	-	9,601	9,601
Total Liabilities	109,309	9,601	118,910
Deferred Inflows of Resources	-	-	-
Fund balance			
Nonspendable, not in spendable form	45,439	-	45,439
Restricted	154,507	-	154,507
Unassigned	2,236,136	-	2,236,136
	2,436,082	-	2,436,082
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 2,545,391	$ 9,601	$ 2,554,992

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

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2017

Total Fund Balance - Governmental Funds	$ 2,436,082
Amounts reported for governmental activities in the statement of net position are different because:	
Capital assets of $393,741 net of accumulated depreciation of $368,109 used in governmental activities are not financial resources and therefore are not reported in the fund.	25,632
Long term receivables from other charter schools in governmental activities are not financial resources and therefore are not reported in the govermental funds.	550,000
Total Net Position - Governmental Activities	$ 3,011,714

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

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2017

	General Fund	Non - Major Governmental Fund	Total Governmental Funds
Revenues:			
State capital outlay funding	$ -	$ 133,592	$ 133,592
State passed through local	2,828,397	-	2,828,397
Federal school lunch program	-	94,451	94,451
Lunch fees	-	24,263	24,263
Other revenue	9,427	-	9,427
Total Revenues	2,837,824	252,306	3,090,130
Expenditures:			
Current			
Instruction	1,242,237	-	1,242,237
Board	89,800	-	89,800
School administration	202,144	-	202,144
Food services	-	104,354	104,354
Fiscal services	60,675	-	60,675
Central services	62,004	-	62,004
Operation of plant	278,788	133,592	412,380
Maintenance of plant	710	-	710
Capital Outlay:			
Other capital outlay	-	-	-
Total Expenditures	1,936,358	237,946	2,174,304
Excess (deficit) of revenues over expenditures	901,466	14,360	915,826
Other financing sources (uses)			
Transfers in (out)	14,360	(14,360)	-
Net change in fund balance	915,826	-	915,826
Fund Balance at beginning of year	1,520,256	-	1,520,256
Fund Balance at end of year	$ 2,436,082	$ -	$ 2,436,082

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

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance
of Governmental Funds to the Statement of Activities
For the year ended June 30, 2017

Net Change in Fund Balance - Governmental Funds	$ 915,826
Amounts reported for governmental activities in the statement of activities are different because:	
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense of $17,520 exceeded capital outlays of $-0-.	(17,520)
Change in Net Position of Governmental Activities	$ 898,306

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

Note 1 – Summary of Significant Accounting Policies

Doral Performing Arts and Entertainment Academy (the "School"), is a charter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The Schools charter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of four members and also governs other charter schools. The board has determined no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring District, the School Board of Miami-Dade County, Florida. The former charter between the district and Doral College, Inc. was amended and renewed under Doral Academy, Inc. for the remainder of the term. The current charter expires on June 30, 2030 and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School is located in Doral, Florida for students from ninth through twelfth grades. These financial statements are for the year ended June 30, 2017, when approximately 405 students were enrolled for the school year.

Basis of Presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information for the School as a whole. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Note 1 – Summary of Significant Accounting Policies (continued)

Program revenues include: (1) charges for services which report fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. Other revenue sources not properly included with program revenues are reported as general revenues.

Fund Financial Statements
Fund financial statements are provided for governmental funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred income of resources, equity, revenues and expenditures. The School reports the major governmental funds with all non-major funds aggregated in a single column.

General Fund - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Measurement Focus and Basis of Accounting
The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available. Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions.

Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied. Donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined.

Note 1 – Summary of Significant Accounting Policies (continued)

"Available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Budgets and Budgetary Accounting

In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments

Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Inter-fund Transfers

Outstanding balances between funds are reported as "due to/from other funds". Inter-fund transfers are made to move any excess or shortage of funds derived from the National School Lunch Program from the Non-Major Governmental Fund to the General Fund.

Due from Other Governments or Agencies

Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more.

Note 1 – Summary of Significant Accounting Policies (continued)

Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized.

The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Furniture and Equipment	5 Years
Textbooks	3 Years

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Revenue Sources

Revenues for operations will be received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent (FTE) students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP. Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made. In addition, the school receives an annual allocation of charter school capital outlay funds for leasing of school facilities.

Note 1 – Summary of Significant Accounting Policies (continued)

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies.

For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Income Taxes

The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Order of Fund Balance Spending Policy

The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First non-spendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including non-spendable amounts). Then any remaining fund balance amounts for the non-general funds are classified as restricted fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

Net Position and Fund Balance Classifications

Government-wide financial statements

Equity is classified as net position and displayed in three (3) components:

a) Net investment in capital assets and long-term receivables - consists of capital assets net of accumulated depreciation and long-terim receivables, and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of net position with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments. Restricted net assets of the School related to reserves required by the landlord for property maintenance and repairs.
c) Unrestricted net position - all other net position that does not meet the definition of "restricted" or "net investment in capital assets and long-term receivables".

Note 1 – Summary of Significant Accounting Policies (continued)

Fund financial statements
Under GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable - includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned).
b) Restricted - fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. Restricted net assets of the School related to reserves required by the landlord for property maintenance and repairs.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification are intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. There are no assigned fund balances at year end.
e) Unassigned - portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

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

Subsequent Events
In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure August 30, 2017, which is the date the financial statements were available to be issued.

Note 2 – Cash, Cash Equivalents and Investments

Deposits
The School maintains its cash and cash equivalents in two financial institutions. As of June 30, 2017, the School's deposits consisted of cash balances of $3,407.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2017, bank balances in potential excess of FDIC coverage was approximately $3,400.

Investments
The School categorizes its fair value measurements within the fair value hierarchy established by GASB Codification Section 3100 *Fair Value Measurement and Application*. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs.

At June 30, 2017, the School has the following recurring fair value measurements:

- Government money market mutual fund of $3,440,000 valued using Level 2 inputs.

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of July 31, 2017, maturities of the fund's portfolio holdings are approximately 79% within 30 days.

Credit Risk
Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2017, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Note 2 – Cash, Cash Equivalents and Investments (continued)

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 –Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2017:

	Balance 07/01/16	Additions	Retirements	Balance 06/30/17
Capital Assets:				
Furniture, equipment and textbooks	$ 393,741	$ -	$ -	$ 393,741
Total Capital Assets	393,741	-	-	393,741
Less Accumulated Depreciation:				
Furniture, equipment and textbooks	(350,589)	(17,520)	-	(368,109)
Total Accum. Deprec.	$(350,589)	$ (17,520)	$ -	$(368,109)
Capital Assets, net	$ 43,152	$ (17,520)	$ -	$ 25,632

For the fiscal year ended June 30, 2017, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	$ 16,875
Operation of plant	645
Total Depreciation Expense	$ 17,520

Note 4 – Education Service and Support Provider

Academica Dade, LLC, a professional charter school education service and support provider, provides administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting, financial reporting and virtual services. The agreement with the education service provider calls for a fee on a per student basis. The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2017, the School incurred $182,025 in fees.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida 33143.

Note 5 – Transactions with other Divisions of The Doral Academy, Inc.

During 2017, the School was located on the premises of Doral Academy High School (a charter school under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student enrollment. In addition, Doral Academy High School holds the student activities fund of the School. The School reimbursed Doral Academy High School approximately $1,270,000 during the year in connection with these shared costs.

The School's lunch program is shared with various other charter schools under The Doral Academy, Inc. Revenues and expenses related to such program have been allocated based on FTE equivalent for purposes of presentation in the financial statements.

The following schedule provides a summary of changes in long-term receivables for the year ended June 30, 2017:

	Balance 07/01/16	Additions	Repayments	Balance 06/30/17
Due from Doral Academy High School	$ 550,000	$ -	$ -	$ 550,000
Long-term receivables	$ 550,000	$ -	$ -	$ 550,000

The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The School paid The Doral Academy, Inc. $80,400 in connection with these charges during the year.

Note 6 – Commitments, Contingencies, and Concentrations

The School entered into a lease and security agreement ("agreement") with School Development, LLC (the "Landlord", an affiliate of the School's education service and support provider – Note 4) for its 57,000 square foot building including all ancillary facilities, outdoor areas and other improvements. Fixed initial annual payments under this agreement were based on a rate of $23.15 per square footage of the building, which amounted to $1,319,550 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through August 2024 with an option to renew for an additional five-year term

Under the agreement, the School must meet certain covenants and requirements, including a "Lease Payment Coverage Ratio" of not less than 1.10 to 1.00. In addition, the School is required under the terms of the lease agreements to maintain a reserve for property expenses such as repairs, maintenance, taxes and insurance equal to 5% of their gross revenues for the fiscal year. As of June 30, 2017, the required reserve was $154,507, and is reflected as restricted in the statement of net assets.

Note 6 – Commitments, Contingencies and Concentrations (continued)

With the Landlord's consent, the School made additional improvements to the leased premises with its own funds, generally described as a cafeteria building and other improvements. The landlord has agreed that no additional fixed rent is due in connection with these tenant improvements, however the School will pay any items of additional rent affected by the tenant improvements, including utilities and insurance. Upon expiration of the existing lease and secruity agreement, as so long as there is no material default at such time under the lease, the Landlord will make a contribution to the School in an amount equal to the unamortized original cost of the tenant improvements. Timely payment of such amount is unconditionally and irrevocably guaranteed in full by the landlord's members. Based on this understanding, the School is depreciating these particular tenant improvements using a 39-year useful life.

Under this agreement the School has granted a first lien on its pledged revenues, which includes all revenues collected by the school from the Florida Department of Education, the District, and all other sources. For 2017, rent expense totaled $328,479. As of June 30, 2017, the School had prepaid approximately $30,000 of rent expense.

Lease payments are allocated among School and Doral Academy High School based on enrollment and usage of facility. The allocation used for 2017, was approximately 19% for the School and 81% for Doral Academy High School.

Future minimum payments under these leases are as follows:

Year	
2018	$1,749,000
2019	$1,749,000
2020	$1,749,000
2021	$1,749,000
2022	$1,749,000
2023-2024	$3,497,000 (Total for two-year period)

Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs.

Note 6 – Commitments, Contingencies, and Concentrations (continued)

The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations.

Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of 2% of the qualifying revenues of the School. For the year ended June 30, 2017, administrative fees withheld by the School District totaled $31,921.

Note 7 – Risk Management

The School is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage in the past. In addition, there were no reductions in insurance coverage from those in the prior year.

Note 8 – Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School approved a match of 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $17,653 for the year ended June 30, 2017. The School does not exercise any control or fiduciary responsibility over the Plan's assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2017

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 2,710,340	$ 2,800,000	$ 2,828,397
Other revenue	-	5,000	9,427
Total Revenues	2,710,340	2,805,000	2,837,824
EXPENDITURES			
Current:			
Instruction	1,608,568	1,260,000	1,242,237
Instructional Staff Training	1,450	-	-
Board	114,800	90,000	89,800
School Administration	214,525	214,525	202,144
Fiscal Services	61,350	60,675	60,675
Central Services	71,350	70,000	62,004
Pupil transportation services	1,000	-	-
Operation of Plant	331,695	300,000	278,788
Maintenance of Plant	1,000	1,000	710
Total Current Expenditures	2,405,738	1,996,200	1,936,358
Excess of Revenues Over Current Expenditures	304,602	808,800	901,466
Capital Outlay	150,000	-	-
Total Expenditures	2,555,738	1,996,200	1,936,358
Excess of Revenues Over Expenditures	154,602	808,800	901,466
Other financing sources (uses):			
Transfers in (out)	-	10,000	14,360
Net change in fund balance	154,602	818,800	915,826
Fund Balance at beginning of year	1,520,256	1,520,256	1,520,256
Fund Balance at end of year	$ 1,674,858	$ 2,339,056	$ 2,436,082

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors of
Doral Performing Arts and Entertainment Academy
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Performing Arts and Entertainment Academy (the "School") as of, and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report August 30, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We issued a separate management letter August 30, 2017, pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HUB Grauer UP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
August 30, 2017

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

Board of Directors of
Doral Performing Arts and Entertainment Academy
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of Doral Performing Arts and Entertainment Academy as of and for the fiscal year ended June 30, 2017 and have issued our report thereon dated August 30, 2017.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reports and Schedules

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedules, which are dated August 30, 2017, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report.

There were no findings and recommendations made in the preceding audit report.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity. The official title of the entity is Doral Performing Arts and Entertainment Academy.

Financial Condition

Sections 10.854(1)(e)2, Rules of the Auditor General, requires that we report the results of our determination as to whether or not Doral Performing Arts and Entertainment Academy has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met.

In connection with our audit, we determined that Doral Performing Arts and Entertainment Academy did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Doral Performing Arts and Entertainment Academy. It is management's responsibility to monitor Doral Performing Arts and Entertainment Academy's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same. We have applied such procedures as of the fiscal year end and no deteriorating financial condition has been noted.

Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require that we report the results of our determination as to whether Doral Performing Arts and Entertainment Academy maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Doral Performing Arts and Entertainment Academy maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Other Matters

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

Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

Hub Grafica LLP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
August 30, 2017

HLB Gravier, LLP
Certified Public Accountants

Just Arts and Management Charter Middle School
W/L#: 6083
(A charter school under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditor's Report

June 30, 2017

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Just Arts and Management Charter Middle School

W/L#: 6083

2450 NW 97th Avenue
Doral, FL 33172

2016-2017

BOARD OF DIRECTORS

Angela Ramos, Director, President and Chair
Rene Rovirosa, Secretary, Director
Kim Guilarte, Director
Monique Rodriguez, Director, resigned effective May 10, 2017

SCHOOL ADMINISTRATION

Eleanora Cuesta, Principal

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Just Arts and Management Charter Middle School
Doral, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund informaiton of Just Arts and Management Charter Middle School (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprises the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

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Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate of remaining fund information of Just Arts and Management Charter Middle School as of June 30, 2017, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of Just Arts and Management Charter Middle School as of June 30, 2017, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purport to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2017 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 9 and 27 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated August 30, 2017, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting.

HLB Gravin, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
August 30, 2017

Management's Discussion and Analysis
Just Arts and Management Charter Middle School
(A Charter School Under The Doral Academy, Inc.)
June 30, 2017

The corporate officers of Just Arts and Management Charter Middle School (the "School") have prepared this narrative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2017.

Financial Highlights

1. The net position of the School at June 30, 2017 was $478,021.
2. At year-end, the School had current assets on hand of $428,773.
3. The net position of the School increased by $137,552 during the year.
4. The unassigned fund balance at year end was $368,768.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2017 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference between the four is reported as *net position.* Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 10 - 11 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 12 - 15 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 16 – 26 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the net position was $478,021 at the close of the fiscal year. A summary of the School's net position as of June 30, 2017 and 2016 are as follows:

	2017	2016
Cash and cash equivalents	$ 8,350	$ 50,808
Investments	396,000	200,000
Prepaid expenses	20,394	23,158
Due from other agencies	4,029	1,490
Capital assets, net	88,859	128,653
Total Assets	517,632	404,109
Deferred outflows of resources	-	-
Accounts payable and accrued liabilities	39,611	29,774
Due to other charter schools	-	33,866
Total Liabilities	39,611	63,640
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets	88,859	128,653
Unrestricted	389,162	211,816
Total Net Position	$ 478,021	$ 340,469

At the end of the fiscal year, the School is able to report positive balances in total net position. A summary and analysis of the School's revenues and expenses for the years ended June 30, 2017 and 2016 is as follows:

	2017	2016
REVENUES		
Program Revenues		
Operating grants and contributions	$ 1,141	$ 2,485
Capital outlay funding	41,221	16,412
Federal school lunch program	46,303	31,200
General Revenues		
Local sources (FTE non specific)	977,562	656,090
Other revenue	3,077	200
Total Revenues	$1,069,304	$ 706,387
EXPENSES		
Instruction	$ 505,666	$ 364,642
Board	28,100	21,800
School administration	89,047	93,286
Fiscal services	21,975	15,300
Food services	61,110	46,440
Central services	25,026	16,918
Operation of plant	200,641	137,166
Maintenance of plant	187	1,571
Total Expenses	931,752	697,123
Increase in Net Position	137,552	9,264
Net Position at Beginning of Year	340,469	331,205
Net Position at End of Year	$ 478,021	$ 340,469

The School's revenue and expenditures increased by $362,917 and $234,629, respectively, as a result of increased enrollment. The School had an increase in its net position of $137,552 for the year.

School Location and Lease of Facility
The School leases a facility located at 2450 NW 97th Avenue, Doral, Florida 33172. The School is located within The Doral Academy campus.

Capital Improvement Requirements
The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

Accomplishments

In 2017, Just Arts and Management (JAM) Charter Middle School successfully completed its fifth year of operation, serving over 149 students in grades 6-8. The school earned a letter grade of "A" for the fourth consecutive year, and ranked as the 3rd highest performing middle school in Miami-Dade County, and the 6th highest in Florida.

Throughout the year, JAM students participated in various community service projects (benefiting charities such as St. Jude Children's Research Hospital, Jump-rope for Heart, as well as school-based fundraisers (Scholastic Book Fair, Great American, World's Finest Chocolates). In addition, JAM students participated in various performances aligned to the mission and vision of the school. JAM students did not only perform at these venues, but they were also an integral part of production of these shows. From creating budgets, to designing all advertisement, their involvement was remarkable.

JAM students also participated in various clubs and team sports, including Spanish Club, Art Club, Guitar Club, Morning Announcements, Chorus, Dance, Theater, Robotics and Safety Patrols. Students also participated in school-based events such as Career Day, Hispanic Heritage Celebration, Gallery Night, Field Day, and FSA Pep Rally.

The mission of JAM is to prepare students for secondary studies and beyond through an innovative, in-depth, thematic educational program that emphasizes the entrepreneurial and business aspects of the Music industry by exposing students to a curriculum centered on the performing arts. JAM is a school where teachers and administrators spiritedly collaborate, where parents and community members enthusiastically participate, and where young adolescents eagerly engage in the learning and discovery of meaningful content. As part of the Project Based Learning approach educators and community members collaborate to plan interdisciplinary thematic units based upon core curricular standards and instructional methodologies reflecting best practices in middle school education.

As part of the Doral Academy, Inc. network of high performing charter schools, JAM is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported a fund balance of $389,162. The fund balance unassigned and available for spending at the School's discretion is $368,768. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2017 amounts to $88,859 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures and computer equipment. As of June 30, 2017, the School had no debt associated to its capital assets and working capital.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the Charter School adopted an annual budget. A budgetary comparison statement has been provided for the governmental fund to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
State capital outlay funding	$ 41,800	$ 41,979	$ 41,221
Federal school lunch program	26,000	28,000	27,935
Charges for services	18,000	18,000	18,368
General Revenues			
FTE nonspecific revenues	933,280	979,127	977,562
Charges and other revenues	-	2,000	3,077
Total Revenues	$ 1,020,080	$ 1,070,106	$ 1,069,304
CURRENT EXPENDITURES			
Instruction	$ 389,936	$ 445,000	$ 447,414
Board	33,800	33,350	28,100
School administration	37,055	142,525	89,047
Fiscal services	22,800	2,350	21,975
Food services	44,000	63,000	61,110
Central services	27,200	26,750	25,026
Operation of plant	206,506	211,279	199,108
Maintenance of plant	11,000	9,066	187
Total Current Expenditures	$ 772,297	$ 933,320	$ 871,967

Most variances occurred as a result of the Budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC, 6340 Sunset Drive, Miami, Florida 33143.

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2017

	Governmental Activities
Assets	
Current assets:	
Cash and cash equivalents	$ 8,350
Investments	396,000
Prepaid expenses	20,394
Due from other agencies	4,029
Total current assets	428,773
Capital assets, depreciable	307,882
Less: accumulated depreciation	(219,023)
	88,859
Total Assets	517,632
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	39,611
Total Liabilities	39,611
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets	88,859
Unrestricted	389,162
Total Net Position	$ 478,021

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

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2017

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 505,666	$ -	$ 1,141	$ -	$ (504,525)
Board	28,100	-	-	-	(28,100)
School administration	89,047	-	-	-	(89,047)
Fiscal services	21,975	-	-	-	(21,975)
Food services	61,110	18,368	27,935	-	(14,807)
Central services	25,026	-	-	-	(25,026)
Operation of plant	200,641	-	-	41,221	(159,420)
Maintenance of plant	187	-	-	-	(187)
Total governmental activities	931,752	18,368	29,076	41,221	(843,087)
General revenues:					
FTE nonspecific revenues					977,562
Other revenues					3,077
Change in net position					137,552
Net position, beginning					340,469
Net position, ending					$ 478,021

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

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2017

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
Assets			
Cash and cash equivalents	$ 8,350	$ -	$ 8,350
Investments	396,000	-	396,000
Prepaid expenses	20,394	-	20,394
Due from other agencies	-	4,029	4,029
Due from fund	4,029	-	4,029
Total Assets	428,773	4,029	432,802
Deferred Outflows of Resources	-	-	-
Liabilities			
Salaries and wages payable	39,611	-	39,611
Due to fund	-	4,029	4,029
Total Liabilities	39,611	4,029	43,640
Deferred Inflows of Resources	-	-	-
Fund balance			
Nonspendable, not in spendable form	20,394	-	20,394
Unassigned	368,768	-	368,768
	389,162	-	389,162
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 428,773	$ 4,029	$ 432,802

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

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2017

Total Fund Balance - Governmental Funds	$	389,162
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets of $307,882 net of accumulated depreciation of $219,023 used in governmental activities are not financial resources and therefore are not reported in the fund.		88,859
Total Net Position - Governmental Activities	$	478,021

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

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2017

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
Revenues:			
State capital outlay funding	$ -	$ 41,221	$ 41,221
State passed through local	977,562	-	977,562
Federal school lunch program	-	27,935	27,935
Lunch fees	-	18,368	18,368
Federal sources / other grants	-	1,141	1,141
Other revenue	3,077	-	3,077
Total Revenues	980,639	88,665	1,069,304
Expenditures:			
Current			
Instruction	444,929	2,485	447,414
Board	28,100	-	28,100
School administration	89,047	-	89,047
Food services	-	61,110	61,110
Fiscal services	21,975	-	21,975
Central services	25,026	-	25,026
Operation of plant	157,887	41,221	199,108
Maintenance of plant	187	-	187
Capital Outlay:			
Other capital outlay	19,991	-	19,991
Total Expenditures	787,142	104,816	891,958
Excess (deficit) of revenues over expenditures	193,497	(16,151)	177,346
Other financing sources (uses)			
Transfers in (out)	(16,151)	16,151	-
Net change in fund balance	177,346	-	177,346
Fund Balance at beginning of year	211,816	-	211,816
Fund Balance at end of year	$ 389,162	$ -	$ 389,162

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

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures an Changes in Fund Balance
of Governmental Funds to the Statement of Activities
For the year ended June 30, 2017

Net Change in Fund Balance - Governmental Funds	$	177,346
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense of $59,785 exceeded capital outlays of $19,991.		(39,794)
Change in Net Position of Governmental Activities	$	137,552

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

Note 1 – Summary of Significant Accounting Policies

Just Arts and Management Charter Middle School (the "School"), is a charter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The School's charter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of four members and also governs other charter schools. The board has determined that no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring district, the School Board of Miami-Dade County, Florida. The current charter expires on June 30, 2032, and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School is located in Doral, Florida for students from sixth through eighth grades. These financial statements are for the year ended June 30, 2017, when approximately 146 sixth through eighth grade students were enrolled for the school year.

Basis of Presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information for the School as a whole. Any internal interfund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Note 1 – Summary of Significant Accounting Policies (continued)

Program revenues include: (1) charges for services, such as food service and student activity fees (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. Other revenue sources not properly included with program revenues are reported as general revenues

Fund Financial Statements
Fund financial statements are provided for governmental funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major governmental funds with all non-major funds aggregated in a single column:

> *General Fund* - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Measurement Focus and Basis of Accounting
The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Revenues from non-exchange transactions are reported according to GASB Codification Section 1600.111 and Section N50 *Accounting and Financial Reporting for Non-Exchange Transactions*. On the accrual basis, revenues from grants and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied.

The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available. Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Note 1 – Summary of Significant Accounting Policies (continued)

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. "Available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Budgets and Budgetary Accounting
In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments
Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Capital Assets
The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations.

Note 1 – Summary of Significant Accounting Policies (continued)

Estimated useful lives, in years, for depreciable assets are as follows:

Furniture, Equipment, and Computers	5 Years
Textbooks and Software	3 Years

Inter-fund Transfers
Outstanding balances between funds are reported as "due to/from other funds". Inter-fund transfers are made to move any excess or shortage of funds derived from the National School Lunch Program from the Non-Major Governmental Fund to the General Fund.

Due from Other Governments or Agencies
Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Deferred Outflows/Inflows of Resources
In addition to assets, the statement of financial position will sometimes report a separate section fro deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Revenue Sources
Revenues for operations will be received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent (FTE) students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP. Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature.

Note 1 – Summary of Significant Accounting Policies (continued)

Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made.

In addition, the School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Compensated Absences

The School grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days.

GASB Codification Section C60, *Accounting for Compensated Absences*, provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years.

The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Income Taxes

The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Note 1 – Summary of Significant Accounting Policies (continued)

Net Position and Fund balance classifications

Government-wide financial statements

Equity is classified as net position and displayed in three components:

a) Net investment in capital assets - consists of capital assets net of accumulated depreciation and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of balances with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments.
c) Unrestricted net position - all other balances that do not meet the definition of "restricted" or "net investment in capital assets."

Fund financial statements

Under GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories list below:

a) Nonspendable - includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balances associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned). All nonspendable fund balances at year end relate to not in spendable form assets.
b) Restricted - fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. There are no restricted fund balances at year end.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification are intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. There are no assigned fund balances at year end.
e) Unassigned - portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Order of Fund Balance Spending Policy

The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First Non-spendable fund balances are determined.

Note 1 – Summary of Significant Accounting Policies (continued)

Then restricted fund balances for specific purposes are determined (not including non-spendable amounts).Then any remaining fund balance amounts for the non-general funds are classified as restricted fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

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

Subsequent Events
In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through August 30, 2017 which is the date the financial statements were available to be issued.

Note 2 – Cash, Cash Equivalents and Investments

Deposits
The School maintains its cash and cash equivalents in one financial institution. As of June 30, 2017, the School's deposits consisted of cash balances of $8,254.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2017, bank balances in potential excess of FDIC coverage was $8,254.

Note 2 – Cash, Cash Equivalents and Investments (continued)

Investments

The School categorizes its fair value measurements within the fair value hierarchy established by GASB Codification Section 3100 *Fair Value Measurement and Application.* The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs.

At June 30, 2017, the School has the following recurring fair value measurements:

- Government money market mutual fund of $510,000 valued using Level 2 inputs.

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of July 31, 2017, maturities of the fund's portfolio holdings are approximately 79% within 30 days.

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2017, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 – Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2017:

	Balance 07/01/16	Additions	Retirements	Balance 06/30/17
Capital Assets:				
Computer equipment and software	$ 87,454	$ -	$ -	$ 87,454
Furniture, equipment and textbooks	200,437	19,991	-	220,428
Total Capital Assets	287,891	19,991	-	307,882
Less Accumulated Depreciation:				
Computer equipment and software	(50,699)	(16,252)	-	(66,951)
Furniture, equipment and textbooks	(108,539)	(43,533)	-	(152,072)
	$ (159,238)	$ (59,785)	$ -	$ (219,023)
Capital Assets, net	$ 128,653	$ (39,794)	$ -	$ 88,859

For the fiscal year ended June 30, 2017, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	$ 58,252
Operation of plant	1,533
Total Depreciation Expense	$ 59,785

Note 4 – Education Service and Support Provider

Academica Dade, LLC, an education service provider, provides administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting and virtual services. The agreement between the School and the education service provider calls for a fee on a per student basis. The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2017, the School incurred $65,925, in fees related to this agreement.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida 33143.

Note 5 – Transactions with other divisions of Doral Academy, Inc.

During 2017, the School's facility was located on the premises of The Doral Academy ("Doral Academy", a school under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student enrollment. During 2017, the School reimbursed Doral Academy expenses totaling $58,791.

The School's lunch program is shared with various charter schools under school under The Doral Academy, Inc. Revenues and expenses related to such program have been allocated based on FTE equivalent for purposes of presentation in the financial statements.

The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The School paid The Doral Academy, Inc. $21,600 in connection with these charges during the year.

Note 6 – Commitments, Contingencies, and Concentrations

The School entered into a lease agreement with Carlos Albizu University for its 44,585 square feet building including all ancillary facilities, outdoor areas and other improvements. The lease continues through July 31, 2020, as extended, with an option for one additional five-year term. The annual minimum rent during the current option term is $1,035,000. In the event that the term of the lease is extended for the second option term (from August 1, 2020 through July 31, 2025) the annual minimum rent will be $1,190,250. The lease was subsequently amended on April 1, 2012 and September 1, 2012 for an additional 15,000 and 13,500 square feet, respectively, to continue through the term of the lease. The rent for the additional space is calculated at $20.00 per square foot.

Lease payments are allocated among School and Doral Academy based on enrollment and usage of facility. The allocation used for 2017, was approximately 12% for the School and 88% for Doral Academy.

For 2017, rent expense related to the facility lease totaled $186,657. As of June 30, 2017, the School had approximately $16,000 in prepaid rent.

Note 6 – Commitments, Contingencies, and Concentrations (continued)

Future minimum payments under this lease, to be shared with Doral Academy, are as follows:

Year	
2017 - 2018	$ 1,605,000
2018 - 2019	$ 1,605,000
2019 - 2020	$ 1,605,000

Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations.

Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of up to 5% of the qualifying revenues of the School. For the year ended June 30, 2017, administrative fees withheld by the School District totaled $19,295.

Note 7 – Risk Management

The School is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; administrative errors and omissions; personal injury; workers compensation and natural disasters for which the School carries commercial insurance.

Note 8 – Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School matches 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $8,883 for the year ended June 30, 2017. The School does not exercise any control or fiduciary responsibility over the Plan's assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2017

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 933,280	$ 979,127	$ 977,562
Other revenue	-	2,000	3,077
Total Revenues	933,280	981,127	980,639
EXPENDITURES			
Current:			
Instruction	389,936	445,000	444,929
Board	33,800	33,350	28,100
School Administration	37,055	100,525	89,047
Fiscal Services	22,800	2,350	21,975
Central Services	27,200	26,750	25,026
Operation of Plant	164,706	169,279	157,887
Maintenance of Plant	11,000	9,066	187
Total Current Expenditures	686,497	786,320	767,151
Excess of Revenues Over Current Expenditures	246,783	194,807	213,488
Capital Outlay	-	21,000	19,991
Total Expenditures	686,497	807,320	787,142
Excess of Revenues Over Expenditures	246,783	173,807	193,497
Other financing sources (uses):			
Transfers in (out)	-	(17,021)	(16,151)
Net change in fund balance	246,783	156,786	177,346
Fund Balance at beginning of year	211,816	211,816	211,816
Fund Balance at end of year	$ 458,599	$ 368,602	$ 389,162

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors of
Just Arts and Management Charter Middle School
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Just Arts and Management Charter Middle School (the "School") as of, and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated August 30, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

We issued a separate management letter dated August 30, 2017 pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HB Gramm, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
August 30, 2017

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

Board of Directors of
Just Arts and Management Charter Middle School
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of Just Arts and Management Charter Middle School as of and for the fiscal year ended June 30, 2017 and have issued our report thereon dated August 30, 2017.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reports and Schedules

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedules, which are dated August 30, 2017, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report.

There were no findings and recommendations made in the preceding audit report.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity. The official title of the entity is Just Arts and Management Charter Middle School.

Financial Condition

Section 10.854(1)(e)2, Rules of the Auditor General, requires that we report the results of our determination as to whether or not Just Arts and Management Charter Middle School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that Just Arts and Management Charter Middle School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

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Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Just Arts and Management Charter Middle School. It is management's responsibility to monitor Just Arts and Management Charter Middle School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same. We have applied such procedures as of the fiscal year end and no deteriorating financial condition has been noted.

Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require that we report the results of our determination as to whether Just Arts and Management Charter Middle School maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Just Arts and Management Charter Middle School maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Other Matters

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

Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

HLB Gravier, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
August 30, 2017

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

The Doral Academy, Inc.
Doral, Florida

Special-Purpose
Financial Statements And
Independent Auditors' Report

June 30, 2018

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HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
The Doral Academy, Inc.
Miami, Florida

We have audited the accompanying special-purpose statement of financial position of The Doral Academy, Inc. (the "Organization") as of June 30, 2018, and the related special-purpose statements of activities, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements for the purpose of complying with section 31 of the Organization's facility lease agreements, in accordance with the basis of accounting indicated in Note 2. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

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

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

Opinion

In our opinion, based on our audit, the special-purpose financial statements referred to above present fairly, in all material respects the financial position of The Doral Academy, Inc., as of June 30, 2018 and the changes in its net assets and cash flows for the year then ended, on the basis of accounting indicated in Note 2.

Basis of Accounting

We draw attention to Note 2 of the financial statements, which describes the basis of accounting. The financial statements are prepared on the basis of the financial reporting provisions specified in Section 31 of the Organization's facility lease agreements, as discussed in Note 2, which is a basis of accounting other than accounting principles generally accepted in the United States of America, to comply with the financial reporting provisions of the contract referred to above. Our opinion is not modified with respect to that matter.

Other Matters

Our audit was made for the purpose of forming an opinion on the special-purpose financial statements of The Doral Academy, Inc. taken as a whole. The accompanying special-purpose statement of financial position by charter school and special-purpose statement of activities by charter school on pages 18 through 19 are presented for purposes of additional analysis and is not a required part of the special-purpose financial statements. Such information is the responsibility of the Organization's management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the special-purpose financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves in accordance with the basis of accounting indicated in Note 2. In our opinion, the information is fairly stated in all material respects in relation to the special-purpose financial statements as a whole.

Restriction on Use

This report is intended solely for the information and use of the boards of directors and management of the Organization and the Organization's Landlords and affiliates and is not intended to be and should not be used by anyone other than these specified parties.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
December 12, 2018

The Doral Academy, Inc.
Special-Purpose Statement of Financial Position
June 30, 2018

Assets

Current Assets:	
Cash and cash equivalents	$ 17,963,380
Restricted cash held by trustee for bond issuance	12,178,464
Cash held on behalf of students and clubs	24,305
Due from governmental agencies	70,437
Due from other organizations	195,339
Prepaid expenses and other current assets	526,500
Total Current Assets	30,958,425
Deposits	104,942
Property and equipment, net	30,516,415
Total Assets	$ 61,579,782

Liabilities and Net Assets

Current Liabilities:	
Accounts payable and accrued expenses	$ 4,628,456
Due to students and clubs	24,305
Current portion of bond payable	300,000
Total Liabilities	4,952,761
Bond payable, ne tof debt issuance costs	22,907,206
Total Liabilities	27,859,967
Net Assets:	
Restricted per bond	12,178,464
Unrestricted	21,541,351
Total Net Assets	33,719,815
Total Liabilities and Net Assets	$ 61,579,782

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

The Doral Academy, Inc.
Special-Purpose Statement of Activities
For the year ended June 30, 2018

	Unrestricted
Support and Revenue:	
FTE non-specific revenues	$ 32,689,897
Grants and federal sources	984,593
Capital outlay funding	2,676,237
Fees from pre-school	898,206
Fees from after school	118,371
Fees from lunch program	422,093
Fundraising and other revenue	484,935
Total Support and Revenue	38,274,332
Operating Expenses:	
Instruction	17,424,949
Student supporting services	843,790
Instructional staff training services	94,742
Board	416,973
School administration	3,182,343
Fiscal services	707,925
Food services	1,291,301
Central services	838,678
Community services	61,614
Administrative technology services	151,475
Pupil transportation services	96,805
Total Operating Expenses	25,110,595
Excess Support and Revenue Over Operating Expenses and Before Facility Expenses	13,163,737
Facility Expenses:	
Facilities acquisition and construction	594,624
Operation of plant	7,908,879
Plant improvement and maintenance	895,902
Interest on long-term debt	50,007
Total Facility Expenses	9,449,412
Change in Net Assets	3,714,325
Net assets at beginning of year	30,005,490
Net assets at end of year	$ 33,719,815

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

The Doral Academy, Inc.
Special-Purpose Statement of Cash Flows
For the year ended June 30, 2018

Cash Flows from Operating Activities	
Change in net assets	$ 3,714,325
Adjustments to Reconcile Change in Net Assets to Net	
Cash Provided by Operating Activities:	
Depreciation	1,883,222
Changes in assets and liabilitites:	
Decrease in due from governmental agencies	40,360
Decrease in prepaid expenses and other assets	1,132
Increase in accounts payable and accrued expenses	3,012,310
Decrease in due to students and clubs	(355,237)
Total adjustments	4,581,787
Net Cash Provided by Operating Activities	8,296,112
Cash Flows from Investing Activities	
Acquisition of property and equipment	(16,422,803)
Net Cash Used in Investing Activities	(16,422,803)
Cash Flows from Financing Activities	
Proceeds from long-term debt	23,679,826
Debt bond issuance costs paid	(472,610)
Repayment of long term debt	(3,686,384)
Net Cash Used in Financing Activities	19,520,832
Net increase in cash	11,394,141
Cash and cash equivalents at beginning of year	18,772,008
Cash and cash equivalents at the end of the year	$ 30,166,149
Cash	$ 17,963,380
Restricted Cash	12,178,464
Cash due to students and clubs	24,305
Total cash and cash equivalents at the end of the year	$ 30,166,149
Supplemental Information	
Total Interest Paid	$ 50,007

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

Note 1 – Organization and Operations

The Doral Academy, Inc. (the "Organization"), is a not-for-profit corporation organized in the State of Florida, which holds the charter school contracts of the following schools: The Doral Academy, Doral Academy Charter Middle School, Doral Academy of Technology, Doral Academy High School, Doral Performing Arts and Entertainment Academy and Just Arts and Management Middle School (the " Schools"). The Schools operate under charters granted by the sponsoring district, the District School Board of Miami-Dade County (the "District"). The charter contracts expire between June 30, 2019 and June 30, 2032, and are renewable for an additional term pursuant to law and/or by a mutual written agreement between the Schools and the District. These financial statements are for the year ended June 30, 2018 when the Schools' enrollment amounted to approximately 4,721 students.

Note 2 – Summary of Significant Accounting Policies

Basis of Accounting and Presentation

The individual charter schools under the Organization are sponsored by the Miami-Dade County District School Board and report under the requirements of the Governmental Accounting Standards Board and have done so in separately issued financial statements. These special-purpose financial statements, however, are prepared in accordance with accounting principles generally accepted in the United States of America for non-governmental, not-for-profit organizations. The Organization's consolidated financial statements have been prepared combining the financial condition and operations of the Schools under the same corporation. Inter-charter school transactions have been eliminated in these special purpose consolidated financial statements.

For purposes of these special-purpose financial statements, the Organization has adopted Financial Accounting Standards Board Accounting Standards Codification ASC 958-205, *"Not-for-Profit entities"*. ASC No. 958 establishes external financial reporting for not-for-profit organizations which includes three basic financial statements and the classification of resources into three separate classes of net assets, Unrestricted, Temporarily Restricted and Permanently Restricted.

The accompanying consolidated financial statements have been prepared on the accrual basis of accounting and include the accounts of The Doral Academy, Inc.

The net assets categories as reflected in the accompanying special-purpose financial statements are as follows:

Unrestricted

Net assets which are free of donor-imposed restrictions and include all revenues, expenses, gains, and losses that are not changes in permanently or temporarily restricted net assets.

Note 2 – Summary of Significant Accounting Policies (continued)

Temporarily Restricted

Net assets whose use by the Organization are limited by donor-imposed stipulations that either expire by passage of time or that can be fulfilled or removed by actions of the Organization pursuant to those stipulations. Temporarily restricted net assets totaled $12,178,464 related to the bond payable at June 30, 2018.

Permanently Restricted Fund

Net assets whose use by the Organization is limited by donor-imposed stipulations that neither expire with the passage of time nor can be fulfilled or otherwise removed by actions of the Organization. There are no permanently restricted funds at June 30, 2018.

Cash and Cash Equivalents

Cash and cash equivalents include all highly liquid investments with a maturity of three months or less. The Organization has not adopted a formal investment policy. The Organization invests excess deposit funds in a governmental money market mutual fund which can be redeemed daily.

Due from Governmental Agencies

Amounts due to the Organization by governmental agencies are for grants or programs under which the services have been provided by the Organization.

Property and Equipment

The Organization's property, plant and equipment with useful lives of more than one year are stated at historical cost. Donated capital assets are recorded at their estimated fair market value on the date donated. The Organization generally capitalizes assets with cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Building and Improvements	10-39 Years
Computer Equipment	3-5 Years
Furniture, Equipment and Textbooks	3-5 Years

Any property and equipment acquired with federal funds may revert to grantor.

Note 2 – Summary of Significant Accounting Policies (continued)

Revenue Sources

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

After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made. In addition, the schools receive an annual allocation of charter school capital outlay funds for leasing of school facilities.

Finally, the Organization also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Compensated Absences

The Organization grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days. Accordingly, these financial statements do not include an accrual for sick days available to be used in future benefits years.

Note 2 – Summary of Significant Accounting Policies (continued)

The Organization also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Bond Issuance Costs

Costs incurred in issuing the Series 2017A and 2017B bonds are recorded in other assets and are amortized using the effective interest method over the term of the related debt. Amortization of bond issuance costs is included in interest expense in the accompanying statement of activities. The net bond issuance costs are reported as a direct reduction of the carrying value of the debt.

Fair Value of Financial Instruments

Cash and cash equivalents, receivables, and prepaid expenses, as well as account payable and accrued expenses as reflected in the Special Purpose Statement of Financial Position approximate fair value because of their generally short-term maturities.

Restricted Assets

Restricted assets include cash and cash equivalents that are related to the amounts that the Organization is required to segregate in connection with the issuance of bonds, including sinking fund and reserve requirements, as well as amounts segregated for capital projects of the Organization. The Indenture of Trust requires the establishment of the Funds for the bonds and accounts within such funds, all of which shall be special trust funds and accounts held by Trustee. At June 30, 2018, the composition of restricted balances is as follows:

Income Taxes

The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

The Organization applies FASB ASC 740, *Accounting for Uncertainties in Income Taxes*, which provides guidance for financial statement recognition and measurement of uncertain tax positions taken or expected to be taken in a tax return for open tax years (generally a period of three years from the later of each return's due date or the date filed) that remain subject to examination.

Use of Estimates

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

Note 2 – Summary of Significant Accounting Policies (continued)

Recent Accounting Pronouncements

In August 2016, the FASB issued Accounting Standards Update ("ASU") No. 2016-14 "Not-For-Profit Entities (Topic 958), Presentation of Financial Statements of Not-For-Profit Entities". Under the new guidance, not-for-profit ("NFP") entities are required to: (1) present on the face of the statement of financial position amounts for two classes of net assets at the end of the period, rather than the currently required three classes. That is, an NFP will report amounts for net assets with donor restrictions and net assets without donor restrictions, as well as the currently required amount for total net assets; (2) present on the face of the statement of activities the amount of the change in each of the two classes of net assets rather than that of the currently required three classes; (3) continue to present on the face of the statement of cash flows the net amount for operating cash flows using either the direct or indirect method of reporting but no longer require the presentation or disclosure of the indirect method (reconciliation) if using the direct method; (4) provide enhanced disclosure on (a) governing board designations, appropriation, and similar actions that result in self-imposed limits on use of resources without donor-imposed restriction as of the end of the period; (b) composition of net assets with donor restrictions at the end of the period; (c) qualitative information that communicates how the Organization manages its liquid resources to meet cash needs for general expenditures within one year of the balance sheet date; (d) quantitative information, either on the face of the balance sheet or in the notes and additional qualitative information that communicates availability of an Organization's financial assets at the balance sheet date to meet cash needs for general expenditures within one year of the balance sheet date; (e) amount of expenses by both their natural and functional classification; (f) methods used to allocate costs amount programs and support functions; (g) additional disclosures on underwater endowment funds. (5) report investment return net of external and direct internal investment expenses; (6) Use, in the absence of explicit donor stipulations, the placed-in-service approach for reporting expirations of restrictions on gifts of cash or other assets to be used to acquire or construct a long-lived asset and reclassify any amounts from net assets with donor restrictions to net assets without donor restrictions for such long-lived assets that have been placed in service as of the beginning of the period of adoption.

The new reporting guidance is effective for fiscal years beginning after December 15, 2017, and for interim periods within fiscal years beginning after December 15, 2018. Early application is permitted, however, the Organization does not intend to early adopt. Management is evaluating the potential impact of this new guidance on the financial statements.

In November 2016, the FASB issued ASU No. 2016-18, "Statement of Cash Flows (Topic 230): Restricted Cash", which provides guidance on the classification of restricted cash in the statement of cash flows. ASU No. 2016-18 is effective for our fiscal year beginning July 1, 2018. Early adoption is permitted. The Organization does not expect the adoption of ASU No. 2016-18 to have a material effect on the financial statements and disclosures.

Note 2 – Summary of Significant Accounting Policies (continued)

Subsequent Events

In accordance with ASC No. 855, the Organization has evaluated subsequent events and transactions for potential recognition or disclosure through , which is the date the financial statements were available to be issued.

Note 3 – Capital Assets

The following schedule provides a summary of capital assets, acquired substantially with public funds, for the year ended June 30, 2018:

	Balance 06/30/2018
Capital assets, non-depreciable:	
Land	$ 1,579,768
Construction in progress	15,392,450
Total Capital Assets, non-depreciable	16,972,218
Capital assets, depreciable:	
Building and improvements	17,368,080
Furniture, equipment, and textbooks	12,248,397
Computer equipment	1,216,079
Motor vehicles	4,850
Total capital assets	47,809,624
Less accumulated depreciation	
Building and improvements	(6,493,465)
Furniture, equipment, and textbooks	(9,106,222)
Computer equipment	(1,692,067)
Motor vehicles	(1,455)
Total accumulated depreciation	(17,293,209)
Capital assets, net	$ 30,516,415

Note 3 – Capital Assets (continued)

For the fiscal year ended June 30, 2018, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	$	1,039,213
Facilities acquisition		594,624
Operation of plant		212,887
School administration		2,546
Food services		5,132
Pupil Transportation Services		9,185
Maintenance of plant		19,635
Total Depreciation Expense	$	1,883,222

Note 4 – Education Service and Support Provider

Academica Dade, LLC, a professional educational service and support provider, provides management and administrative services to the Schools including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting, financial reporting and virtual services. The agreement calls for a fee on a per student basis.

The agreement is for a period of five years, expiring on June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2018, the Organization incurred $2,123,775 in fees. In addition, the Doral Academy pre-kindergarten program incurred $61,425 in fees.

Note 5 – Cash, Cash Equivalents and Investments

Deposits
The Organization maintains its cash and cash equivalents in major banks and in high grade investments. As of June 30, 2018, the Organization had deposits in excess of the Federal Depository Insurance Corporation (FDIC) coverage of approximately $1,512,000. The Organization also had approximately $18,950,000 that was invested in a governmental money market mutual fund, which is not insured by the FDIC.

Investments and Credit Risk
The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of July 31, 2018, the fund's annual report, maturities of the fund's portfolio holdings are approximately 92% within 30 days.

Note 5 – Cash, Cash Equivalents and Investments (continued)

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The Organization manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the Organization will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the Organization will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2018, all of the Organization's investments in government money market mutual funds were held in a separate account and designated as assets of the Organization.

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The Organization manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 6 – Commitments, Contingencies and Concentrations

The Organization has entered into three lease agreements for its charter school facilities, including agreements with School Development, LLC and School Development II, LLC, two affiliates of the Organization's educational service provider. The agreements expire at multiple dates beginning 2020 through 2027.

For 2018, rent expense pertaining to the facilities leased totaled $4,880,608, including approximately $3,276,000 paid to School Development, LLC and School Development II, LLC.

Future minimum payments under these leases are as follows:

Year		
2019	$	5,020,000
2020		5,020,000
2021		3,415,000
2022		3,415,000
2023		3,415,000
Thereafter		44,391,000
	$	64,676,000

Note 6 – Commitments, Contingencies and Concentrations (continued)

Contingencies and Concentrations

The Organization receives substantially all of its funding from the State through the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations.

Additionally, the Organization receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the Organization.

Contracts

As of June 30, 2018, the Organization had uncompleted contracts and open purchase orders for the design, construction, and leasehold improvements and furniture of a proposed six story building known as the Doral Hall Educational Facility for Doral Academy High School and Doral Academy Middle School. The total executed contracts and open purchase orders are $22,630,917 and as of June 30, 2018, there was approximately $14,681,000 was capitalized as construction in progress and there were remaining contract balances and open purchase orders of $6,889,456.

Note 7 – Long Term Debt

On April 11, 2011, the Organization entered into a construction loan agreement with Building Hope, A Charter School Facilities Fund (“Lender”). The Lender extended a loan to the Organization for a maximum amount of $5,000,000, to be evidenced by two promissory notes, the first for $3,200,000 (“Phase I”) and the second for $1,800,000 (“Phase II”).

Under the terms of the loan agreement and Phase I and II promissory notes, the loan shall bear interest from the date of each advance at an interest rate of seven percent (7%) until July 1, 2015, and thereafter shall bear interest at twelve percent (12%) until maturity. Effective November 1, 2015, the promissory notes were amended to bear interest of seven percent (7%) until maturity.

All principal, interest, and unpaid costs shall be due and payable on the maturity date of July 1, 2017. The maturity date was extended through August 31, 2017. As of August 31, 2017, the loan balance of phase I and II of $3,641,641 was paid in full. Interest expense on the Phase I and II promissory notes for the year ended June 30, 2018 is $50,007.

Note 7 – Long Term Debt (continued)

Bond Issue and Repayment

On January 4, 2018, Miami-Dade County Industrial Development Authority issued tax-exempt revenue bonds of $22,045,000 on behalf of The Doral Academy, Inc. (the Organization), to be secured by a first mortgage on the land owned by the Organization as well as revenues of Doral Academy Charter High School, Doral Performing Arts & Entertainment Academy, Doral Academy Charter Middle School and Doral Academy of Technology (the "Four Schools"). The proceeds of the bond issue have been used to finance or refinance all or a portion of the cost of the acquisition, design, construction, installation and equipping of a 91,000 square foot, six story building known as the Doral Hall Educational Facility ("Doral Hall"), fund a debt service reserve fund, and pay costs of the bond issuance.

Through a Usage Fee Agreement approved by the Board of Directors of the Organization, all Capital and Operating costs as defined herein will be due on a monthly basis commencing on the first day of the first full calendar month following the date on which the Organization receives a temporary certificate of occupancy for Doral Hall. All costs of the acquisition, design, permitting, construction, equipping ("Capital Costs") and operations including interest expense, ongoing financing fees, all insurance, all taxes, property management fees, utilities, maintenance, repairs, replacements ("Operating Costs") of Doral Hall, together with an annual administrative fee of 5% of the sum of the Capital and Operating Costs each year, shall be shared among the Four Schools in proportion to their relative annual student enrollments. The temporary certificate of occupancy is expected to be received in March 2019.

Interest is payable annually on July 1 and January 1. The bonds are secured by an Indenture of Trust dated as of January 1, 2018 between the Issuer and Zions National Bank (the "Trustee") pursuant to a resolution of the Issuer adopted on January 1, 2018. These bonds are subject to interest rate at 5%.

Amortization of bond issuance costs as of June 30, 2018 amounted to $22,557 which is included in capitalized interest expense. The bond contains restrictive covenants related to debt service coverage ratio, days cash on hand requirements, student enrollment and reporting requirements.

The following schedule provides a summary of changes in long-term debt for the year ended June 30, 2018:

	Balance 07/1/2017	Advances	Repayments	Balance 06/30/2018
Building Hope Loan	$ 3,641,641	$ -	$(3,641,641)	$ -
Bond Par Amount Series 2017	-	22,045,000	-	22,045,000
Bond Premium	-	1,634,826	-	1,634,826
Debt Issuance Costs	-	(472,610)	-	(472,610)
	$ 3,641,641	$ 23,207,216	$(3,641,641)	$ 23,207,216

Note 7 – Long Term Debt (continued)

The debt service on the tax-exempt bond financing for the Organization (which will be allocated between the Four Schools through the Usage Fee) is as follows:

Year	Principal	Interest	Total	
2019	$ 300,000	$ 1,135,930	$ 1,435,930	
2020	350,000	1,087,250	1,437,250	
2021	365,000	1,069,750	1,434,750	
2022	385,000	1,051,500	1,436,500	
2023	405,000	1,032,250	1,437,250	
2024-2028	2,345,000	4,836,750	7,181,750	(total for five year period)
2029-2033	2,995,000	4,189,000	7,184,000	(total for five year period)
2034-2038	3,815,000	3,362,250	7,177,250	(total for five year period)
2039-2043	4,865,000	2,308,500	7,173,500	(total for five year period)
2044-2048	6,220,000	963,750	7,183,750	(total for five year period)
	$ 22,045,000	**$ 21,036,930**	**$ 43,081,930**	

Note 8 – Transactions with Other Organizations

Recoverable Grant

During the year ended June 30, 2012, the Organization granted $400,000 to the Doral College, Inc., the ("College"), under a recoverable grant agreement. During the year ended June 30, 2013, the Organization received repayments of $200,000 from the College.

On August 31, 2015, the College and The Doral Academy, Inc., entered into an amendment to the recoverable grant agreement to establish a repayment plan. Per the repayment plan, the $200,000 outstanding balance of the recoverable grant shall be paid as follows: $10,000 per annum, with the first payment due by December 31 of each calendar year commencing on December 31, 2015 through December 31, 2020 and $30,000 per annum commencing on December 31, 2021 through 2025.

As of June 30, 2018, the College has repaid a total of $230,000 to the Organization and the remaining balance to be collected is $170,000.

Educational Services Agreements

The Organization entered into an Educational Services Agreement with the College to provide educational services and program support for the Organization's students. The service agreement commenced in the 2015-2016 academic year to continue through the end of the 2024-2025 academic year. Under the service agreement the Organization paid fees of $854,000 to the College for the 2017-2018 academic year.

Note 8 – Transactions with Other Organizations (continued)

Other
The Organization provides office and classroom space used by the College under a usage agreement. For the year ending June 30, 2018, the College paid a usage fee of approximately $6,100. The total estimated fair market value of the space was approximately $28,000.

Doral Academy of Nevada
The Organization entered into a trademark license and affiliation agreement with Doral Academy of Nevada. Total affiliation fees charged to Doral Academy of Nevada, Inc. were $171,261. This amount is presented in due from other charter schools on the statement of financial position.

Note 9 – Risk Management

The Organization is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the Schools carry commercial insurance. Settlement amounts have not exceeded insurance coverage for the past years. In addition, there were no reductions in insurance coverage from those in the prior year.

Note 10 – Defined Contribution Retirement Plan

The Organization's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the Organization provides a match of 50% of the employee's contribution up to 4% of the employee's compensation. The Organization contributed to the Plan approximately $322,000 for the year ended June 30, 2018. The Organization does not exercise any control or fiduciary responsibility over the Plans' assets, which are administered by VOYA.

SUPPLEMENTARY INFORMATION

The Doral Academy, Inc.
Special-Purpose Statement of Financial Position by Charter School
June 30, 2018

	Doral Academy	Just Arts And Management Middle	Doral Academy Charter Middle School	Doral Performing Arts and Entertainment Academy	Doral Academy of Technology	Doral Academy High School	(Corporate Account) Doral Academy Inc.	Doral NSLP	Eliminations	Total
Assets										
Current Assets:										
Cash	$ 768,476	$ 2,096	$ 248,849	$ 9,611	$ 2,221	$ 390,433	$ 148,862	$ 1,832	$ -	$ 1,572,380
Cash equivalents	5,890,000	681,000	2,080,000	614,000	1,006,000	2,100,000	4,020,000	-	-	16,391,000
Restricted Cash	-	-	-	-	-	-	12,178,464	-		12,178,464
Cash held on behalf of students and clubs	19,772	-	4,175	-	-	358	-	-	-	24,305
Due from governmental agencies	15,264	3,071	18,457	5,606	4,117	23,922	-	-	-	70,437
Prepaid expenses & other current assets	148,618	5,236	134,954	39,759	19,911	178,022	-	-	-	526,500
Due from other organizations and other divisions of Doral Academy, Inc.	16,258	2,125	125,922	-	-	-	178,003	-	(126,969)	195,339
Total Current Assets	6,858,388	693,528	2,612,357	668,976	1,032,249	2,692,735	16,525,329	1,832	(126,969)	30,958,425
Deposits	42,254	-	32,137	-	-	30,551	-	-	-	104,942
Property and equipment, net	2,644,732	35,065	1,751,090	15,828	13,057	9,357,338	16,699,305	-	-	30,516,415
Due from other divisions of Doral Academy, Inc., long-term	-	-	4,960,644	3,050,000	700,000	-	1,859,715	-	(10,570,359)	-
Total Assets	$ 9,545,374	$ 728,593	$ 9,356,228	$ 3,734,804	$ 1,745,306	$ 12,080,624	$ 35,084,349	$ 1,832	$ (10,697,328)	$ 61,579,782
Liabilities and Net Assets										
Current Liabilities:										
Accounts payable and accrued expenses	$ 428,432	$ 54,111	$ 345,063	$ 88,465	$ 31,064	$ 532,651	$ 3,120,443	$ 28,227	$ -	$ 4,628,456
Due to other divisions of Doral Academy, Inc.	-	-	-	-	125,922	-	-	1,047	(126,969)	-
Due to students and clubs	19,772	-	4,175	-	-	358	-	-	-	24,305
Current portion of bond payable	-	-	-	-	-	-	300,000	-	-	300,000
	448,204	54,111	349,238	88,465	156,986	533,009	3,420,443	29,274	(126,969)	4,952,761
Due to other divisions of Doral Academy, Inc., long-term	-	-	-	-	-	2,909,715	7,660,644	-	(10,570,359)	-
Bond payable	-	-	-	-	-	-	21,272,380	-	-	21,272,380
Plus: Premium on bond payable	-	-	-	-	-	-	1,634,826	-	-	1,634,826
Total Liabilities	448,204	54,111	349,238	88,465	156,986	3,442,724	33,988,293	29,274	(10,697,328)	27,859,967
Net Assets:										
Resticted by bond	-	-	-	-	-	-	12,178,464			12,178,464
Unrestricted	9,097,170	674,482	9,006,990	3,646,339	1,588,320	8,637,900	(11,082,408)	(27,442)	-	21,541,351
Total Net Assets	9,097,170	674,482	9,006,990	3,646,339	1,588,320	8,637,900	1,096,056	(27,442)	-	33,719,815
Total Liabilities and Net Assets	$ 9,545,374	$ 728,593	$ 9,356,228	$ 3,734,804	$ 1,745,306	$ 12,080,624	$ 35,084,349	$ 1,832	$ (10,697,328)	$ 61,579,782

The Doral Academy, Inc.
Special-Purpose Statement of Activities by Charter School
For the year ended June 30, 2018

	Doral Academy	Just Arts And Management Middle	Doral Academy Charter Middle School	Doral Performing Arts and Entertainment Academy	Doral Academy of Technology	Doral Academy High School	(Corporate Account) Doral Academy Inc.	Doral NSLP	Eliminations	Total
Support and Revenue:										
FTE non-specific revenues	$ 7,706,645	$ 1,199,308	$ 7,845,815	$ 2,766,351	$ 1,498,018	$ 11,673,760	$ -	$ -	$ -	$ 32,689,897
Grants and federal sources	223,479	47,300	233,502	83,430	41,206	355,676	-	-	-	984,593
Capital outlay funding	626,296	83,421	686,841	204,524	102,736	972,419	-	-	-	2,676,237
Fees from pre-school	898,206	-	-	-	-	-	-	-	-	898,206
Fees from after school	-	-	-	-	-	-	118,371	-	-	118,371
Fees from lunch program	210,501	46,207	67,349	15,673	11,687	70,676	-	976,590	(976,590)	422,093
Fundraising and other revenue	95,626	6,159	36,180	19,212	11,167	117,335	1,104,767	876	(906,387)	484,935
Total Support and Revenue	9,760,753	1,382,395	8,869,687	3,089,190	1,664,814	13,189,866	1,223,138	977,466	(1,882,977)	38,274,332
Operating Expenses:										
Instruction	5,396,568	633,041	3,463,420	1,144,351	400,033	6,387,186	350	-	-	17,424,949
Student supporting services	92,608	-	344,742	82,570	525	323,345	-	-	-	843,790
Instructional staff training	14,104	13,292	9,388	1,718	3,856	52,384	-	-	-	94,742
Board	54,867	13,100	59,144	28,900	14,544	98,950	958,493	-	(811,025)	416,973
School administration	759,130	131,998	652,948	252,024	375,163	993,346	17,734	-	-	3,182,343
Fiscal services	161,475	26,400	178,575	58,950	32,175	250,350		-	-	707,925
Food services	383,905	84,272	319,035	83,698	54,810	365,581	-	976,590	(976,590)	1,291,301
Central services	206,871	27,590	197,715	66,921	34,331	305,061	-	189	-	838,678
Pupil transportation services	-	-	9,185	-	-	87,620	-	-	-	96,805
Administrative technology services	46,955	-	32,575	527	6,597	64,711	110	-	-	151,475
Community services	-	-	-	-	-	-	74,599	-	(12,985)	61,614
Total Operating Expenses	7,116,483	929,693	5,266,727	1,719,659	922,034	8,928,534	1,051,286	976,779	(1,800,600)	25,110,595
Excess Support and Revenue Over Operating Expenses and Before Facility Expenses	2,644,270	452,702	3,602,960	1,369,531	742,780	4,261,332	171,852	687	(82,377)	13,163,737
Facility Expenses:										
Facilities acquisition and construction	107,727	-	136,921	-	-	349,976	-	-	-	594,624
Operation of plant	2,007,070	256,149	2,233,672	733,795	304,945	2,455,625	-	-	(82,377)	7,908,879
Plant improvement and maintenance	385,676	92	123,397	1,111	101	385,525	-	-	-	895,902
Interest on long-term debt	-	-	-	-	-	50,007	-	-	-	50,007
Total Facility Expenses	2,500,473	256,241	2,493,990	734,906	305,046	3,241,133	-	-	(82,377)	9,449,412
Change in Net Assets	143,797	196,461	1,108,970	634,625	437,734	1,020,199	171,852	687	-	3,714,325
Net assets at beginning of year	8,953,373	478,021	7,898,020	3,011,714	1,150,586	7,617,701	924,204	(28,129)	-	30,005,490
Net assets at end of year	$ 9,097,170	$ 674,482	$ 9,006,990	$ 3,646,339	$ 1,588,320	$ 8,637,900	$ 1,096,056	$ (27,442)	$ -	$ 33,719,815

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

The Doral Academy, Inc.
Doral, Florida

Single Audit Reports

June 30, 2018

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HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS.*

Board of Directors of
The Doral Academy, Inc.
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the special-purpose statement of financial position of The Doral Academy, Inc. (the "Organization") as of and for the year ended June 30, 2018, and the related special-purpose statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, which collectively comprise the Organization's basic financial statements and have issued our report thereon dated December 12, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered The Doral Academy, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management in a separate management letter to each charter school under The Doral Academy, Inc. dated September 4, 2018 pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
December 12, 2018

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON
COMPLIANCE FOR EACH MAJOR PROGRAM
AND ON INTERNAL CONTROL OVER
COMPLIANCE AND ON THE SCHEDULE OF EXPENDITURES
OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE.

To the Board of Directors of
The Doral Academy, Inc.
Doral, Florida

Report on Compliance for Each Major Federal Program

We have audited The Doral Academy, Inc.'s compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of The Doral Academy, Inc.'s major federal programs for the year ended June 30, 2018. The Doral Academy, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the federal statutes, regulations and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of The Doral Academy, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about The Doral Academy, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of The Doral Academy, Inc.'s compliance.

Opinion on Each Major Federal Program

In our opinion, The Doral Academy, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.

Report on Internal Control over Compliance

Management of The Doral Academy, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered The Doral Academy, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of The Doral Academy, Inc.'s internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the special-purpose financial statements of The Doral Academy, Inc. as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the Organization's basic financial statements. We issued our report thereon dated December 12, 2018 which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively compose the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
December 12, 2018

The Doral Academy, Inc.
Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2018

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Expenditures
U.S. DEPARTMENT OF AGRICULTURE/PASS THROUGH FLORIDA DEPARTMENT OF EDUCATION		
National School Lunch and Breakfast Program (01-0451)	10.553/555	$ 976,590
U.S. DEPARTMENT OF EDUCATION/PASS THROUGH DISTRICT SCHOOL BOARD OF MIAMI-DADE COUNTY		
English Language Acquisition State Grants, Tittle III, Part A	84.365	8,003
		$ 984,593

Basis of Presentation and Summary of Significant Accounting Policies

The accompanying Schedule of Expenditures of Federal Awards includes the federal award activity of the Doral Academy, Inc. ("the Organization") during its fiscal year July 1, 2017 through June 30, 2018. The information in this schedule is presented in accordance with the requirements of Title 2 *U.S. Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the Organization, it is not intended to and does not present the financial position, changes in net assets or cash flows of the Organization.

Expenditures on the schedule are reported on the accrual basis of accounting. Some amounts presented in this schedule may differ from amounts presented in or used in the preparation of the basic financial statements.

The School has elected to not use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

The grant revenue amounts received are subject to audit and adjustment. If any expenditures are disallowed by the grantor agency as of result of such audit, any claim for reimbursement to the grantor agencies would become a liability of the Organization. In the opinion of management, all grant expenditures are in compliance with the terms of the grant agreements and applicable federal and state laws and regulations.

SECTION I – SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditor's report issued: *Unmodified*

Internal control over financial reporting:

- Material weakness(es) identified? ____ yes __X__ no
- Significant deficiencies identified that are not considered to be material weaknesses? ____ yes __X__ none reported

Noncompliance material to financial statements noted? ____ yes __X__ no

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? ____ yes __X__ no
- Significant deficiencies identified that are not considered to be material weaknesses? ____ yes __X__ none reported

Type of auditor's report issued on compliance for major program: *Unmodified*

Any audit findings disclosed that are required to be reported as defined by the Uniform Guidance (2 CFR 200.516(a)? ____ yes __X__ no

Identification of major programs:

Name of Federal Program or Cluster	CFDA Number(s)	Expenditures
School Breakfast and National School Lunch Program	10.553/10.555	$976,590

Dollar threshold used to distinguish between type A and type B projects. $ 750,000

Auditee qualified as low-risk auditee? __X__ yes _____ no

SECTION II – FINANCIAL STATEMENT FINDINGS

A. Internal Control – None
B. Compliance – None

SECTION III – FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARDS PROGRAMS

A. Internal Control – None
B. Compliance – None

SECTION IV – OTHER ISSUES

1. We have issued management letters for each charter school under The Doral Academy, Inc.**,** dated September 4, 2018.

2. Summary schedule of prior year audit findings:

   There were no findings and recommendations in the preceding financial audit report.

3. No Corrective Action Plan is required because there were no findings required to be reported under the Uniform Guidance.

Gravier, LLP
Certified Public Accountants

THE DORAL ACADEMY
W/L#: 3030
(A Charter School under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditor's Report

June 30, 2018

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THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

W/L #: 3030

2450 NW 9t h Avenue
Doral, FL 33172

2017-2018

BOARD OF DIRECTORS

Angela Ramos, President, Chair and Director
Rene Rovirosa, Secretary, Treasurer, and Director
Kirn Guilarte, Director
Ana Guimaraes, Director and Student Alumni Representative, elected December 13, 2017
Fabiana Campos, Director and Parent Representative, elected May 30, 2018

SCHOOL ADMINISTRATION

Eleanora Cuesta, Principal

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
The Doral Academy
Doral, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of The Doral Academy (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of The Doral Academy as of June 30, 2018, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note I, the accompanying financial statements referred to above present only the financial position of The Doral Academy as of June 30, 2018, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purpo1t to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2018 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison infonnation on pages 4 through 9 and 29 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential pait of financial reporting for placing the basic financial statements in an appropriate operational, economic, or histoi'ical context. We have applied ce1tain limited procedures to the required supplementary infonnation in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the info1mation and comparing the infonnation for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards,* we have also issued our rep01t dated September 4, 2018, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with ce1tain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that repo1t is to describe the scope of our testing of internal control over financial repo1ting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial repo1ting or on compliance. That repmt is an integral pa1t of an audit perfonned in accordance with *Government Auditing Standards* in considering the School's internal control over financial repo1ting and compliance.

HLB Gavien, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

Management's Discussion and Analysis
The Doral Academy
(A Charter School Under Doral Academy, Inc.)
June 30, 2018

The corporate officers of The Doral Academy Charter School have prepared this nanative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2018.

Financial Highlights

1. The net position of the Chatter School at June 30, 2018 was $9,097,170.
2. At year-end, the School had cunent assets on hand of $6,838,616.
3. The net position of the School increased by $143,797 during the year.
4. The unassigned fund balance at year end was $5,885,144.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2018 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, defened outflows of resources, liabilities and defened inflows of resources. The difference between the four is reported as *net position.* Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 10-11 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments uses fund accounting to ensure and rep01t compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such inf01mation may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 12 - 16 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional infonnation that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 17 - 28 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the net position was $9,097,170 at the close of the fiscal year. A summary of the School's net position as of June 30, 2018 and 2017 follows:

	2018	2017
Cash and cash equivalents	$ 768,476	$ 499,893
Investments	5,890,000	6,246,000
Prepaid expenses	148,618	162,082
Deposits receivable	42,254	42,254
Due from other agencies	15,264	25,080
Due f'om other charter schools	16,258	-
Capital assets, net	2,644,732	2,393,393
Total Assets	9,525,602	9,368,702
Deferred outflows of resources	-	-
Accounts payable and accrued liabilities	428,432	415,329
Total Liabilities	428,432	415,329
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets	2,644,732	2,393,393
Unrestricted	6,452,438	6,559,980
Total Net Position	$ 9,097,170	$ 8,953,373

At the end of the fiscal year, the School is able to report positive balances in total net position.

A summary and analysis of the School's revenues and expenses for the years ended June 30, 2018 and June 30, 2017 follows:

	2018	2017
REVENUES		
Prog[r]am Revenues		
Federal sources	$ 8,003	$ 9,007
Capital grants and contributions	626,296	436,756
Lunch program	425,977	351,843
Charges for services	908,127	891,917
General Revenues		
Local sources (FTE and other non specific)	7,706,645	7,900,564
Other revenue	85,705	220,372
Total Revenues	$ 9,760,753	$ 9,810,459
EXPENSES		
Instruction	$ 5,396,568	$ 5,222,069
Student suppoti services	92,608	-
Instructional staff training	14,104	6,573
Board	54,867	182,150
School administration	759,130	763,609
Fae ilities acquisition	107,727	106,467
Fiscal services	161,475	167,550
Food services	383,905	464,354
Central services	206,871	207,914
Operation of plant	2,007,070	1,821,345
Maintenance of plant	385,676	256,455
Administrative technology services	46,955	-
Total Expenses	9,616,956	9,198,486
Increase in Net Position	143,797	611,973
Net Position at Beginning of Year	8,953,373	8,341,400
Net Position at End of Year	$ 9,097,170	$ 8,953,373

Doral Academy's revenue decreased by $49,706 and expenses increased by $418,470. The School had an increase in its net position of $143,797 for the year.

School Location and Lease of Facility

The School leases a facility located at 2540 NW 97th Avenue, Doral, Florida 33172.

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

Accomplishments

In 2018, Doral Academy successfully completed its eighteenth year of operation, serving over 1,075 students in grades K-5. The school earned a letter grade of "A" for the fifteenth consecutive year, ranking among the top elementary schools in Miami-Dade County.

This past year, Doral Academy students paiiicipated in various community service projects (benefiting charities such as St. Jude Children's Reseai·ch Hospital, Live like Bella Foundation, and Jump Rope for Heart), as well as schoolbased fundraisers (Scholastic Book Fair, World's Finest Chocolates and Great American).

Doral students also paiiicipated in various clubs and team sporis, including Spanish Club, Art Club, Newspaper Club, Environmental Club, National Elementai·y Honor Society, Safety Patrol Club, and Junior ChorusNarsity Chorus. Students also participated in school-based events such as Career Day and Hispanic Heritage Celebration, Gallery Night, Field day and FSA Pep-Rally as well as musical productions, including the Annual Holiday Show and the End of the Year Musical.

As part of the Doral Academy, Inc. network of high performing chaiier schools, Doral Academy is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACSCASI) division.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund repmted ending fund balance of $6,365,005. The fund balance unassigned and available for spending at the School's discretion is $5,885,144. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2018 amounts to $2,644,732 (net of accumulated depreciation). This investment in capital assets includes improvements, textbooks and materials, and furniture, fixtures and equipment. As of June 30, 2018, the School had no long-te1m debt associated to its capital assets.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the School adopted an annual budget. A budgetary comparison statement has been provided for the governmental funds to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
State capital outlay funding	$ 305,735	$ 312,898	$ 312,898
Local capital improvement revenue	-	313,398	313,398
Federal sources	-	8,000	8,003
Lunch program	402,000	402,000	425,977
General Revenues			
FTE and other nonspecific revenues	7,597,636	7,700,000	7,706,645
Charges for services	900,000	900,000	908,127
Investment earnings and other revenues	80,000	85,000	85,705
Total Revenues	$ 9,285,371	$ 9,721,296	$ 9,760,753
CURRENT EXPENDITURES			
Instruction	$ 4,831,052	$ 5,260,000	$ 5,237,824
Student support services	100,000	95,000	92,608
Instructional stafftraining	15,000	15,000	14,104
Board	58,400	58,900	54,867
School administration	716,662	775,000	756,584
Fiscal services	161,400	165,000	161,475
Food services	402,000	402,000	380,798
Central services	166,400	210,000	206,871
Operation ofplant	1,621,123	1,939,296	1,902,617
Maintenance ofplant	305,000	386,000	385,676
Administrative technology services	50,000	50,000	46,955
Total Current Expenditures	$ 8,427,037	$ 9,356,196	$ 9,240,379

Most variances occurred as a result of the Budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC, 6340 Sunset Drive, Miami, Florida 33143.

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2018

	Governmental Activities
Assets	
Current assets:	
Cash and cash equivalents	$ 768,476
Investments	5,890,000
Prepaid expenses	148,618
Due from other charter schools	16,258
Due from other agencies	15,264
Total current assets	6,838,616
Capital assets, non-depreciable	97,793
Capital assets, depreciable	7,846,999
Less: accumulated depreciation	(5,300,060)
	2,644,732
Deposits	42,254
Total Assets	9,525,602
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	428432
Total Liabilities	428,432
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets	2,644,732
Unrestricted	6,452,438
Total Net Position	$ 9,097,170

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

THE DORAL ACADEMY
(A chalier school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2018

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 5,396,568	$ 898,206	$ 8,003	$ -	$ (4,490,359)
Student support services	92,608				(92,608)
Instructional staff training	14,104	-	-	-	(14,104)
Board	54,867	-	-	-	(54,867)
School administration	759,130	-	-	-	(759,130)
Facilities acquisition	107,727	-	-	-	(107,727)
Fiscal services	161,475	-	-	-	(161,475)
Food services	383,905	210,501	215,476	-	42,072
Central services	206,871	-	-	-	(206,871)
Operation of plant	2,007,070	9,921	-	626,296	(1,370,853)
Maintenance of plant	385,676	-	-	-	(385,676)
Administrative technology services	46,955				(46,955)
Total governmental activities	9,616,956	1,118,628	223,479	626,296	(7,648,553)
		General revenues:			
		FTE and other nonspecific revenues			7,706,645
		Investment earnings			70,329
		Other revenues			15,376
		Change in net position			143,797
		Net position, beginning			8,953,373
		Net position, ending			$ 9,097,170

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

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2018

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
Assets			
Cash and cash equivalents	$ 723,297	$ 45,179	$ 768,476
Investments	5,890,000	-	5,890,000
Prepaid expenses	148,618	-	148,618
Due from other chai1er schools	16,258	-	16,258
Due from other agencies	-	15,264	15,264
Due from fund	15,264	-	15,264
Total Assets	6,793,437	60,443	6,853,880
Deferred Outflows of Resources	-	-	-
Liabilities			
Salaries and wages payable	428,432	-	428,432
Due to fund	-	15,264	15,264
Total Liabilities	428,432	15,264	443,696
Deferred Inflows of Resources	-	-	-
Fund Balance			
Nonspendable, not in spendable form	148,618	-	148,618
Assigned	331,243	45,179	376,422
Unassigned	5,885,144	-	5,885,144
	6,365,005	45,179	6,410,184
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 6,793,437	$ 60,443	$ 6,853,880

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

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2018

Total Fund Balance - Governmental Funds	$ 6,410,184
Amounts reported for governmental activities in the statement of net position are different because:	
Depreciable and non-depreciable capital assets of $7,944,792 net of accumulated depreciation of $5,300,060 used in governmental activities are not financial resources and therefore are not reported in the fund.	2,644,732
Deposits receivable of $42,254 are considered long term and are not financial resources and therefore are not reported in the governmental funds.	42,254
Total Net Position - Governmental Activities	$ 9,097,170

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

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2018

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
Revenues:			
State passed through local	$7,706,645	$ -	$ 7,706,645
State capital outlay funding	-	312,898	312,898
Local capital improvement revenue		313,398	313,398
Federal school lunch program	-	215,476	215,476
Lunch fees	-	210,501	210,501
Federal sources	-	8,003	8,003
Charges for services	908,127	-	908,127
Investment earnings and other revenues	85,705	-	85,705
Total Revenues	8,700,477	1,060,276	9,760,753
Expenditures:			
Current			
Instruction	5,229,821	8,003	5,237,824
Student support services	92,608	-	92,608
Instructional staff training	14,104	-	14,104
Board	54,867	-	54,867
School administration	756,584		756,584
Food services	-	380,798	380,798
Fiscal services	161,475	-	161,475
Central services	206,871	-	206,871
Operation of plant	1,276,321	626,296	1,902,617
Maintenance of plant	385,676	-	385,676
Administrative technology services	46,955	-	46,955
Capital Outlay:			
Other capital outlay	627,916	-	627,916
Total Expenditures	8,853,198	1,015,097	9,868,295
Excess (deficit) of revenues over expenditures	(152,721)	45,179	(107,542)
Other financing sources (uses)			
Transfers in (out)	-	-	-
Net change in fund balance	(152,721)	45,179	(107,542)
Fund Balance at beginning of year	6,517,726	-	6,517,726
Fund Balance at end of year	$ 6,365,005	$ 45,179	$ 6,410,184

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

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance
of Governmental Funds to the Statement of Activities
For the year ended June 30, 2018

Net Change in Fund Balance - Governmental Funds	$ (107,542)
Amounts reported for governmental activities in the statement of activities are different because:	
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which capital outlays of $627,916 exceed depreciation expense of $376,577.	251,339
Change in Net Position of Governmental Activities	$ 143,797

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

THE DORAL ACADEMY
(A cha1ter school under The Doral Academy, Inc.)

Statement of Net Position - Fiduciary Funds
June 30, 2018

	Agency Funds
Assets	
Cash	$ 19,772
Total Assets	19,772
Deferred Outflows of Resources	-
Liabilities	
Due to students and clubs	19,772
Total Liabilities	19,772
Deferred Inflows of Resources	-
Net position	$ -

The accompanying notes are an integral
pa1t of this financial statement.

Note 1 - Summary of Significant Accounting Policies

Reporting Entity

The Doral Academy (the "School"), is a chruter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The Schools chatter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of five members and also govern other charter schools. The board has determined that no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a chatter granted by the sponsoring district, the School Board of Miami-Dade County, Florida. The current charter expires on June 30, 2019 and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.3 3 of the Florida Statutes.

The School is located in Doral, Florida for students from kindergarten through fifth grade. These financial statements are for the year ended June 30, 2018, when on average 1,077 students were emolled for the school year.

Basis of Presentation

The School's accounting policies confo1m to accounting principles generally accepted in the United States applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information about the School as a whole. Any internal inter-fund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Program revenues include: (1) charges for services, such as food service and student activity fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants and contributions specific to capital outlay. Other revenue sources not included with program revenues are reported as general revenues.

Note 1 - Summary of Significant Accounting Policies (continued)

Fund Financial Statements

Fund financial statements are provided for govenunental funds and fiduciary funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major govenunental funds with all non-major funds aggregated in a single column:

General Fund - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Additionally, the School reports the following fiduciary fund types:

Agency Fund- accounts for resources of the School's Internal Fund, which is used to administer monies collected at the schools in connection with school, student athletics, class, and club activities.

Measmement Focus and Basis of Accounting

The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance.*

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available.

Non-exchange transactions occur when the School provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. "Available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable.

Note 1 - Summary of Significant Accounting Policies (continued)

When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are rep01ied as expenditures in the year due.

Agency fund assets and liabilities are accounted for on the accrual basis of accounting.

Budgets and Budgetary Accounting

In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments

Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations.

Note 1 - Summary of Significant Accounting Policies (continued)

Estimated useful lives, in years, for depreciable assets are as follows:

Improvements	9 - 20 Years
Furniture, Equipment, and Computers	5 Years
Textbooks and Software	3 Years

Inter-fund Transfers
Interfund receivables/payables are sho1t-te1m balances that represent reimbursements between funds for payments made by one fund on behalf of another fund.

Due from Other Governments or Agencies
Amounts due to the School by other governments or agencies relate to grants or programs for which the services have been provided by the School.

Compensated Absences
The School grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days.

GASB Codification Section C60, *Accounting for Compensated Absences,* provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years.

The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Defened Outflows/Inflows of Resources
In addition to assets, the statement of financial position will sometimes repo11 a separate section for defe1Ted outflows of resources. This separate financial statement element, defened outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

Note 1 - Summary of Significant Accounting Policies (continued)

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow ofresources (revenue) wltil that time. The School does not have any items that qualify for rep01ting in this category.

Revenue Sources

Revenues for culTent operations are received primarily from State through the the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will rep01t the number of full-time equivalent (FTE) students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP. Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year elTors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made.

In addition, the School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities. In addition, the School receives a portion of the local capital improvement ad valorem tax revenues levied by the District.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incuning eligible expenditures, revenue is recognized to the extent that eligible expenditures have been inculTed. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Net Position and Fund Balance Classification

Government-wide financial statements

Equity is classified as net position and displayed in three components:

a) Net investment in capital assets - consists of capital assets net of accumulated depreciation and reduced by the outstanding balances of any bolTowings that are attributable to the acquisition or improvement ofthose assets.

Note 1 - Summary of Significant Accounting Policies (continued)

b) Restricted net position - consists of net position with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments.
c) Unrestricted net position - all other net position that does not meet the definition of "restricted" or "net investment in capital assets".

Fund.financial statements
GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions,* defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable - includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned). All nonspendable fund balances at year end relate to not in spendable form assets.
b) Restricted - fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. There are no restricted fund balances at year end.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification that is intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. As of June 30, 2018 there was $331,243 in cash assigned to the pre-kindergarten program.
e) Unassigned - pmtion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Order of Fund Balance Spending Policy
The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First non-spendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including non-spendable amounts). Then any remaining fund balance amounts for the non-general funds are classified as unassigned fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

Note 1 - Summary of Significant Accounting Policies (continued)

Income Taxes
The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

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

Subsequent Events
In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through September 4, 2018, which is the date the financial statements were available to be issued.

Note 2 - Cash, Cash Equivalents and Investments

Deposits
The School maintains its cash and cash equivalents in two financial institutions. As of June 30, 2018, the School's deposits consisted of cash balances of$581,763.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2018, bank balances in potential excess of FDIC coverage was approximately $775,000; including fiduciary account bank balances.

Note 2 - Cash, Cash Equivalents and Investments (continued)

Investments

The School categorizes its fair value measurements within the fair value hierm·chy established by GASB Codification Section 3100 *Fair Value Measurement and Application.* The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs me significant unobservable inputs

At June 30, 2018, the School has the following recurring fair value measurements:

- Government money market mutual fund of $6,640,000 valued using Level 2 inputs.

The government money market mutual fund values its po1ifolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of January 31, 2018, maturities of the fund's portfolio holdings are approximately 66% within 30 days.

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside pmiy. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2018, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 - Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2018:

	Balance 07/01/17	Additions	Deletions/ Reclassification	Balance 06/30/18
Construction in progress, non-depreciable	$ -	$ 285,443	$ -	$ 285,443
Capital Assets, depreciable:				
Buildings and improvements	$ 4,581,579	$ 144,463	$ -	$ 4,726,042
Computer equipment and software	120,161	19,293	-	139,454
Furniture, equipment and textbooks	2,610,286	178,717	-	2,789,003
Motor vehicles	4,850	-	-	4,850
Total Capital Assets	$ 7,316,876	$ 627,916	$ -	$ 7,944,792
Less Accumulated Depreciation:				
Buildings and improvements	(2,730,686)	(141,236)	-	(2,871,922)
Computer equipment and software	(I 16,886)	(3,413)	-	(120,299)
Furniture, equipment and textbooks	(2,074,456)	(231,928)	-	(2,306,384)
Motor vehicles	(1,455)	-	-	(1,455)
Total Accum. Depree.	$ (4,923,483)	$ (376,577)	$ -	$ (5,300,060)
Capital Assets, net	$ 2,393,393	$ 251,339	$ -	$ 2,644,732

For the fiscal year ended June 30, 2018, depreciation expense is allocated in the Statement of Activities by function as follows:

Fae ilities acquisition	$ 107,727
Instruction	158,744
Operation of plant	104,453
Food services	3,107
School administration	2,546
Total Depreciation Expense	$ 376,577

Note 4 -Education Service and Support Provider

Academica Dade, LLC ("Academica"), an educational service and support provider, offers administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting and virtual services. The agreement between the School and the education service provider calls for a per student fee.

The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the yeai· ended June 30, 2018, the School incurred $484,425 in fees related to this agreement. In addition, the School's pre-kindergarten program incurred $61,425 in fees.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida 33143.

Note 5 - Transactions with other Divisions of The Doral Academy, Inc.

During 2018, the School shai·ed its campus with Just Arts and Management Charter Middle School ("JAM", a chaiter school under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student emollment. In addition, the School holds the student activities fund of JAM. During 2018, JAM reimbursed the School approximately $98,000 in operating expenses.

The School's lunch program is shared with various schools under The Doral Academy, Inc. Revenues and expenses related to such program have been allocated based on FTE equivalent for purposes of presentation in the financial statements. The School received Federal lunch funds for itself and JAM. The lunch funds are received by the School and transferred to JAM.

The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The Doral Academy paid The Doral Academy, Inc. approximately $161,475 in connection with these charges during the year.

The School operates a pre-kindergarten through Leap Services, LLC. The pre-kindergarten program revenues and expenses are recorded in the statement of activities as instructional charges for services and instructional expenses, respectively. The fund financial statement balance sheet presents the cash available for pre-kindergaiten expenditures as assigned. In addition, the School entered into a Non-Exclusive Usage Agreement with Leap Services, LLC whereby the after-care program pays the School a monthly usage fee of $1,500 and the summer camp program pays $24,000. In addition, the pre-kindergaiten program reimbursed the School $40,000 in usage fees and shared personnel during the School yeai-.

Note 6 - Commitments, Contingencies and Concentrations

The School entered into a lease agreement with Carlos Albizu University for its 44,585 square feet building including all ancillary facilities, outdoor areas and other improvements. The lease continues through July 31, 2020, as extended, with an option for three additional five-year terms. The annual minimum rent during the current option term is $1,605,000. In the event that the term of the lease is extended for the second option term (from August 1, 2020 through July 31, 2025) the annual minimum rent will be $1,653,150.

The lease was subsequently amended on April 1, 2012 and September 1, 2012 for an additional 15,000 and 13,500 square feet, respectively, to continue through the term of the lease. The rent for the additional space will be calculated at $20.00 per square foot.

Lease payments are allocated among School and Just Arts Management based on enrollment and usage of facility. The allocation used for 2018, was approximately 14% for JAM and 86% for the School.

For 2018, rent expense related to the facility totaled $1,379,532.

Future minimum payments under this lease (to be shared with JAM) are as follows:

Year	
2018 - 2019	$ 1,605,000
2019 - 2020	$ 1,605,000

Commitments

As of June 30, 2018, the School had various uncompleted construction contracts in connection with building improvements to the leased facilities. The total contracts are approximately $196,000 and the total amount capitalized as part of construction in progress was $97,000. As of June 30, 2018, the remaining balance to complete on the contracts is approximately $98,000.

Contingencies and Concentrations

The School receives substantially all of its funding from the State through the District under the Florida Education Finance Program (FEFP), which is based in pait on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in elror, could result in refunds to the state or in decreases to future funding allocations. Additionally, the School paiticipates in a number of federal, state and local grants which are subject to financial and compliance audits. It is the opinion of management that the amount of revenue, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by granter agencies would not be material to the financial position of the School.

Note 6 - Commitments, Contingencies and Concentrations (continued)

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of 2% of the qualifying revenues of the School. For the year ended June 30, 2018, administrative fees withheld by the School District totaled $35,495.

Note 7 - Risk Management

The School is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; administrative errors and omissions; personal injury; workers compensation and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage for the past years. In addition, there were no reductions in insurance coverage from those in the prior year.

Note 8 - Defined Contribution Retirement Plan

The School's personnel, which are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School matches 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $91,575 for the year ended June 30, 2018. The School does not exercise any control or fiduciary responsibility over the Plans' assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30,2018

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 7,597,636	$ 7,700,000	$ 7,706,645
Charges for services	900,000	900,000	908,127
Other revenue	80,000	85,000	85,705
Total Revenues	8,577,636	8,685,000	8,700,477
EXPENDITURES			
Current:			
Instruction	4,831,052	5,250,000	5,229,821
Student support services	100,000	95,000	92,608
Instructional staff training	15,000	15,000	14,104
Board	58,400	58,900	54,867
School administration	716,662	775,000	756,584
Fiscal services	161,400	165,000	161,475
Central services	166,400	210,000	206,871
Operation of plant	1,315,388	1,315,000	1,276,321
Maintenance of plant	305,000	386,000	385,676
Administrative technology services	50,000	50,000	46,955
Total Current Expenditures	7,719,302	8,319,900	8,225,282
Excess of Revenues Over Current Expenditures	858,334	365,100	475,195
Capital Outlay	650,000	630,000	627,916
Total Expenditures	8,369,302	8,949,900	8,853,198
Excess of Revenues Over Expenditures	208,334	(264,900)	(152,721)
Other financing sources (uses):			
Transfers in (out)	-	-	-
Net change in fund balance	208,334	(264,900)	(152,721)
Fund Balance at beginning of year	6,517,726	6,517,726	6,517,726
Fund Balance at end of year	$ 6,726,060	$ 6,252,826	$ 6,365,005

Notes to Budgetary ComQarison Schedule
An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors of
The Doral Academy
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of The Doral Academy (the "School") as of, and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 4, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

We issued a separate management letter pursuant to Chapter 10.850, Rules of the Auditor General dated September 4, 2018.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

Board of Directors of
The Doral Academy
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of The Doral Academy as of and for the fiscal year ended June 30, 2018 and have issued our report thereon dated September 4, 2018.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reports and Schedules

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedules, which are dated September 4, 2018, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(l)(e)l., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report.

There were no findings and recommendations made in the preceding audit report.

Official Title

Section 10.854(l)(e)5., Rules of the Auditor General, requires the name or official title of the entity. The official title of the entity is The Doral Academy.

Financial Condition

Sections 10.854(1)(e)2, Rules of the Auditor General, requires that we report the results of our determination as to whether or not The Doral Academy has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that The Doral Academy did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for The Doral Academy. It is management's responsibility to monitor The Doral Academy's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same. We have applied such procedures as of the fiscal year end and no deteriorating financial condition has been noted.

Transparency

Sections 10.854(1)(e)7 and I0.855(13), Rules of the Auditor General, require that we report the results of our determination as to whether The Doral Academy maintains on its Web site the information specified in Section I002.33(9)(p), Florida Statutes. ln connection with our audit, we determined that The Doral Academy maintained on its Web site the information specified in Section I002.33(9)(p), Florida Statutes.

Other Matters

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we had the following recommendations.

ML - 18-01 INTERNAL ACCOUNT DEPOSITS

Criteria: The School designed and implemented an internal control system to reduce the risk of misappropriation of assets and/or cash receipts by establishing a general policy regarding the collection of money as detailed in the School's "Internal Accounts - Policies and Procedures" handbook.

Condition: We noted the following: Recap of Collections Form were missing, deposits were missing receipts for cash collections of over $15, Recap of Collection Forms were not signed by the treasurer, deposit summaries did not agree to the supporting Recap of Collections Forms and bank deposit receipt.

Cause: The condition results from school personnel not consistently adhering to the policies and procedures regarding the collection of money as detailed in the handbook.

Effect: Failure to perform the procedures mentioned above could result 'lll misappropriation of cash receipts.

Recommendation: We recommend that the School adheres to its internal control policies and procedures relating to the internal account so that all deposits and cash receipts are properly counted, reviewed, and reconciled to the amount deposited in the bank account.

In addition, we recommend the School's treasurer and staff accepting cash receipts be provided additional internal account training to ensure compliance with these policies.

Views of Responsible officials: See attached management response.

Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts or grant agreements, or abuse, that have occtmed, or are likely to have occuned, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

Doral Academy

September 4, 2018

HLB Gravier, LLP
396 Alhambra Circle, 9th Floor
Coral Gables, FL 33134

RE: MANAGEMENT'S RESPONSE TO AUDITOR'S RECOMMENDATION

The following is the response by the School's Board of Directors to your recommendations:

ML18-01-INTERNALACCOUNTDEPOSITS

Recommendation
We recommend trust the School adheres to its internal control policies and procedures relating to the internal account so that all deposits and h receipts are properly count.ed. reviewed, and reconciled to the amount deposited in the bank account

Management's Response
Management will adhere to auditor's recommendation and enforce adherence to established internal control policies and procedures. All cash receipts shall be properly counted, reviewed, and reconciled to the bank deposit receipt. Receipts shall be provided and copy maintained on file for cash collections exceeding $15. Recap sheet will bear the required signatures.

The school principal will also monitor the treasurer's performance and ensure compliance with established policies.

Sincerely,

Angela Ramos
President, Doral Academy, Inc.

Eleonora Cuesta
School Principal, Doral Academy

.Gravier, LLP
Certified Public Accountants

Doral Academy of Technology
WL#3029
(A Charter School under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditor's Report

June 30, 2018

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Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

W/L#: 3029

2601 NW 112th Avenue
Doral, FL 331 72

2017-2018

BOARD OF DIRECTORS

Angela Ramos, President and Chair, Director
Rene Rovirosa, Secretary, Director
Kim Guilarte, Director
Ana Guimaraes, Director and Student Alumni Representative, elected December 13, 2017
Fabiana Campos, Director and Parent Representative, elected May 30, 2018

SCHOOL ADMINISTRATION

Carlos Ferralls, Principal

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Doral Academy of Technology
Doral, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy of Technology (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprises the School's basic financial statements as listed in the table of contents.

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

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

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

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

Opinions
In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy of Technology as of June 30, 2018, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of Doral Academy of Technology as of June 30, 2018, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purport to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2018 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 8 and 28 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards,* we have also issued our report dated September 4, 2018 on our consideration of School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Hurb Grosier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

Management's Discussion and Analysis
Doral Academy of Technology
(A Charter School Under The Doral Academy, Inc.)
June 30, 2018

The corporate officers of Doral Academy of Technology (the "School") have prepared this narrative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2018.

Financial Highlights

1. The net position of the School at June 30, 2018 was $1,588,320.
2. At year-end, the School had current assets on hand of $1,032,249.
3. The net position of the School increased by $437,734 during the year.
4. The unassigned fund balance at year end was $855,352.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2018 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) govermnent-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference is reported as *net position.* Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 9 - 10 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local govermnents uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 11 - 14 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 15 - 27 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the net position was $1,588,320 at the close of the fiscal year. A summary of the School's net position as of June 30, 2018 and 2017 are as follows:

	2018	2017
Cash and cash equivalents	$ 2,221	$ 5,290
Investments	1,006,000	1,153,000
Prepaid expenses	19,911	25,845
Due from other agencies	4,117	5,362
Due to other divisions of The Doral Academy, Inc., long-term	700,000	-
Capital assets, net	13,057	15,019
Total Assets	1,745,306	1,204,516
Deferred outflows of resources	-	-
Accounts payable and accrued liabilities	31,064	53,930
Due to other divisions of The Doral Academy, Inc.	125,922	-
Total Liabilities	156,986	53,930
Dererred inflows of resources	-	-
Net Position:		
Net investment in capital assets and long-term receivables	713,057	15,019
Unrestricted	875,263	1,135,567
Total Net Position	$1,588,320	$1,150,586

At the end of the fiscal year, the School is able to report positive balances in total net position.

A summary and analysis of the School's revenues and expenses for the years ended June 30, 2018 and 2017 follows:

	2018	2017
REVENUES		
Program Revenues		
Capital outlay funding	$ 102,736	$ 56,058
Lunch program	52,893	48,186
General Revenues		
Local sources (FTE and other non specific)	1,498,018	1,329,510
Other revenue	11,167	5,226
Total Revenues	$ 1,664,814	$1,438,980
EXPENSES		
Instruction	$ 400,033	$ 513,936
Student support services	525	-
Instructional staff training	3,856	-
Board	14,544	37,200
School administration	375,163	162,457
Fiscal services	32,175	32,362
Food services	54,810	45,517
Central services	34,331	27,630
Operation of plant	304,945	279,207
Maintenance of plant	101	458
Administrative technology services	6,597	-
Total Expenses	1,227,080	1,098,767
Increase in Net Position	437,734	340,213
Net Position at Beginning of Year	1,150,586	810,373
Net Position at End of Year	$ 1,588,320	$1,150,586

Doral Academy of Technology's revenues and expenditures increased by $225,834 and $128,313. The School had an increase in its net position of $437,734 for the year.

School Location and Lease of Facility

The School leases a facility located at 2601 N.W. 112th Avenue, Miami, Florida 33172. The facility abuts the neighboring Doral Academy Charter High School.

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

School Enrollment

This past year, the School had approximately 215 students enrolled in grades six through eight.

Accomplishments

In 2018, Doral Academy of Technology (DAT) completed its 7th year of operations, serving 215 students in grades 6-8. The school earned its 6th consecutive letter grade of "A" ranking as the highest-performing public middle school in Miami-Dade County, and among the top of all middle schools in Florida, based on the points it received under the State of Florida Accountability Program.

DAT aims to prepare students for high academic performance, stimulate their lifelong love of math and science and create new pathways for them to pursue academic and professional careers in the fields of Math, Science, Engineering and Technology. Students are provided with a rigorous college preparatory curriculum and a rich extra-curricular program of activities, including team sports and clubs. The school's award-winning facilities include fully equipped classrooms, labs, art rooms, a band room, production rooms, ball fields, a state-of-the-art gymnasium, and a brand new, top-notch football field. This past year, Doral Academy of Technology's campus was nominated for the American Institute of Architects People's Choice Awards for Best Design.

As part of the Doral Academy, Inc. network of high performing charter schools, Doral Academy of Technology is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported a fund balance of $875,352. The fund balance unassigned and available for spending at the School's discretion is $855,352. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2018 amounts to $13,057 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures and computer equipment. This investment in capital assets includes improvements, furniture, fixtures and computer equipment. As of June 30, 2018, the School had no long-term debt associated to its capital assets.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the Charter School adopted an annual budget. A budgetary comparison statement has been provided for the governmental fund to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
State capital outlay funding	$ 38,115	$ 39,475	$ 39,475
Local capital improvement revenue	60,000	63,261	63,261
Federal sources	40,000	41,000	41,206
Charges for services	11,000	11,000	11,687
General Revenues			
FTE nonspecific revenues	1,369,200	1,495,000	1,498,018
Charges and other revenues	10,000	11,000	11,167
Total Revenues	$ 1,528,315	$ 1,660,736	$1,664,814
CURRENT EXPENDITURES			
Instruction	$ 404,131	$ 400,000	$ 393,782
Student support services	-	1,000	525
Instructional stafftraining	2,000	5,000	3,856
Board	42,000	20,000	14,544
School administration	455,672	385,000	375,163
Fiscal services	31,500	32,175	32,175
Food services	51,000	55,000	54,810
Central services	32,000	35,000	34,331
Operation of plant	355,353	359,974	304,945
Maintenance of plant	21,000	21,000	IOI
Administrative technology services	10,000	10,000	6,597
Total Current Expenditures	$ 1,404,656	$ 1,324,149	$1,220,829

Most variances occurred as a result of the Budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC, 6340 Sunset Drive, Miami, Florida 33143.

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2018

	Governmental Activities
Assets	
Current assets:	
Cash and cash equivalents	$ 2,221
Investments	1,006,000
Prepaid expenses	19,911
Due from other agencies	4,117
Total current assets	1,032,249
Capital assets, depreciable	446,121
Less: accumulated depreciation	(433,064)
	13,057
Due from other divisions of The Doral Academy, Inc., long-term	700,000
Total Assets	1,745,306
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	31,064
Due to other divisions of Doral Academy, Inc.	125,922
Total current liabilities	156,986
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets and long-term receivables	713,057
Unrestricted	875,263
Total Net Position	$ 1,588,320

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

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2018

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 400,033	$ -	$ -	$ -	**$** (400,033)
Student support services	525	-	-	-	(525)
Instructional staff training	3,856	-	-	-	(3,856)
Board	14,544	-	-	-	(14,544)
School administration	375,163	-	-	-	(375,163)
Fiscal services	32,175	-	-	-	(32,175)
Food services	54,810	11,687	41,206	-	(1,917)
Central services	34,331	-	-	-	(34,331)
Operation of plant	304,945	-	-	102,736	(202,209)
Maintenance of plant	101	-	-	-	(101)
Administrative technology services	6,597				(6,597)
Total governmental activities	1,227,080	11,687	41,206	102,736	(1,071,451)

General revenues:	
FTE and other nonspecific revenues	1,498,018
Investment earnings	11,167
Change in net position	437,734
Net position, beginning	1,150,586
Net position, ending	**$** 1,588,320

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

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2018

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
Assets			
Cash and cash equivalents	$ 2,221	$ -	$ 2,221
Investments	1,006,000	-	1,006,000
Prepaid expenses	19,911	-	19,911
Due from other agencies	-	4,117	4,117
Due from fund	4,117	-	4,117
Total Assets	1,032,249	4,117	1,036,366
Deferred Outflows of Resources	-	-	-
Liabilities			
Salaries and wages payable	31,064	-	31,064
Due to other divisions of Doral Academy, Inc.	125,922	-	125,922
Due to fund	-	4,117	4,117
Total Liabilities	156,986	4,117	161,103
Deferred Inflows of Resources	-	-	-
Fund balance			
Nonspendable, not in spendable form	19,911	-	19,911
Unassigned	855,352	-	855,352
	875,263	-	875,263
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 1,032,249	$ 4,117	$ 1,036,366

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

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2018

Total Fund Balance - Governmental Funds		$ 875,263
Amow1ts reported for governmental activities in the statement of net position are different because:		
Capital assets of $446,121 net of accunmlated depreciation of $433,064 used in governmental activities are not financial resources and therefore are not reported in the fund.	13,057	
Long term receivables in governmental activities are not fmancial resources and therefore are not reported in the governmental funds.	700,000	
Total Net Position - Governmental Activities		$ 1,588,320

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

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2018

	General Fund	Non -Major Govemmental Funds	Total Governmental Funds
Revenues:			
State passed through local	$1,498,018	$ -	$ 1,498,018
State capital outlay funding	-	39,475	39,475
Local capital improvement revenue	-	63,261	63,261
Federal school lunch program	-	41,206	41,206
Lunch fees	-	11,687	11,687
Other revenue	11,167	-	11,167
Total Revenues	1,509,185	155,629	1,664,814
Expenditures:			
Current			
Instruction	393,782	-	393,782
Student support services	525		525
Instructional staff training	3,856	-	3,856
Board	14,544	-	14,544
School administration	375,163		375,163
Food services	-	54,810	54,810
Fiscal services	32,175	-	32,175
Central services	34,331	-	34,331
Operation of plant	202,209	102,736	304,945
Maintenance of plant	101	-	101
Administrative technology services	6,597		6,597
Capital Outlay:			
Other capital outlay	4,289	-	4289
Total Expenditures	1,067,572	157,546	1,225,118
Excess (deficit) of revenues over expenditures	441,613	(1,917)	439,696
Other financing sources (uses)			
Transfers in (out)	(1,917)	1,917	-
Advances to The Doral Academy, Inc.	(700,000)	-	(700,000)
Net change in fund balance	(260,304)	-	(260,304)
Fund Balance at beginning of year	1,135,567	-	1,135,567
Fund Balance at end of year	$ 875,263	$ -	$ 875,263

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

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures an Changes in Fund Balance of Governmental Funds to the Statement of Activities
For the year ended June 30, 2018

Net Change in Fund Balance - Governmental Funds	$ (260,304)
Amounts reported for governmental activities in the statement of activities are different because:	
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense of $6,250 exceed capital outlays of $4,288.	(1,962)
Increase in long-term receivables is an expenditure in the governmental funds, but a decrease or collections of such receivables reduces long term assets in the statement of net position. This is the amount by which increase in long-term receivables of $700,000 exceeded collection of $-0-.	700,000
Change in Net Position of Governmental Activities	$ 437,734

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

Note 1 - Summary of Significant Accounting Policies

Reporting Entity

Doral Academy of Technology (the "School"), is a charter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The School's charter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of five members and also governs other charter schools. The board has determined that no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring district, the School Board of Miami-Dade County, Florida. The current charter expires on June 30, 2020 and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School is located in Doral, Florida for students from sixth to eighth grade. These financial statements are for the year ended June 30, 2018, when on average 215 students were enrolled for the school year.

Basis of Presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information about the School as a whole. Any internal interfund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the fimctional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

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Government-wide and Fund Financial Statements

Government-wide Financial Statements

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The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Note 1-Summary of Significant Accounting Policies (continued)

Program revenues include: (1) charges for services which report fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. Other revenue sources not properly included with program revenues are reported as general revenues.

Fund Financial Statements
Fund financial statements are provided for governmental funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major governmental funds with all non-major funds aggregated in a single column:

> *General Fund* - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Measurement Focus and Basis of Accounting
The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance.*

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available. Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Note 1 - Summary of Significant Accounting Policies (continued)

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. "Available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Budgets and Budgetary Accounting

In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments

Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Inter-fund Transfers

Interfund receivables/payables are short-term balances that represent reimbursements between funds for payments made by one fund on behalf of another fund.

Due from Other Governments or Agencies

Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Note 1 - Summary of Significant Accounting Policies (continued)

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Furniture, Equipment, and Computers	5 Years
Textbooks and Software	3 Years

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow ofresources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Revenue Sources

Revenues for current operations are received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent (FTE) students and related data to the District.

Note 1 - Summary of Significant Accounting Policies (continued)

Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP. Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made.

The School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities. In addition, the School receives a portion of the local capital improvement ad valorem tax revenues levied by the District.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Compensated Absences

The School grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten d$_{ay}$s of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportimity to "cash out" unused sick days however, the employees may only cash out if they have used three d$_{ay}$s or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days.

GASB Codification Section C60, *Accounting for Compensated Absences,* provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years.

Note 1 - Summary of Significant Accounting Policies (continued)

The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Income Taxes

The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Use of Estimates

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

Net position and Fund balance classifications

Government-wide financial statements

Equity is classified as net position and displayed in three (3) components:

a) Net investment in capital assets and long-term receivables - consists of capital assets net of accumulated depreciation and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of net position with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments. Restricted net assets of the School related to reserves required by the landlord for property maintenance and repairs.
c) Unrestricted net position - all other net position that do not meet the definition of "restricted" or "net investment in capital assets and long term receivables."

Fund financial statements

Under GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions.* This Statement defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable - includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned).

Note 1 - Summary of Significant Accounting Policies (continued)

b) Restricted - this classification includes fund balance category amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. Restricted net assets of the School related to reserves required by the landlord for property maintenance and repairs.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification that is intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. There are no assigned fund balances at year end.
e) Unassigned - portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Order of Fund Balance Spending Policy
The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First Non-spendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including non-spendable amounts). Then any remaining fund balance amounts for the non-general funds are classified as unassigned fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

Subsequent Events
In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through September 4, 2018 which is the date the financial statements were available to be issued.

Note 2 - Cash, Cash Equivalents and Investments

Deposits
The School maintains its cash and cash equivalents in one financial institution. As of June 30, 2018, the School's deposits consisted of cash balances of $2,501.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools.

Note 2 - Cash, Cash Equivalents and Investments (continued)

All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2018, bank balances in potential excess of FDIC coverage was approximately $2,501.

Investments

The School categorizes its fair value measurements within the fair value hierarchy established by GASB Codification Section 3100 *Fair Value Measurement and Application.* The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs. At June 30, 2018, the School has the following recurring fair value measurements:

- Government money market mutual fund of $1,230,000 valued using Level 2 inputs.

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of January 31, 2018, maturities of the fund's portfolio holdings are approximately 59% within 30 days.

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mfby Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2018, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Note 3 - Capital Assets

The following schedule provides a swnmary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2018:

	Balance 07/01/17	Additions	Retirements	Balance 06/30/18
Capital Assets:				
Computer equipment and software	$ 64,216	$ -	$ -	$ 64,216
Furniture, equipment and textbooks	377,617	4,288	-	381,905
Total Capital Assets	$441,833	$ 4,288	$ -	$ 446,121
Less Accumulated Depreciation:				
Computer equipment and software	(76,999)	-		(76,999)
Furniture, equipment and textbooks	(349,815)	(6,250)	-	(356,065)
Total Accumulated Depreciation	$(426,814)	$ (6,250)	$ -	$(433,064)
Capital Assets, net	$ 15,019	$ (1,962)	$ -	$ 13,057

For the fiscal year ended June 30, 2018, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	$ 6,250
Total Depreciation Expense	$ 6,250

Note 4 - Education Service and Support Provider

Academica Dade, LLC, a professional education service and support provider, offers administrative services to the School including, but not limited to, facility desi$_{gn}$, staffing recommendations, hwnan resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting and virtual services. The agreement between the School and the education service and support provider calls for a fee on a per student basis. The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2018, the School incurred $96,525 in fees.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida 33143

Note 5-Transactions with other divisions of Doral Academy, Inc.

During 2018, the School's facility was located on the premises of Doral Academy Middle School (a charter school under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student enrollment and usage of facilities and staff to these schools. In addition, the School's student activities internal fund is held by Doral Academy Middle School.

During the 2018, the School reimbursed Doral Academy Middle School approximately $338,000 for shared expenses.

The Doral Academy, Inc.
The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The School paid The Doral Academy, Inc. $32,175 in connection with these charges during the year.

The following schedule provides a summary of changes in long-term receivables for the year ended June 30, 2018.

	Balance 07/01/2017	Additions	Deletions	Balance 06/30/2018
The Doral Academy, Inc.	$ -	$ 700,000	$ -	$ 700,000
Total Long Term Receivable	$ -	$ 700,000	$ -	$ 700,000

Note 6 - Commitments, Contingencies, and Concentrations

The School entered into an amended lease and security agreement with School Development II, LLC (the "Landlord", an affiliate of the School's education service and support provider - Note 4) for its 65,164 square feet building including all ancillary facilities, outdoor areas and other improvements. Fixed initial annual payments under this agreement are based on a rate of $23.83 per square footage of the building, which amounts to approximately $1,553,000 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The amended agreement continues through June 30, 2036 with an option to renew for two additional five year terms.

Note 6 - Commitments, Contingencies, and Concentrations (continued)

Finally, under this agreement the School has granted a first lien on its pledged revenues, which include all revenues collected by the school from the Florida Department of Education, the District, and all other sources.

With the Landlord's consent, the School made additional improvements to the leased premises with its own funds, generally described as a cafeteria building and other improvements. The landlord has agreed that no additional fixed rent is due in connection with these tenant improvements, however the School will pay any items of additional rent affected by the tenant improvements, including utilities and insurance. Upon expiration of the existing lease and security agreement, as so long as there is no material default at such time under the lease, the Landlord will make a contribution to the School in an amount equal to the unamortized original cost of the tenant improvements. Timely payment of such amount is unconditionally and irrevocably guaranteed in full by the landlord's members. Based on this understanding, the School is depreciating these particular tenant improvements using a 39-year useful life.

Future minimum payments under these leases are as follows:

Year	
2019	$1,619,000
2020	$1,619,000
2021	$1,619,000
2022	$1,619,000
2023	$1,619,000
2024-2028	$8,093,000 (Total for five-year period)
2029-2033	$8,093,000 (Total for five-year period)
2034-2036	$4,857,000 (Total for three-year period)

Lease payments are allocated among the School and Doral Academy Middle School based on enrollment and usage of facility. The allocation used for 2018, was approximately 15% for the School and 85% for Doral Academy Middle School. For 2018, rent expense totaled $237,443.

Note 6 - Commitments, Contingencies, and Concentrations (continued)

Bond Issue and Repayment

On January 4, 2018, Miami-Dade County Industrial Development Authority issued tax-exempt revenue bonds of $22,045,000, on behalf of The Doral Academy, Inc. (the Organization), to be secured by a first mortgage on the land owned by the Organization as well as revenues of Doral Academy Charter Middle School, Doral Academy Charter High School, Doral Performing Arts & Entertainment Academy, and Doral Academy of Technology (the "Four Schools"). The proceeds of the bond issue have been used to fund the acquisition, design, construction, installation and equipping of a 91,000 square foot, six story building known as the Doral Hall Educational Facility ("Doral Hall"), fund a debt service reserve fund, and pay costs of the bond issuance.

Through a Usage Fee Agreement approved by the Board of Directors of the Organization, all Capital and Operating costs as defined herein will be due on a monthly basis commencing on the first day of the first full calender month following the date on which the Organization receives a temporary certificate of occupancy for Doral Hall. All costs of the acquisition, design, permitting, construction, equipping ("Capital Costs") and operations including interest expense, ongoing financing fees, all insurance, all taxes, property management fees, utilities, maintenance, repairs, replacements ("Operating Costs") of Doral Hall, together with an annual administrative fee of 5% of the sum of the Capital and Operating Costs each year, shall be shared among the Four Schools in proportion to their relative annual student enrollments. The temporary certificate of occupancy is expected to be received in October 2018.

The debt service on the tax-exempt bond financing for the Organization (which will be allocated between the Four Schools) is as follows:

Year	Principal	Interest	Total	
2019	$ 300,000	$ 1,135,930	$ 1,435,930	
2020	350,000	1,087,250	1,437,250	
2021	365,000	1,069,750	1,434,750	
2022	385,000	1,051,500	1,436,500	
2023	405,000	1,032,250	1,437,250	
2024-2028	2,345,000	4,836,750	7,181,750	(total for five year period)
2029-2033	2,995,000	4,189,000	7,184,000	(total for five year period)
2034-2038	3,815,000	3,362,250	7,177,250	(total for five year period)
2039-2043	4,865,000	2,308,500	7,173,500	(total for five year period)
2044-2048	6,220,000	963,750	7,183,750	(total for five year period)

Note 6 - Commitments, Contingencies, and Concentrations (continued)

Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations. Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of 2% of the qualifying revenues of the School. For the year ended June 30, 2018, administrative fees withheld by the School District totaled $29,299.

Note 7 - Risk Management

The School is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; administrative errors and omissions; personal injury; workers compensation and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage for the past years. In addition, there were no reductions in insurance coverage from those in the prior year.

Note 8 - Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401 (k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School approved a match of 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $13,610 for the year ended June 30, 2018. The School does not exercise any control or fiduciary responsibility over the Plans' assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2018

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 1,369,200	$1,495,000	$ 1,498,018
Other revenue	10,000	11,000	11,167
Total Revenues	1,379,200	1,506,000	1,509,185
EXPENDITURES			
Current:			
Instruction	404,131	400,000	393,782
Student support services	-	1,000	525
Instructional staff training	2,000	5,000	3,856
Board	42,000	20,000	14,544
School administration	455,672	385,000	375,163
Fiscal services	31,500	32,175	32,175
Central services	32,000	35,000	34,331
Operation of plant	257,238	257,238	202,209
Maintenance of plant	21,000	21,000	101
Administrative technology services	10,000	10,000	6,597
Total Current Expenditures	1,255,541	1,166,413	1,063,283
Excess of Revenues Over Current Expenditures	123,659	339,587	445,902
Capital Outlay	20,000	20,000	4,289
Total Expenditures	1,275,541	1,186,413	1,067,572
Excess of Revenues Over Expenditures	103,659	319,587	441,613
Other financing sources (uses):			
Transfers in (out)	-	(3,000)	(1,917)
Advances to The Doral Academy, Inc.	[500,000)	(700,000)	(700,000)
Net change in fund balance	(396,341)	(383,413)	(260,304)
Fund Balance at beginning of year	1,135,567	], 135,567	1,135,567
Fund Balance at end of year	$ 739,226	$ 752,154	$ 875,263

Notes to Budgetary Com12arison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors of
Doral Academy of Technology
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Doral Academy of Technology (the "School") as of, and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprises the School's basic financial statements and have issued om report thereon dated September 4, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial rep01iing to determ1ine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of perfom1ing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

We issued in a separate management letter dated September 4, 2018 pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

HLB GRAVIER, LLP

CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

Board of Directors of
Doral Academy of Technology
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of the Doral Academy of Technology, as of and for the fiscal year ended June 30, 2018 and have issued our repott thereon dated September 4, 2018.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reports and Schedules

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of the Financial Statements Perfonned in Accordance with Government Auditing Standards. Disclosures in those reports and schedules, which are dated September 4, 2018 should hould be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(l)(e)l., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. There were no prior year findings.

Official Title

Section 10.854(1)(e)S., Rules of the Auditor General, requires the name or official title of the entity. The official title of the entity is Doral Academy of Technology.

Financial Condition

Sections 10.854(l)(e)2, Rules of the Auditor General, requires that we report the results of our determination as to whether or not Doral Academy of Technology has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that Doral Academy of Technology did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Doral Academy of Technology. It is management's responsibility to monitor Doral Academy of Technology's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same, We have applied such procedures as of the fiscal year end and no deteriorating financial condition has been noted.

Transparency

Sections 10.854(l)(e)7 and 10.855(13), Rules of the Auditor General, require that we report the results of our determination as to whether Doral Academy of Technology maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Doral Academy of Technology maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Other Matters

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

Section 10.854(l)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

HUB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

HLB Gravier, LLP
Certified Public Accountants

Doral Academy High School
WL # 7020
(A Charter School under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditors' Report

June 30, 2018

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Doral Academy High School
(A charter school under The Doral Academy, Inc.)

W/L #: 7020

11100 NW 27 St.
Doral, FL 33172

2017-2018

BOARD OF DIRECTORS

Angela Ramos, Director, President and Chair
Rene Rovirosa, Secretary, Director and Treasurer
Kim Guilarte, Director
Ana Guimaraes, Director and Student Alumni Representative, elected December 13, 2017
Fabiana Campos, Director and Parent Reprsentative, elected May 30, 2018

SCHOOL ADMINISTRATION

Carlos Ferralls, Principal

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Doral Academy High School
Doral, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy High School (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy High School as of June 30, 2018, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of Doral Academy High School as of June 30, 2018, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purport to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2018 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 9 and 32 and 33 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 4, 2018 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

HMB Grafer, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

Management's Discussion and Analysis
Doral Academy High School
(A Charter School under Doral Academy, Inc.)
June 30, 2018

The corporate officers of Doral Academy High School have prepared this narrative overview and analysis of the school's financial activities for the fiscal year ended June 30, 2018.

Financial Highlights

1. The net position of the School at June 30, 2018 was $8,637,900.
2. At year-end, the School had current assets on hand of $2,692,377.
3. The School had an increase in its net position of $1,020,199 for the year ended June 30, 2018.
4. The unassigned fund balance at year end was $1,918,971.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2018 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference between the four is reported as *net position*. Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 10 - 11 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments use fund accounting to ensure and report compliance with finance-related legal requirements. All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements.

Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund and each major fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 12 - 16 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 17 - 31 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the net position was $8,637,900 at the close of the fiscal year. A summary of the School's net position as of June 30, 2018 and 2017 is as follows:

	2018	2017
Cash and cash equivalents	$ 390,433	$ 965,006
Investments	2,100,000	1,080,000
Prepaid expenses	178,022	176,423
Deposits receivable	30,551	30,551
Due from other agencies	23,922	40,715
Due from other divisions of The Doral Academy, Inc., long-term	-	1,340,285
Capital assets, net	9,357,338	9,408,186
Total Assets	12,080,266	13,041,166
Deferred outflows of resources	-	-
Accounts payable and accrued liabilities	-	199,495
Salaries and wages payable	532,651	499,062
Accrued interest	-	33,267
Current debt portion of long-term debt	-	3,641,641
Due from other divisions of The Doral Academy, Inc., long-term	2,909,715	1,050,000
Total Liabilities	3,442,366	5,423,465
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets	6,447,623	6,056,830
Unrestricted	2,190,277	1,560,871
Total Net Position	$ 8,637,900	$ 7,617,701

At the end of the fiscal year, the School is able to report positive balances in total net position.

A summary and analysis of the School's revenues and expenses for the years ended June 30, 2018 and 2017 is as follows:

	2018	2017
REVENUES		
Program Revenues		
Capital grants and contributions	$ 972,419	$ 667,774
Lunch program	426,352	479,292
General Revenues		
Local sources (FTE and other non specific)	11,673,760	11,669,287
Charges for services	88,500	88,500
Other revenue	28,835	89,443
Total Revenues	$13,189,866	$12,994,296
EXPENSES		
Instruction	$ 6,387,186	$ 6,396,933
Student support services	323,345	-
Instructional staff training	52,384	58,872
Board	98,950	357,500
School administration	993,346	1,106,204
Facilities acquisition	349,976	340,975
Fiscal services	250,350	256,650
Food services	365,581	403,004
Central services	305,061	312,659
Pupil transportation services	87,620	49,525
Operation of plant	2,455,625	2,474,833
Maintenance of plant	385,525	336,255
Administrative technology services	64,711	-
Interest on long-term debt	50,007	249,133
Total Expenses	12,169,667	12,342,543
Increase in Net Position	1,020,199	651,753
Net Position at Beginning of Year	7,617,701	6,965,948
Net Position at End of Year	$ 8,637,900	$ 7,617,701

Student enrollment decreased for 2018 by approximately 41 students. In the current year, the School's revenue increased by $195,570 and expenses decreased by $172,876. The School had an increase in net position of $1,020,199 for the year.

School Location and Lease of Facility

The School leases a facility located at 11100 NW 27th Street and is also approved to operate at 2601 NW 112 Ave, Doral Florida, 33172

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

School Enrollment

This past year, the School had on average 1,669 students enrolled in grades nine through twelve.

Accomplishments

In 2018, Doral Academy High School successfully completed its 17th year of operation, serving 1,669 students in grades 9-12. The school received a letter grade of "A" for the 11th consecutive year, ranking among the top performing high schools in Miami Dade County and the state of Florida.

Doral High has been listed as one of the "Best High Schools in America" by *U.S. News & World Report* magazine, and as one of "America's Top High Schools" by The *Daily Beast* in 2014. Most impressively, Doral Academy Charter High School was recognized year by The ACT College & Career Readiness Campaign as the top winner in the state of Florida for Outstanding Achievement in College and Career Readiness, based on the passing rate of students on the AP exams. Graduates of Doral were accepted to various prestigious colleges and universities such as Boston College, Duke, University of Miami, Florida International University, Cornell, Northwestern, and the University of Florida, among others.

Doral Academy High School provides its students with a rigorous college preparatory curriculum, through a model academic environment which includes a unique Blended Learning component, as well as strong partnerships with institutions of higher learning such as the new Doral College. Doral High also offers a rich extra-curricular program of activities, including team sports and clubs. The school's award-winning facilities include fully-equipped classrooms, labs, art rooms, a band room, TV production rooms, ball fields, a state-of-the-art gymnasium, and a brand new, top-notch football field. This past year, Doral Academy High School's campus was nominated for the American Institute of Architects People's Choice Awards for Best Design.

As part of the Doral Academy, Inc. network of high performing charter schools, Doral Academy High school is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported ending fund balance of $2,096,993. The fund balance unassigned and available for spending at the School's discretion is $1,918,971. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2018 amounts to $9,357,338 (net of accumulated depreciation). This investment in capital assets includes improvements, furniture, fixtures and computer equipment. As of June 30, 2018, the School had debt totaling $2,909,715 relating to the School's capital assets.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the Charter School adopted an annual budget. A budgetary comparison statement has been provided for the governmental fund to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
State capital outlay funding	$ 306,735	$ 486,636	$ 486,636
Local capital improvement revenue	-	485,783	485,783
Lunch program	350,000	350,000	355,676
Lunch fees	70,000	70,000	70,676
General Revenues			
FTE nonspecific revenues	11,200,150	11,670,000	11,673,760
Charges for services	50,000	80,000	88,500
Charges and other revenues	25,000	28,000	28,835
Total Revenues	$ 12,001,885	$ 13,170,419	$ 13,189,866
CURRENT EXPENDITURES			
Instruction	$ 5,813,317	$ 5,800,000	$ 5,792,944
Student support services	363,000	325,000	323,345
Instructional staff training	60,000	60,000	52,384
Board	100,000	100,000	98,950
School administration	1,054,359	1,000,000	993,346
Fiscal services	253,500	250,350	250,350
Food services	420,000	420,000	363,619
Central services	305,500	305,500	305,061
Pupil transportation services	96,000	96,000	87,620
Operation of plant	1,692,898	2,352,419	2,349,729
Maintenance of plant	500,146	400,000	367,020
Administrative technology services	65,000	65,000	64,711
Total Current Expenditures	$ 10,723,720	$ 11,174,269	$ 11,049,079

Most variances occurred as a result of the Budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC 6340 Sunset Drive, Miami, Florida 33143.

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2018

	Governmental Activities
Assets	
Current assets:	
Cash and cash equivalents	$ 390,433
Investments	2,100,000
Prepaid expenses	178,022
Due from other agencies	23,922
Total current assets	2,692,377
Capital assets, depreciable	17,466,618
Less: accumulated depreciation	(8,109,280)
	9,357,338
Deposits	30,551
Total Assets	12,080,266
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	532,651
Total current liabilities	532,651
Due to other divisions of The Doral Academy, Inc., long-term	2,909,715
Total Liabilities	3,442,366
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets	6,447,623
Unrestricted	2,190,277
Total Net Position	$ 8,637,900

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

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2018

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 6,387,186	$ -	$ -	$ -	$ (6,387,186)
Student support services	323,345	-	-	-	$ (323,345)
Instructional staff training	52,384	-	-	-	(52,384)
Board	98,950	-	-	-	(98,950)
School administration	993,346	-	-	-	(993,346)
Facilities acquisition	349,976	-	-	-	(349,976)
Fiscal services	250,350	-	-	-	(250,350)
Food services	365,581	70,676	355,676	-	60,771
Central services	305,061	-	-	-	(305,061)
Pupil transportation services	87,620	-	-	-	(87,620)
Operation of plant	2,455,625	88,500	-	972,419	(1,394,706)
Maintenance of plant	385,525	-	-	-	(385,525)
Administrative technology services	64,711	-	-	-	(64,711)
Interest on long-term debt	50,007	-	-	-	(50,007)
Total governmental activities	12,169,667	159,176	355,676	972,419	(10,682,396)

General revenues:	
FTE and other nonspecific revenues	11,673,760
Other revenues	28,835
Change in net position	1,020,199
Net position, beginning	7,617,701
Net position, ending	$ 8,637,900

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

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2018

	General Fund	Non-Major Governmental Funds	Debt Service Fund	Total Governmental Funds
Assets				
Cash and cash equivalents	$ 327,700	$ 62,733	$ -	$ 390,433
Investments	2,100,000	-	-	2,100,000
Prepaid expenses	178,022	-	-	178,022
Due from other agencies	-	23,922	-	23,922
Due from fund	23,922	-	-	23,922
Total Assets	2,629,644	86,655	-	2,716,299
Deferred Outflows of Resources	-	-	-	-
Liabilities				
Salaries and wages payable	532,651	-	-	532,651
Due to fund	-	23,922	-	23,922
Total Liabilities	532,651	23,922	-	556,573
Deferred Inflows of Resources	-	-	-	-
Fund balance				
Nonspendable, not in spendable form	178,022	-	-	178,022
Assigned	-	62,733	-	62,733
Unassigned	1,918,971	-	-	1,918,971
	2,096,993	62,733	-	2,159,726
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 2,629,644	$ 86,655	$ -	$ 2,716,299

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

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2018

Total Fund Balance - Governmental Funds	$ 2,159,726
Amounts reported for governmental activities in the statement of net position are different because:	
Capital assets of $17,466,618 net of accumulated depreciation of $8,109,280 used in governmental activities are not financial resources and therefore are not reported in the fund.	9,357,338
Long term liability not due and payable in the current period and, therefore, is not reported in the governmental funds.	(2,909,715)
Deposits receivable of $30,551 are considered long term and are not financial resources and therefore are not reported in the governmental funds.	30,551
Total Net Position - Governmental Activities	$ 8,637,900

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

Doral Academy High School

(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds

For the year ended June 30, 2018

	General Fund	Non-Major Governmental Funds	Debt Service Fund	Total Governmental Funds
Revenues:				
State passed through local	$ 11,673,760	$ -	$ -	$11,673,760
State capital outlay funding	-	486,636	-	486,636
Local capital improvement revenue	-	485,783	-	485,783
Federal school lunch program		355,676	-	355,676
Lunch fees	-	70,676	-	70,676
Charges for services	88,500	-	-	88,500
Other revenue	28,835	-	-	28,835
Total Revenues	11,791,095	1,398,771	-	13,189,866
Expenditures:				
Current				
Instruction	5,792,944	-	-	5,792,944
Student support services	323,345	-	-	323,345
Instructional staff training	52,384	-	-	52,384
Board	98,950	-	-	98,950
School administration	993,346		-	993,346
Food services	-	363,619	-	363,619
Fiscal services	250,350	-	-	250,350
Central services	305,061	-	-	305,061
Pupil transportation services	87,620	-	-	87,620
Operation of plant	1,377,310	972,419	-	2,349,729
Maintenance of plant	367,020	-	-	367,020
Administrative technology services	64,711	-	-	64,711
Capital Outlay:				
Other capital outlay	1,019,733	-	-	1,019,733
Debt Service:				
Redemption of Principal	-	-	3,641,641	3,641,641
Interest	-	-	83,274	83,274
Total Expenditures	10,732,774	1,336,038	3,724,915	15,793,727
Excess (deficit) of revenues over expenditures	1,058,321	62,733	(3,724,915)	(2,603,861)
Other financing sources (uses)				
Transfers in (out)	(3,724,915)	-	3,724,915	-
Long term advances	1,859,715	-		1,859,715
Collections of long term receivables	1,340,285	-	-	1,340,285
Net change in fund balance	533,406	62,733	-	596,139
Fund Balance at beginning of year	1,563,587	-	-	1,563,587
Fund Balance at end of year	$ 2,096,993	$ 62,733	$ -	$ 2,159,726

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

Doral Academy High School

(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance of Governmental Funds to the Statement of Activities

For the year ended June 30, 2018

Net Change in Fund Balance - Governmental Funds	$ 596,139
Amounts reported for governmental activities in the statement of activities are different because:	
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense of $1,070,581 exceeded capital outlays of $1,019,733.	(50,848)
The proceeds from debt issuance provide current financial resources to governmental funds, but issuing debt increases long-term liabilities in the statement of net position. Repayment of debt principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position. This is the amount by which repayments of $5,781,926 exceeded proceeds of $4,000,000 in the current period.	1,781,926
Interest on long-term debt differs from the amount reported in the governmental funds. In the governmental funds, interest on long-term debt is recorded as an expenditure when due and payable. In the statement of activities, interest is recorded as it accrues. This is the current year decrease in accrued interest payable.	33,267
Increase in long-term receivables is an expenditure in the governmental funds, but a decrease or collections of such receivables reduces long term assets in the statement of net position. This is the amount by which collections of $2,140,285 exceeded advances of $800,000 .	(1,340,285)
Change in Net Position of Governmental Activities	$ 1,020,199

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

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Statement of Net Position - Fiduciary Funds
June 30, 2018

Assets	Agency Funds
Cash	358
Total Assets	358
Deferred Outflows of Resources	-
Liabilities	
Due to students and clubs	358
Total Liabilities	358
Deferred Inflows of Resources	-
Net position	$ -

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

Note 1 – Summary of Significant Accounting Policies

Reporting Entity

Doral Academy High School (the "School"), is a charter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The School's charter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of five members and also governs other charter schools. The board has determined that no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring district, the School Board of Miami-Dade County, Florida. The current charter expires on June 30, 2026 and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School is located in Doral, Florida for students from ninth through twelfth grades and is funded by the District. These financial statements are for the year ended June 30, 2018, when on average 1,669 students were enrolled for the school year.

Basis of Presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information for the School as a whole. Any internal interfund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Note 1 – Summary of Significant Accounting Policies (continued)

Program revenues include: (1) charges for services, such as food service and student activity fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants and contributions specific to capital outlay. Other revenue sources not properly included with program revenues are reported as general revenues.

Fund Financial Statements
Fund financial statements are provided for governmental funds and fiduciary funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflow of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major governmental funds with all non-major funds aggregated in a single column:

General Fund - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Debt Service Fund – accounts for the resources accumulated and payments made for principal and interest on long-term debt of the School.

Additionally, the School reports separately the following fiduciary fund types:

Agency Fund – accounts for resources of the School's Internal Fund, which is used to administer monies collected at the schools in connection with school, student athletics, class, and club activities.

Measurement Focus and Basis of Accounting
The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

Revenues from non-exchange transactions are reported according to GASB Codification Section 1600.111 and Section N50 *Accounting and Financial Reporting for Non-Exchange Transactions*. On the accrual basis, revenues from grants and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied.

The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available.

Note 1 – Summary of Significant Accounting Policies (continued)

Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. "Available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Agency fund assets and liabilities are accounted for on the accrual basis of accounting.

Budgets and Budgetary Accounting

In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments

Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Due from Other Governments or Agencies

Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Note 1 – Summary of Significant Accounting Policies (continued)

Inter-fund Transfers

Interfund receivables/payables are short-term balances that represent reimbursements between funds for payments made by on fund on behalf of another fund. Transfers to the Debt Service Fund related primarily to amounts transferred to make debt service payments in the current year. Debt repayments in prior years were considered a non-major fund and were paid from the General Fund.

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Buildings and Improvements	20- 39 Years
Textbooks	3 Years
Furniture, Equipment and Software	3 - 5 Years

Long –Term Debt

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities statement of net position. In the fund financial statements, governmental fund types report the face amount of debt issued as other financing sources.

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category. In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Note 1 – Summary of Significant Accounting Policies (continued)

Revenue Sources

Revenues for operations will be received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent ("FTE") students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the FTE students and related data to the Florida Department of Education ("FDOE") for funding through the FEFP.

Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made. In addition, the School receives an annual allocation of charter school capital outlay funds for leasing of school facilities.

The School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

The School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities. In addition, the School receives a portion of the local capital improvement ad valorem tax revenues levied by the District.

Compensated Absences

The School grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days.

Note 1 – Summary of Significant Accounting Policies (continued)

GASB Codification Section C60, *Accounting for Compensated Absences*, provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years.

The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Net Position and Fund Balance Classifications

Government-wide financial statements
Equity is classified as net position and displayed in three (3) components:

a) Net investment in capital assets - consists of capital assets net of accumulated depreciation and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of net position with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments.
c) Unrestricted net position - all other net position that does not meet the definition of "restricted" or "net investment in capital asset".

Fund Financial Statements
Under GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable - includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balances associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned). All nonspendable fund balances at year end relate to not in spendable form assets.
b) Restricted - fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. There are no restricted net assets at year end.

Note 1 – Summary of Significant Accounting Policies (continued)

c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification are intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. Assigned fund balances are related to the lunch program.
e) Unassigned - portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Order of Fund Balance Spending Policy
The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First non-spendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including non-spendable amounts). Then any remaining fund balance amounts for the non-general funds are classified as unassigned fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

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

Income Taxes
The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Subsequent Events
In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through September 4, 2018 which is the date the financial statements were available to be issued.

Note 2 – Cash, Cash Equivalents and Investments

Deposits

The School maintains its cash and cash equivalents in two financial institutions. As of June 30, 2018, the School's deposits consisted of cash balances of $530,658.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2018, bank balances in potential excess of FDIC coverage was approximately $530,000; including fiduciary account bank balances.

Investments

The School categorizes its fair value measurements within the fair value hierarchy established by GASB Codification Section 3100 *Fair Value Measurement and Application*. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs.

At June 30, 2018, the School has the following recurring fair value measurements:

- Government money market mutual fund of $2,100,000 valued using Level 2 inputs.

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of January 31, 2018, maturities of the fund's portfolio holdings are approximately 59% within 30 days.

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2018, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Note 2 – Cash, Cash Equivalents and Investments (continued)

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 – Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2018:

	Balance 07/01/17	Additions	Reclassification	Balance 06/30/18
Capital Assets, non-depreciable:				
Construction in progress	$ 215,756	$ -	$ (215,756)	$ -
Capital Assets, depreciable:				
Buildings and improvements	$ 10,082,876	$ 68,419	$ 215,756	$ 10,367,051
Computer equipment and software	281,960	7,781	-	289,741
Furniture, equipment and textbooks	5,866,294	943,533	-	6,809,827
Total Capital Assets, depreciable:	$ 16,231,130	$ 1,019,733	$ 215,756	$ 17,466,619
Total Capital Assets	$ 16,446,886	$ 1,019,733	$ -	$ 17,466,619
Less Accumulated Depreciation:				
Buildings and improvements	(2,304,809)	(436,390)	-	(2,741,199)
Computer equipment and software	(723,455)	(213,685)	-	(937,140)
Furniture, equipment and textbooks	(4,010,436)	(420,506)	-	(4,430,942)
Total Accumulated Depreciation	$ (7,038,700)	$(1,070,581)	$ -	$ (8,109,281)
Capital Assets, net	$ 9,408,186	$ (50,848)	$ -	$ 9,357,338

For the fiscal year ended June 30, 2018, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	$ 594,242
Facilities acquisition	349,976
Operation of plan	105,896
Maintenance of plant	18,505
Food services	1,962
Total Depreciation Expense	$1,070,581

Note 4 – Education Service and Support Provider

Academica Dade, LLC, a professional charter school education service and support provider, offers administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting and virtual education services. The agreement between the School and the education service provider calls for a fee on a per student basis. The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2018, the School incurred $751,050 in fees.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida.

Note 5 – Transactions with other Divisions of The Doral Academy, Inc.

Charter Schools under The Doral Academy, Inc.
The School's facility is shared with Doral Academy Middle School, Doral Academy of Technology, and Doral Performing Arts and Entertainment Academy (charter schools under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student enrollment. In addition, the School holds the student activities fund of Doral Performing Arts and Entertainment Academy.

During 2018, the School charged Doral Academy Middle School for the use of shared facilities via a usage fee. Total usage fees charged totaled $82,377. Doral Academy Performing Arts and Doral Academy Middle School reimbursed the School approximately $1,300,000 and $97,000, respectively, during the year in shared costs.

The School's lunch program is shared with various other charter schools under The Doral Academy, Inc. Revenues and expenses related to such program have been allocated based on FTE equivalent for purposes of presentation in the financial statements.

The following schedule provides a summary of changes in long-term debt to other charter schools for the year ended June 30, 2018.

	Balance 07/01/17	Additions	Deletions	Balance 06/30/18
The Doral Academy, Inc.	$ -	$4,000,000	$(2,140,285)	1,859,715
Doral Academy of Performing Arts	550,000	-	-	550,000
Doral Academy Middle School	500,000	-	-	500,000
Total long-term debt	$ 1,050,000	$4,000,000	$(2,140,285)	$ 2,909,715

Note 5 – Transactions with other Divisions of The Doral Academy, Inc. (continued)

The Doral Academy, Inc.
The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The School paid The Doral Academy, Inc. approximately $333,800 in connection with these charges during the year.

On March, 15, 2013, the School advanced funds to the corporate account of The Doral Academy, Inc. to purchase an adjacent plot land for $1,579,768 for purposes of expanding the School's campus. As of June 30, 2018, $1,029,768 was due from the corporate account of The Doral Academy, Inc. in connection with this land purchase. The long-term receivable is secured by The Doral Academy, Inc.'s capital assets. During the year ended June 30, 2017, the School advanced an additional $310,517 in connection with construction costs of a 90,964 square foot, six-story building ("Doral Hall") that will serve the need of the Schools under The Doral Academy, Inc. During the year ended June 30, 2018, an additional $800,000 was advanced and finally the balance of $2,140,285 was offset against the long-term debt due to Doral Academy, Inc.

The following schedule provides a summary of changes in long-term receivables for the year ended June 30, 2018:

	Balance 07/01/17	Advances	Repayments	Balance 06/30/18
Due from Doral Academy, Inc.	$ 1,340,285	$ 800,000	$(2,140,285)	$ -
	$ 1,340,285	$ 800,000	$(2,140,285)	$ -

Note 6 – Transactions with other Organizations

Doral College, Inc.
During 2011, the School made a long-term, non-interest bearing advance of $400,000 to Doral College, Inc. (the "College"). On June 30, 2012, the School awarded the $400,000 under a recoverable grant agreement to the College. The purpose of the grant is for the College to develop a fully integrated dual enrollment program for the benefit of the School's students. Under the terms of the grant, the College would repay the School in the event the College reflects a surplus in its operating budget for any period ending December 31, following the execution of the agreement. During the year ended June 30, 2013, the School received repayments of $200,000 of the recoverable grant from the College.

Note 6 – Transactions with other Organizations (continued)

On August 31, 2015, the College and Doral Academy, Inc., on behalf of the School, entered into an amendment to the recoverable grant agreement to establish a repayment plan. Per the repayment plan, the $200,000 outstanding balance of the recoverable grant shall be paid as follows: $10,000 per annum, with the first payment due by December 31 of each calendar year commencing on December 31, 2015 through December 31, 2020 and $30,000 per annum commencing on December 31, 2021 through 2025.

During the year ended June 30, 2018, the College repaid $10,000 to the School. The repayments are included in other revenue on the statement of activities and the statement of revenues, expenditures, and changes in fund balance. As of June 30, 2018, the College has repaid a total $230,000 to the School and the remaining balance to be collected is $170,000.

The School provides office and classroom space used by the Doral College, Inc. under a usage agreement. For the year ending June 30, 2018, the College paid a usage fee to the School of approximately $6,100. The total estimated the fair market value of the space was approximately $28,000.

Other
Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of 2% of the qualifying revenues of the School. For the year ended June 30, 2018, administrative fees withheld by the School District totaled $32,322.

Note 7 – Long Term Debt

On April 11, 2011, the School entered into a construction loan agreement with Building Hope, A Charter School Facilities Fund ("Lender") to construct a 36,000 square foot facility with 24 classrooms and three science labs, to reconfigure existing parking including new lighting and landscaping, and to purchase laboratory equipment. The lender made a commitment to extend a loan to the School for a maximum amount of $5,000,000, evidenced by two promissory notes, the first for $3,200,000 ("Phase I") and the second for $1,800,000 ("Phase II").

Under the terms of the loan agreement and Phase I and II promissory notes, the loan bears interest from the date of each advance at an interest rate of seven percent (7%) until July 1, 2015, and thereafter shall bear interest at twelve percent (12%) until maturity. Effective November 1, 2015, the promissory notes were amended to bear interest of seven percent (7%) until maturity.

All principal, interest, and unpaid costs was payable on July 1, 2017. The maturity date was extended through August 31, 2017. As of August 31, 2017, the loan balance of phase I and II of $3,641,641 was paid in full. Interest expense paid on the Phase I and II promissory notes for the year ended June 30, 2018 is $50,007.

Note 8 – Commitments, Contingencies, and Concentrations

The following schedule provides a summary of changes in long-term debt for the year ended June 30, 2018:

	Balance 07/01/17	Advances	Repayments	Balance 06/30/18
Notes payable	$ 3,641,641	$ -	$ (3,641,641)	$ -
	$ 3,641,641	$ -	$ (3,641,641)	$ -

Lease Agreement

The School entered into a lease and security agreement ("agreement"), as amended, with School Development, LLC (the "Landlord", an affiliate of the School's education service provider – Note 4) for its 57,000 square foot building including all ancillary facilities, outdoor areas and other improvements. Fixed annual payments under this agreement are based on a rate of $30.23 per square footage of the building, which amounted to $1,722,842 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through August 2036 with an option to renew for an additional five-year term

With the Landlord's consent, the School made additional improvements to the leased premises with its own funds, generally described as a cafeteria building and other improvements. The landlord has agreed that no additional fixed rent is due in connection with these tenant improvements, however the School will pay any items of additional rent affected by the tenant improvements, including utilities and insurance. Upon expiration of the existing lease and security agreement, as so long as there is no material default at such time under the lease, the Landlord will make a contribution to the School in an amount equal to the unamortized original cost of the tenant improvements. Timely payment of such amount is unconditionally and irrevocably guaranteed in full by the landlord's members. Based on this understanding, the School is depreciating these particular tenant improvements using a 39-year useful life.

For 2018, rent expense totaled $1,394,482. Lease payments are allocated among the School and Doral Academy Performing Arts based on enrollment and usage of facility. The allocation used for 2018, was approximately 19% for Doral Academy Performing Arts and 81% for the School.

Future minimum payments under these leases are as follows:

Year	
2019	$1,796,000
2020	$1,796,000
2021	$1,796,000
2022	$1,796,000
2023	$1,796,000
2024-2028	$8,980,000 (Total for a five year period)
2029-2033	$8,980,000 (Total for a five year period)
2034-2036	$5,388,000 (Total for a three year period)

Note 8 – Commitments, Contingencies and Concentrations (continued)

Bond Issue and Repayment

On January 4, 2018, Miami-Dade County Industrial Development Authority issued tax-exempt revenue bonds of $22,045,000 on behalf of The Doral Academy, Inc. (the Organization), to be secured by a first mortgage on the land owned by the Organization as well as revenues of Doral Academy Charter High School, Doral Performing Arts & Entertainment Academy, Doral Academy Charter Middle School and Doral Academy of Technology (the "Four Schools"). The proceeds of the bond issue have been used to finance or refinance all or a portion of the cost of the acquisition, design, construction, installation and equipping of a 91,000 square foot, six story building known as the Doral Hall Educational Facility ("Doral Hall"), fund a debt service reserve fund, and pay costs of the bond issuance.

Through a Usage Fee Agreement approved by the Board of Directors of the Organization, all Capital and Operating costs as defined herein will be due on a monthly basis commencing on the first day of the first full calender month following the date on which the Organization receives a temporary certificate of occupancy for Doral Hall. All costs of the acquisition, design, permitting, construction, equipping ("Capital Costs") and operations including interest expense, ongoing financing fees, all insurance, all taxes, property management fees, utilities, maintenance, repairs, replacements ("Operating Costs") of Doral Hall, together with an annual administrative fee of 5% of the sum of the Capital and Operating Costs each year, shall be shared among the Four Schools in proportion to their relative annual student enrollments. The temporary certificate of occupancy is expected to be received in October 2018.

The debt service on the tax-exempt bond financing for the Organization (which will be allocated between the Four Schools through the Usage Fee) is as follows:

Year	Principal	Interest	Total	
2019	$ 300,000	$ 1,135,930	$ 1,435,930	
2020	350,000	1,087,250	1,437,250	
2021	365,000	1,069,750	1,434,750	
2022	385,000	1,051,500	1,436,500	
2023	405,000	1,032,250	1,437,250	
2024-2028	2,345,000	4,836,750	7,181,750	(total for five year period)
2029-2033	2,995,000	4,189,000	7,184,000	(total for five year period)
2034-2038	3,815,000	3,362,250	7,177,250	(total for five year period)
2039-2043	4,865,000	2,308,500	7,173,500	(total for five year period)
2044-2048	6,220,000	963,750	7,183,750	(total for five year period)

Note 8 – Commitments, Contingencies and Concentrations (continued)

Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations. Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Note 9 – Risk Management

The School is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage in the past. In addition, there were no reductions in insurance coverage from those in the prior year.

Note 10 – Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School approved a match of 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $107,817 for the year ended June 30, 2018. The School does not exercise any control or fiduciary responsibility over the Plan's assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2018

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 11,200,150	$ 11,670,000	$ 11,673,760
Charges for services	50,000	80,000	88,500
Other revenue	25,000	28,000	28,835
Total Revenues	11,275,150	11,778,000	11,791,095
EXPENDITURES			
Current:			
Instruction	5,813,317	5,800,000	5,792,944
Student support services	363,000	325,000	323,345
Instructional Staff Training	60,000	60,000	52,384
Board	100,000	100,000	98,950
School Administration	1,054,359	1,000,000	993,346
Fiscal Services	253,500	250,350	250,350
Central Services	305,500	305,500	305,061
Pupil transportation services	96,000	96,000	87,620
Operation of Plant	1,386,163	1,380,000	1,377,310
Maintenance of Plant	500,146	400,000	367,020
Administrative technology services	65,000	65,000	64,711
Community Services	-	-	-
Total Current Expenditures	9,996,985	9,781,850	9,713,041
Excess of Revenues Over Current Expenditures	1,278,165	1,996,150	2,078,054
Capital Outlay			
Other Capital Outlay	1,000,000	1,100,000	1,019,733
Total Capital Outlay and Debt Service Expenditures	1,000,000	1,100,000	1,019,733
Total Expenditures	10,996,985	10,881,850	10,732,774
Excess of Revenues Over Expenditures	278,165	896,150	1,058,321
Other financing sources (uses):			
Transfers in (out)	(4,000,000)	(3,740,320)	(3,724,915)
Long term advances	2,000,000	1,859,715	1,859,715
Collections of long term receivables	2,000,000	1,340,285	1,340,285
Net change in fund balance	278,165	355,830	533,406
Fund Balance at beginning of year	1,563,587	1,563,587	1,563,587
Fund Balance at end of year	$ 1,841,752	$ 1,919,417	$ 2,096,993

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2018

	Debt Service Funds		
	Original Budget	Final Budget	Actual
REVENUES			
Total Revenues	$ -	$ -	$ -
EXPENDITURES			
Debt Service:			
Redemption of Principal	3,910,000	3,655,320	3,641,641
Interest	90,000	85,000	83,274
Debt Service Expenditures	4,000,000	3,740,320	3,724,915
Total Expenditures	4,000,000	3,740,320	3,724,915
Excess of Revenues Over Expenditures	(4,000,000)	(3,740,320)	(3,724,915)
Other financing sources (uses)			
Transfers in (out)	4,000,000	3,740,320	3,724,915
Net change in fund balance	-	-	-
Fund Balance at beginning of year	-	-	-
Fund Balance at end of year	$ -	$ -	$ -

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors of
Doral Academy High School
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy High School (the "School") as of, and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon September 4, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We issued a separate management letter dated September 4, 2018 pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HLB Gavier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

Board of Directors of
Doral Academy High School
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of Doral Academy High School as of and for the fiscal year ended June 30, 2018 and have issued our report thereon dated September 4, 2018.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reports and Schedules

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedules, which are dated September 4, 2018, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report.

There were no findings and recommendations made in the preceding audit report.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity. The official title of the entity is Doral Academy High School.

Financial Condition

Sections 10.854(1)(e)2, Rules of the Auditor General, requires that we report the results of our determination as to whether or not Doral Academy High School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that Doral Academy High School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Doral Academy High School. It is management's responsibility to monitor Doral Academy High School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same. We have applied such procedures as of the fiscal year end and no deteriorating financial condition has been noted.

Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require that we report the results of our determination as to whether Doral Academy High School maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Doral Academy High School maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Other Matters

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

Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

HLB Gravier, LLP
Certified Public Accountants

Doral Academy Charter Middle School
WL # 6030
(A Charter School under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditor's Report

June 30, 2018

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Doral Academy Charter Middle School

W/L #: 6030

2601 NW 112 Avenue
Doral, FL 33172

2017-2018

BOARD OF DIRECTORS

Angela Ramos, Director, President and Chair
Rene Rovirosa, Secretary and Director
Kim Guilarte, Director
Ana Guimaraes, Director and Student Alumni Representative, elected December 13, 2017
Fabiana Campos, Director and Parent Representative, elected May 30, 2018

SCHOOL ADMINISTRATION

Carlos Ferralls, Principal

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Doral Academy Charter Middle School
Doral, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy Charter Middle School (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

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Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy Charter Middle School as of June 30, 2018, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of Doral Academy Charter Middle School as of June 30, 2018, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purport to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2018 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 8 and 30 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated September 4, 2018, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control over financial reporting and compliance.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

Management's Discussion and Analysis
Doral Academy Middle School
(A Charter School Under The Doral Academy, Inc.)
June 30, 2018

The corporate officers of the Doral Academy Charter Middle School (the "School") have prepared this narrative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2018.

Financial Highlights

1. The net position of the School at June 30, 2018 was $9,006,990.
2. At year-end, the School had current assets on hand of $2,608,182.
3. The net position of the School increased by $1,108,970 during the year.
4. The unassigned fund balance at year end was $2,263,119.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2018 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities, deferred inflows of resources. The difference between the four is reported as *net position*. Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 9 - 10 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 11 - 15 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 16 – 29 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, assets exceeded liabilities by $9,006,990 at the close of the fiscal year. A summary of the School's net position as of June 30, 2018 and 2017 are as follows:

	2018	2017
Cash and cash equivalents	$ 248,849	$ 334,558
Investments	2,080,000	5,090,000
Prepaid expenses	134,954	175,945
Deposits receivable	32,137	32,137
Due from other agencies	18,457	26,010
Due from other divisions of The Doral Academy, Inc., current	125,922	-
Due from other charter schools, long-term	4,960,644	500,000
Capital assets, net	1,751,090	2,022,029
Total Assets	9,352,053	8,180,679
Deferred outflows of resources	-	-
Accounts payable and accrued liabilities	-	-
Salaries and wages payable	345,063	282,659
Total Liabilities	345,063	282,659
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets and long term receivables	6,711,734	2,522,029
Unrestricted	2,295,256	5,375,991
Total Net Position	$ 9,006,990	$ 7,898,020

At the end of the fiscal year, the School is able to report positive balances in total net position.

A summary and analysis of the School's revenues and expenses for the years ended June 30, 2018 and 2017 follows:

	2018	2017
REVENUES		
Program Revenues		
Capital outlay funding	$ 686,841	$ 433,614
Lunch program	300,851	295,998
General Revenues		
Local sources (FTE and other non specific)	7,845,815	7,341,965
Charges for services	3,064	-
Investment earnings and other revenue	33,116	67,673
Total Revenues	$8,869,687	$8,139,250
EXPENSES		
Instruction	$3,463,420	$3,306,237
Student support services	344,742	-
Instructional staff training	9,388	5,384
Board	59,144	188,000
School administration	652,948	771,869
Facilities acquisition	136,921	136,685
Fiscal services	178,575	170,325
Food services	319,035	274,344
Central services	197,715	185,323
Pupil transportation services	9,185	34
Operation of plant	2,233,672	2,094,648
Maintenance of plant	123,397	128,191
Administrative technology services	32,575	-
Total Expenses	7,760,717	7,261,040
Increase in Net Position	1,108,970	878,210
Net Position at Beginning of Year	7,898,020	7,019,810
Net Position at End of Year	$9,006,990	$7,898,020

During the year, Doral Academy Middle School's revenues and expenses increased by $730,437 and $499,677, respectively, as a result of increased enrollment. The School had an increase in its net position of $1,108,970 during the year.

School Location and Lease of Facility

The School leases a facility located at 2601 N.W. 112th Avenue, Doral, Florida 33172. The facility abuts the neighboring Doral Academy Charter High School.

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

Accomplishments

In 2018, Doral Academy Charter Middle School completed its fifteenth year of operation, serving 1,191 in grades 6-8. The school earned a letter grade of "A" for the fourteenth consecutive year and ranked among the top 10 highest performing middle schools in Miami-Dade County.

In 2016, the school was designated a Blue Ribbon School by the U.S. Department of Education. This award recognizes public and private schools for their overall academic excellence or for progress in closing achievement gaps, demonstrating that all students can achieve at high levels.

Doral Academy Middle School provides its students with a rigorous college preparatory curriculum and a rich extra-curricular program of activities, including team sports and clubs. The school's award-winning facilities include fully equipped classrooms, labs, art rooms, a band room, production rooms, ball fields, a state-of-the-art gymnasium, and a brand new, top-notch football field. This past year, Doral Academy Middle School's campus was nominated for the American Institute of Architects People's Choice Awards for Best Design.

As part of the Doral Academy, Inc. network of high performing charter schools, Doral Academy Middle School is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported a fund balance of $2,263,119. The fund balance unassigned and available for spending at the School's discretion is $2,128,165. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2018 amounts to $1,751,090 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures and computer equipment. As of June 30, 2018, the School had no long-term debt associated to its capital assets.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the Charter School adopted an annual budget. A budgetary comparison statement has been provided for the governmental fund to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
State capital outlay funding	$ 208,725	$ 339,575	$ 339,575
Local capital improvement revenue	-	347,266	347,266
Lunch program	300,000	295,000	300,851
Charges for services	-	3,000	3,064
General Revenues			
FTE and other nonspecific revenues	7,849,766	7,845,000	7,845,815
Charges and other revenues	30,000	30,000	33,116
Total Revenues	$ 8,388,491	$ 8,859,841	$ 8,869,687
CURRENT EXPENDITURES			
Instruction	$ 3,589,167	$ 3,300,000	$ 3,253,193
Student support services	370,000	345,000	344,742
Instructional staff training	20,000	20,000	9,388
Board	195,500	60,000	59,144
School administration	749,932	645,000	652,948
Fiscal services	172,500	178,575	178,575
Food services	300,000	320,000	318,972
Central services	197,500	197,715	197,715
Pupil transportation services	25,000	25,000	-
Operation of plant	2,071,191	2,286,841	2,233,672
Maintenance of plant	195,000	125,000	122,267
Administrative technology services	35,000	35,000	32,575
Total Current Expenditures	$ 7,920,790	$ 7,538,131	$ 7,403,191

Most variances occurred as a result of the Budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC, 6340 Sunset Drive, Miami, Florida 33143.

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2018

	Governmental Activites
Assets	
Current assets:	
Cash and cash equivalents	$ 248,849
Investments	2,080,000
Prepaid expenses	134,954
Due from other agencies	18,457
Due from other divisions of The Doral Academy, Inc., current	125,922
Total current assets	2,608,182
Capital assets, depreciable	4,542,474
Less: accumulated depreciation	(2,791,384)
	1,751,090
Due from other divisions of Doral Academy, Inc., long-term	4,960,644
Deposits	32,137
Total Assets	9,352,053
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	345,063
Total Liabilities	345,063
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets and long term receivables	6,711,734
Unrestricted	2,295,256
Total Net Position	$ 9,006,990

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2018

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 3,463,420	$ -	$ -	$ -	$ (3,463,420)
Student support services	344,742	-	-	-	(344,742)
Instructional staff training	9,388	-	-	-	(9,388)
Board	59,144	-	-	-	(59,144)
School administration	652,948	-	-	-	(652,948)
Facilities acquisition	136,921	-	-	-	(136,921)
Fiscal services	178,575	-	-	-	(178,575)
Food services	319,035	67,349	233,502	-	(18,184)
Central services	197,715	-	-	-	(197,715)
Pupil transportation services	9,185	-	-	-	(9,185)
Operation of plant	2,233,672	3,064	-	686,841	(1,543,767)
Maintenance of plant	123,397	-	-	-	(123,397)
Administrative technology services	32,575	-	-	-	(32,575)
Total governmental activities	7,760,717	70,413	233,502	686,841	(6,769,961)

General revenues:	
FTE and other nonspecific revenues	7,845,815
Investment earnings	33,028
Other revenues	88
Change in net position	1,108,970
Net position, beginning	7,898,020
Net position, ending	$ 9,006,990

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2018

	General Fund	Non-Major Governmental Fund	Total Governmental Funds
Assets			
Cash and cash equivalents	$ 248,849	$ -	$ 248,849
Investments	2,080,000	-	2,080,000
Prepaid expenses	134,954	-	134,954
Due from other divisions of The Doral Academy, Inc.	125,922		125,922
Due from other agencies	-	18,457	18,457
Due from fund	18,457	-	18,457
Total Assets	2,608,182	18,457	2,626,639
Deferred Outflows of Resources	-	-	-
Liabilities			
Salaries and wages payable	345,063	-	345,063
Due to fund	-	18,457	18,457
Total Liabilities	345,063	18,457	363,520
Deferred Inflows of Resources	-	-	-
Fund balance			
Nonspendable, not in spendable form	134,954	-	134,954
Unassigned	2,128,165	-	2,128,165
	2,263,119	-	2,263,119
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$2,608,182	$ 18,457	$ 2,626,639

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2018

Total Fund Balance - Governmental Funds		$ 2,263,119
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets of $4,542,474 net of accumulated depreciation of $2,791,384 used in governmental activities are not financial resources and therefore are not reported in the fund.	1,751,090	
Long term receivables in governmental activities are not financial resources and therefore are not reported in the governmental funds.	4,960,644	
Deposits receivable of $32,137 are considered long term and are not financial resources and therefore are not reported in the governmental funds.	32,137	
Total Net Position - Governmental Activities		$ 9,006,990

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2018

	General Fund	Non-Major Governmental Fund	Total Governmental Funds
Revenues:			
State capital outlay funding	$ -	$ 339,575	$ 339,575
Local capital improvement revenue	-	347,266	347,266
State passed through local	7,845,815	-	7,845,815
Federal school lunch program	-	233,502	233,502
Charges for services	3,064	67,349	70,413
Investment earnings and other revenue	33,116	-	33,116
Total Revenues	7,881,995	987,692	8,869,687
Expenditures:			
Current			
Instruction	3,253,193	-	3,253,193
Student support services	344,742	-	344,742
Instructional staff training	9,388	-	9,388
Board	59,144	-	59,144
School administration	652,948		652,948
Food services	-	318,972	318,972
Facilities acquisition	-	-	-
Fiscal services	178,575	-	178,575
Central services	197,715	-	197,715
Pupil transportation services	-	-	-
Operation of plant	1,546,831	686,841	2,233,672
Maintenance of plant	122,267	-	122,267
Administrative technology services	32,575		32,575
Community Services	-	-	-
Capital Outlay:			
Other capital outlay	86,587	-	86,587
Total Expenditures	6,483,965	1,005,813	7,489,778
Excess (deficit) of revenues over expenditures	1,398,030	(18,121)	1,379,909
Other financing sources (uses)			
Transfers in (out)	(18,121)	18,121	-
Advances to other divisions of Doral Academy, Inc.	(4,460,644)	-	(4,460,644)
Net change in fund balance	(3,080,735)	-	(3,080,735)
Fund Balance at beginning of year	5,343,854	-	5,343,854
Fund Balance at end of year	$ 2,263,119	$ -	$ 2,263,119

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures an Changes in Fund Balance
of Governmental Funds to the Statement of Activities
For the year ended June 30, 2018

Net Change in Fund Balance - Governmental Funds	$ (3,080,735)
Amounts reported for governmental activities in the statement of activities are different because:	
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense of $357,526 exceeded capital outlays of $86,587.	(270,939)
Issuance of long term receivables represents a financial expenditure to governmental funds, but increases long-term assets in the statement of net position. Increase in long term receivables is an expenditure in the governmental funds, but a decrease or collections of such receivables reduces long-term assets in the statement of net position. This is the amount by which advances of $4,460,644 exceeded collections of -0- in long term receivables the in the current period.	4,460,644
Change in Net Position of Governmental Activities	$ 1,108,970

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Net Position - Fiduciary Funds
June 30, 2018

Assets	**Agency Funds**
Cash	$ 4,175
Total Assets	4,175
Deferred Outflows of Resources	-
Liabilities	
Due to students and clubs	4,175
Total Liabilities	4,175
Deferred Inflows of Resources	-
Net position	$ -

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

Note 1 – Summary of Significant Accounting Policies

Doral Academy Charter Middle School (the "School"), is a charter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The School's charter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of five members and also governs other charter schools. The board has determined no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring district, the School Board of Miami-Dade County, Florida. The current charter expires on June 30, 2028 and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School is located in Doral, Florida for students from sixth through eighth grades. These financial statements are for the year ended June 30, 2018, when on average 1,191 students were enrolled during the school year.

Basis of Presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information for the School as a whole. Any internal interfund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Note 1 – Summary of Significant Accounting Policies (continued)

Program revenues include: (1) charges for services, such as food service and student activity fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. Other revenue sources not properly included with program revenues are reported as general revenues.

Fund Financial Statements
Fund financial statements are provided for governmental and fiduciary funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major governmental funds with all non-major funds aggregated in a single column:

> *General Fund* - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Additionally, the School reports the following fiduciary funds:

> *Agency Fund* – accounts for resources of the School's Internal Fund, which is used to administer monies collected at the schools in connection with school, student athletics, class, and club activities.

Measurement Focus and Basis of Accounting
The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available. Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Note 1 – Summary of Significant Accounting Policies (continued)

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. "Available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Agency fund assets and liabilities are accounted for on the accrual basis of accounting.

Budgets and Budgetary Accounting
In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments
Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Due from Other Governments or Agencies
Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Inter-fund Transfers
Interfund receivables/payables are short-term balances that represent reimbursements between funds for payments made by one fund on behalf of another fund.

Note 1 – Summary of Significant Accounting Policies (continued)

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Improvements	10-39 Years
Furniture, Equipment, and Computers	5 Years
Textbooks and Software	3 Years

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Revenue Sources

Revenues for operations will be received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent (FTE) students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP.

Note 1 – Summary of Significant Accounting Policies (continued)

Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made.

The School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities. In addition, the School receives a portion of the local capital improvement ad valorem tax revenues levied by the District.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Compensated Absences

The School grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days.

GASB Codification Section C60, *Accounting for Compensated Absences*, provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years. The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Note 1 – Summary of Significant Accounting Policies (continued)

Income Taxes

The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Net Position and Fund Balance Classifications

Government-wide financial statements

Equity is classified as net position and displayed in three (3) components:

a) Net investment in capital assets and long term receivables - consists of long term receivables and capital assets net of accumulated depreciation and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of net position with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments. Restricted net assets of the School related to reserves required by the landlord for property maintenance and repairs.
c) Unrestricted net position - all other net position that do not meet the definition of "restricted" or "net investment in capital assets and long term receivables."

Fund financial statements

Under GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable - includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned). All nonspendable fund balances at year end relate to not in spendable form assets.
b) Restricted - fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. Restricted net assets of the School related to reserves required by the landlord for property maintenance and repairs.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification are intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. There are no assigned fund balances at year end.

Note 1 – Summary of Significant Accounting Policies (continued)

e) Unassigned - portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Order of Fund Balance Spending Policy
The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First non-spendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including non-spendable amounts). Then any remaining fund balance amounts for the non-general funds are classified as unassigned fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

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

Subsequent Events
In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through September 4, 2018 which is the date the financial statements were available to be issued.

Note 2 – Cash, Cash Equivalents and Investments

Deposits

The School maintains its cash and cash equivalents in two financial institutions. As of June 30, 2018, the School's deposits consisted of cash balances of $427,430.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2018, bank balances in potential excess of FDIC coverage was approximately $427,000; including fiduciary account bank balances.

Investments

The School categorizes its fair value measurements within the fair value hierarchy established by GASB Codification Section 3100 *Fair Value Measurement and Application*. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs

At June 30, 2018, the School has the following recurring fair value measurements:

- Government money market mutual fund of $2,420,000 valued using Level 2 inputs.

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of January 31, 2018, maturities of the fund's portfolio holdings are approximately 59% within 30 days.

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2018, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Note 2 – Cash, Cash Equivalents and Investments (continued)

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 – Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2018:

	Balance 07/01/17	Additions	Retirements / Reclassification	Balance 06/30/18
Capital Assets:				
Buildings and improvements	$ 2,254,157	$ 8,300	$ -	$ 2,262,457
Computer equipment and software	612,773	22,441	-	635,214
Furniture, equipment and textbooks	1,588,957	55,846	-	1,644,803
Total Capital Assets	4,455,887	86,587	-	4,542,474
Less Accumulated Depreciation:				
Buildings and improvements	(738,633)	(141,711)		(880,344)
Computer equipment and software	(367,159)	(109,313)		(476,472)
Furniture, equipment and textbooks	(1,328,066)	(106,502)		(1,434,568)
Total Accumulated Depreciation	(2,433,858)	(357,526)	-	(2,791,384)
Capital Assets, net	$ 2,022,029	$ (270,939)	$ -	$ 1,751,090

For the fiscal year ended June 30, 2018, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	$ 210,227
Facilities acquisition	136,921
Maintenance of plant	1,130
Pupil transportation services	9,185
Food services	63
Total Depreciation Expense	$ 357,526

Note 4 – Education Service and Support Provider

Academica Dade, LLC, an education service and support provider, offers administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting, financial reporting and virtual education services. The agreement between the School and the education service provider calls for a fee on a per student basis.

The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2018, the School incurred $535,725, in fees.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida.

Note 5 –Transactions with other divisions of Doral Academy, Inc.

Charter Schools under The Doral Academy, Inc.
The School's facility is shared with Doral Academy of Technology, Doral Performing Arts and Entertainment Academy and Doral Academy High School (charter schools under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student enrollment and usage of facilities and staff to these schools. In addition, the School holds the student activities fund of Doral Academy of Technology.

During 2018, the School reimbursed Doral Academy High School approximately $97,000 in shared costs. In addition during 2018, the School was charged by Doral Academy High School for the use of shared facilities. Total usage fees paid totaled approximately $82,000.

The School's lunch program is shared with various other charter schools under The Doral Academy, Inc. Revenues and expenses related to such program have been allocated based on FTE equivalent for purposes of presentation in the financial statements.

The following schedule provides a summary of changes in long-term receivables for the year ended June 30, 2018.

	Balance 07/01/2017	Additions	Deletions	Balance 06/30/2018
The Doral Academy, Inc.	$ -	$4,460,644	$ -	$4,460,644
Doral Academy High School	500,000	-	-	500,000
Total Long Term Receivable	$ 500,000	$4,460,644	$ -	$4,960,644

Note 5 – Transactions with other divisions of Doral Academy, Inc. (continued)

The Doral Academy, Inc.
The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The School paid The Doral Academy, Inc. approximately $176,000 in connection with these charges during the year.

Note 6 – Commitments, Contingencies, and Concentrations

The School entered into a lease and security agreement, as amended, with School Development II, LLC (the "Landlord", an affiliate of the School's education service provider – Note 4) for its 65,164 square feet building including all ancillary facilities, outdoor areas and other improvements. Fixed annual payments under the amended agreement are based on a rate of $23.83 per square footage of the building, which amount to approximately $1,553,000 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through June 30, 2036 with an option to renew for two additional five year terms.

With the Landlord's consent, the School made additional improvements to the leased premises with its own funds, generally described as a cafeteria building and other improvements. The landlord has agreed that no additional fixed rent is due in connection with these tenant improvements, however the School will pay any items of additional rent affected by the tenant improvements, including utilities and insurance. Upon expiration of the existing lease and security agreement, as so long as there is no material default at such time under the lease, the Landlord will make a contribution to the School in an amount equal to the unamortized original cost of the tenant improvements. Timely payment of such amount is unconditionally and irrevocably guaranteed in full by the landlord's members. Based on this understanding, the School is depreciating these particular tenant improvements using a 39-year useful life.

For 2018, rent expense totaled $1,315,324. Lease payments are allocated among School and Doral Academy of Technology based on enrollment and usage of facility. The allocation used for 2018, was approximately 15% for Doral Academy of Technology and 85% for the School.

Note 6 – Commitments, Contingencies, and Concentrations (continued)

Future minimum payments under these leases are as follows:

Year	
2019	$1,619,000
2020	$1,619,000
2021	$1,619,000
2022	$1,619,000
2023	$1,619,000
2024-2028	$8,093,000 (Total for a five year period)
2029-2033	$8,093,000 (Total for a five year period)
2034-2036	$4,857,000 (Total for a three year period)

Bond Issue and Repayment

On January 4, 2018, Miami-Dade County Industrial Development Authority issued tax-exempt revenue bonds), of $22,045,000, on behalf of The Doral Academy, Inc. (the Organization), to be secured by a first mortgage on the land owned by the Organization as well as revenues of Doral Academy Charter Middle School, Doral Academy Charter High School, Doral Performing Arts & Entertainment Academy, and Doral Academy of Technology (the "Four Schools"). The proceeds of the bond issue have been used to fund the acquisition, design, construction, installation and equipping of a 91,000 square foot, six story building known as the Doral Hall Educational Facility ("Doral Hall"), fund a debt service reserve fund, and pay costs of the bond issuance.

Through a Usage Fee Agreement approved by the Board of Directors of the Organization, all Capital and Operating costs as defined herein will be due on a monthly basis commencing on the first day of the first full calender month following the date on which the Organization receives a temporary certificate of occupancy for Doral Hall. All costs of the acquisition, design, permitting, construction, equipping ("Capital Costs") and operations including interest expense, ongoing financing fees, all insurance, all taxes, property management fees, utilities, maintenance, repairs, replacements ("Operating Costs") of Doral Hall, together with an annual administrative fee of 5% of the sum of the Capital and Operating Costs each year, shall be shared among the Four Schools in proportion to their relative annual student enrollments. The temporary certificate of occupancy is expected to be received in October 2018.

Note 6 – Commitments, Contingencies, and Concentrations (continued)

The debt service on the tax-exempt bond financing for the Organization (which will be allocated between the Four Schools) is as follows:

Year	Principal	Interest	Total	
2019	$ 300,000	$ 1,135,930	$ 1,435,930	
2020	350,000	1,087,250	1,437,250	
2021	365,000	1,069,750	1,434,750	
2022	385,000	1,051,500	1,436,500	
2023	405,000	1,032,250	1,437,250	
2024-2028	2,345,000	4,836,750	7,181,750	(total for five year period)
2029-2033	2,995,000	4,189,000	7,184,000	(total for five year period)
2034-2038	3,815,000	3,362,250	7,177,250	(total for five year period)
2039-2043	4,865,000	2,308,500	7,173,500	(total for five year period)
2044-2048	6,220,000	963,750	7,183,750	(total for five year period)

Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations. Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of 2% of the qualifying revenues of the School. For the year ended June 30, 2018, administrative fees withheld by the School District totaled $32,671.

Note 7 – Risk Management

The School is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage for the past years. In addition, there were no reductions in insurance coverage from those in the prior year.

Note 8 – Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School approved a match of 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $72,650 for the year ended June 30, 2018. The School does not exercise any control or fiduciary responsibility over the Plans' assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2018

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 7,849,766	$ 7,845,000	$ 7,845,815
Charges for services	-	3,000	3,064
Other revenue	30,000	30,000	33,116
Total Revenues	7,879,766	7,878,000	7,881,995
EXPENDITURES			
Current:			
Instruction	3,589,167	3,300,000	3,253,193
Student support services	370,000	345,000	344,742
Instructional Staff Training	20,000	20,000	9,388
Board	195,500	60,000	59,144
School Administration	749,932	645,000	652,948
Fiscal Services	172,500	178,575	178,575
Central Services	197,500	197,715	197,715
Pupil transportation services	25,000	25,000	-
Operation of Plant	1,862,466	1,600,000	1,546,831
Maintenance of Plant	195,000	125,000	122,267
Administrative technology services	35,000	35,000	32,575
Total Current Expenditures	7,412,065	6,531,290	6,397,378
Excess of Revenues Over Current Expenditures	467,701	1,346,710	1,484,617
Capital Outlay	100,000	-	86,587
Total Expenditures	7,512,065	6,531,290	6,483,965
Excess of Revenues Over Expenditures	367,701	1,346,710	1,398,030
Other financing sources (uses):			
Transfers in (out)	-	(25,000)	(18,121)
Advances to other divisions of Doral Academy, Inc.	(2,000,000)	(4,460,644)	(4,460,644)
Net change in fund balance	(1,632,299)	(3,138,934)	(3,080,735)
Fund Balance at beginning of year	5,343,854	5,343,854	5,343,854
Fund Balance at end of year	$ 3,711,555	$ 2,204,920	$ 2,263,119

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors of
Doral Academy Charter Middle School
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy Charter Middle School (the "School") as of, and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 4, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We issued a separate management letter pursuant to Chapter 10.850, Rules of Auditor General dated September 4, 2018.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HBD Gavier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

Board of Directors of
Doral Academy Charter Middle School
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of Doral Academy Charter Middle School as of and for the fiscal year ended June 30, 2018 and have issued our report thereon dated September 4, 2018.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reports and Schedules

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedules, which are dated September 4, 2018, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. There were no prior year findings.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity. The official title of the entity is Doral Academy Charter Middle School.

Financial Condition

Sections 10.854(1)(e)2, Rules of the Auditor General, requires that we report the results of our determination as to whether or not Doral Academy Charter Middle School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that Doral Academy Charter Middle School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Doral Academy Charter Middle School. It is management's responsibility to monitor Doral Academy Charter Middle School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same. We have applied such procedures as of the fiscal year end and no deteriorating financial condition has been noted.

Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require that we report the results of our determination as to whether Doral Academy Charter Middle School maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Doral Academy Charter Middle School maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Other Matters

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

Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

HLB Gravier, LLP
Certified Public Accountants

Doral Performing Arts and Entertainment Academy
WL# 7009
(A charter school under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditors' Report

June 30, 2018

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Doral Performing Arts and Entertainment Academy

W/L#: 7009

11100 NW 27th Street
Doral, FL 33172

2017-2018

BOARD OF DIRECTORS

Angela Ramos, Director, President and Chair
Rene Rovirosa, Director, Secretary and Treasurer
Kim Guilarte, Director
Ana Guimaraes, Director, and Student Alumni Representative, elected December 13, 2017
Fabiana Campos, Director and Parent Representative, elected May 30, 2018

SCHOOL ADMINISTRATION

Carlos Ferralls, Principal

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Doral Performing Arts and Entertainment Academy
Doral, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Performing Arts and Entertainment Academy (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Performing Arts and Entertainment Academy as of June 30, 2018, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of Doral Performing Arts and Entertainment Academy as of June 30, 2018, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purport to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2018 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 8 and 27 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 4, 2018 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Hill Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

Management's Discussion and Analysis
Doral Performing Arts and Entertainment Academy
(A Charter School Under The Doral Academy, Inc.)
June 30, 2018

The corporate officers of the Doral Performing Arts and Entertainment Academy have prepared this narrative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2018.

Financial Highlights

1. The net position of the School at June 30, 2018 was $3,646,339.
2. At year-end, the School had current assets on hand of $668,976.
3. The net position of the School had an increase in its net position of $634,625 for the year ended June 30, 2018.
4. The unassigned fund balance at year end was $540,752.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2018 are presented under GASB 34. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference is reported as *net position*. Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 9 - 10 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 11 – 14 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 15 – 26 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of tphe School, the net position was $3,646,339 at the close of the fiscal year. A summary of the School's net position as of June 30, 2018 and 2017 are as follows:

	2018	2017
Cash and cash equivalents	$ 9,611	$ 3,351
Investments	614,000	2,487,000
Prepaid expenses	39,759	45,439
Due from other agencies	5,606	9,601
Due from other divisions of The Doral Academy, Inc.	3,050,000	550,000
Capital assets, net	15,828	25,632
Total Assets	3,734,804	3,121,023
Deferred outflows of resources	-	-
Accounts payable and accrued liabilities	88,465	109,309
Total Liabilities	88,465	109,309
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets and long-term receivables	3,065,828	575,632
Unrestricted	580,511	2,436,035
Total Net Position	$3,646,339	$3,011,667

At the end of the fiscal year, the School is able to report positive balances in total net position.

A summary and analysis of the School's revenues and expenses for the years ended June 30, 2018 and 2017 follows:

	2018	2017
REVENUES		
Program Revenues		
Capital outlay funding	$ 204,524	$ 133,592
Lunch program	99,103	118,714
General Revenues		
Local sources (FTE and other non specific)	2,766,351	2,828,397
Other revenue	19,212	9,427
Total Revenues	$3,089,190	$3,090,130
EXPENSES		
Instruction	$1,144,351	$1,259,112
Student support services	82,570	-
Instructional staff training	1,718	-
Board	28,900	89,800
School administration	252,024	202,144
Fiscal services	58,950	60,675
Food services	83,698	104,354
Central services	66,921	62,004
Operation of plant	733,795	413,025
Maintenance of plant	1,111	710
Administrative technology services	527	-
Total Expenses	2,454,565	2,191,824
Increase in Net Position	634,625	898,306
Net Position at Beginning of Year	3,011,714	2,113,408
Net Position at End of Year	$3,646,339	$3,011,714

In the current year, Doral Performing Arts & Entertainment Academy's revenue decreased by $940 and expenses increased by $262,741, respectively. Doral Performing Arts & Entertainment Academy had an increase in net position of $634,625 for the year.

School Location

The School occupies a facility located at 11100 NW 27th Street, Doral, Florida 33172. The facility is shared with Doral Academy Charter High School under a usage agreement and is also approved to operate at 2601 NW 112 Ave, Doral Florida, 33172.

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported ending fund balance of $580,511. The fund balance unassigned and available for spending at the School's discretion is $540,752. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2018 amounts to $15,828 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures and computer equipment. The School has no outstanding debt associated to capital assets.

Accomplishments

In 2018, Doral Performing Arts and Entertainment Academy completed its 12th year of operations, enrolling 393 students in grades 9-12. This past year, the school received a letter grade of "A" for the 10th consecutive year. In addition, the results available for the most recent Advanced Placement Examinations demonstrate that Doral Performing Arts and Entertainment Academy has become one of the premier College Prep schools in the country.

Last year, the school was nationally recognized as a Blue Ribbon School by the U.S. Department of Education. This award recognizes public and private schools for their overall academic excellence or for progress in closing achievement gaps, demonstrating that all students can achieve at high levels. Doral Performing Arts and Entertainment Academy once again ranked among "America's Top 100 High Schools" by *The Daily Beast,* as well as one of the "Best Highs Schools" in the country by *U.S. News and World Reports*

Doral Performing Arts and Entertainment Academy provides its students with a rigorous college preparatory curriculum with a focus on Arts and Entertainment, as well as a rich extra-curricular program of activities, including team sports and clubs. Doral High has been upgrading its facilities, which now include additional classroom facilities, labs, art rooms, a band room, and production rooms, a state-of-the-art gymnasium. a brand new, top-notch football field, and other ball fields.

As part of the Doral Academy, Inc. network of high performing charter schools, Doral Performing Arts and Entertainment Academy is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the School adopted an annual budget. A budgetary comparison statement has been provided for the governmental funds to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State capital outlay funding	$ 70,785	$ 71,516	$ 89,916
Local capital improvement revenues	-	114,608	114,608
Lunch program	80,000	80,000	83,430
Charges for services	-	-	268
General Revenues			
FTE nonspecific revenues	2,638,200	2,781,975	2,766,351
Charges and other revenues	25,000	33,000	34,617
Total Revenues	$ 2,813,985	$ 3,081,099	$ 3,089,190
CURRENT EXPENDITURES			
Instruction	$ 1,449,476	$ 1,192,474	$ 1,126,502
Student support services	96,000	83,230	82,570
Instructional staff training	3,000	3,000	1,718
Board	30,000	30,000	28,900
School administration	171,795	274,237	252,024
Fiscal services	58,500	58,950	58,950
Food services	80,000	80,000	83,698
Central services	59,000	69,375	66,921
Pupil transportation services	1,000	-	-
Operation of plant	663,772	735,580	733,150
Maintenance of plant	40,000	40,000	1,111
Administrative technology services	-	600	527
Total Current Expenditures	$ 2,652,543	$ 2,567,446	$ 2,436,071

Most variances occurred as a result of the budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC 6340 Sunset Drive, Miami, Florida 33143.

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2018

	Governmental Activities
Assets	
Current assets:	
Cash and cash equivalents	$ 9,611
Investments	614,000
Prepaid expenses	39,759
Due from other agencies	5,606
Total current assets	668,976
Capital assets, depreciable	402,431
Less: accumulated depreciation	(386,603)
	15,828
Due from other divisions of The Doral Academy, Inc., long-term	3,050,000
Total Assets	3,734,804
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	88,465
Total current liabilities	88,465
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets and long-term receivables	3,065,828
Unrestricted	580,511
Total Net Position	$ 3,646,339

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

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2018

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 1,144,351	$ -	$ -	$ -	$ (1,144,351)
Student support services	82,570				(82,570)
Instructional staff training	1,718	-	-	-	(1,718)
Board	28,900	-	-	-	(28,900)
School administration	252,024	-	-	-	(252,024)
Fiscal services	58,950	-	-	-	(58,950)
Food services	83,698	15,673	83,430	-	15,405
Central services	66,921	-	-	-	(66,921)
Operation of plant	733,795	-	-	204,524	(529,271)
Maintenance of plant	1,111	-	-	-	(1,111)
Administrative technology services	527	-	-	-	(527)
Total governmental activities	2,454,565	15,673	83,430	204,524	(2,150,938)

General revenues:	
FTE and other nonspecific revenues	2,766,351
Other revenues	19,212
Change in net position	634,625
Net position, beginning	3,011,714
Net position, ending	$ 3,646,339

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

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2018

	General Fund	Non - Major Governmental Fund	Total Governmental Funds
Assets			
Cash and cash equivalents	$ 9,611	$ -	$ 9,611
Investments	614,000	-	614,000
Prepaid expenses	39,759	-	39,759
Due from other agencies	-	5,606	5,606
Due from fund	5,606	-	5,606
Total Assets	668,976	5,606	674,582
Deferred Outflows of Resources	-	-	-
Liabilities			
Salaries and wages payable	88,465	-	88,465
Due to fund	-	5,606	5,606
Total Liabilities	88,465	5,606	94,071
Deferred Inflows of Resources	-	-	-
Fund balance			
Nonspendable, not in spendable form	39,759	-	39,759
Unassigned	540,752	-	540,752
	580,511	-	580,511
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 668,976	$ 5,606	$ 674,582

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

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2018

Total Fund Balance - Governmental Funds		$ 580,511
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets of $402,431 net of accumulated depreciation of $386,603 used in governmental activities are not financial resources and therefore are not reported in the fund.	15,828	
Long term receivables in governmental activities are not financial resources and therefore are not reported in the govermental funds.	3,050,000	
Total Net Position - Governmental Activities		$ 3,646,339

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

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2018

	General Fund	Non - Major Governmental Fund	Total Governmental Funds
Revenues:			
State passed through local	$ 2,766,351	$ -	$ 2,766,351
State capital outlay funding	-	89,916	89,916
Local capital improvement revenue		114,608	114,608
Federal school lunch program	-	83,430	83,430
Lunch fees	15,405	268	15,673
Other revenue	19,212	-	19,212
Total Revenues	2,800,968	288,222	3,089,190
Expenditures:			
Current			
Instruction	1,126,502	-	1,126,502
Student support services	82,570	-	82,570
Instructional staff training	1,718	-	1,718
Board	28,900	-	28,900
School administration	252,024	-	252,024
Food services	-	83,698	83,698
Fiscal services	58,950	-	58,950
Central services	66,921	-	66,921
Operation of plant	528,626	204,524	733,150
Maintenance of plant	1,111	-	1,111
Administrative technology services	527	-	527
Capital Outlay:			
Other capital outlay	8,690	-	8,690
Total Expenditures	2,156,539	288,222	2,444,761
Excess of revenues over expenditures	644,429	-	644,429
Other financing sources (uses)			
Long term advances	(2,500,000)	-	(2,500,000)
Net change in fund balance	(1,855,571)	-	(1,855,571)
Fund Balance at beginning of year	2,436,082	-	2,436,082
Fund Balance at end of year	$ 580,511	$ -	$ 580,511

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

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance
of Governmental Funds to the Statement of Activities
For the year ended June 30, 2018

Net Change in Fund Balance - Governmental Funds	$ (1,855,571)
Amounts reported for governmental activities in the statement of activities are different because:	
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense of $18,494 exceeded capital outlays of $8,690.	(9,804)
Issuance of long-term receivables represents a financial expenditure to governmental funds, but increases long-term assets in the statement of net position. Increase in long-term receivables is an expenditure in the governmental funds, but a decrease or collection of such receivables reduces long-term assets in the statement of net position. This is the amount by which advances of $2,500,000 exceeded collections of long-term receivables in the current period.	2,500,000
Change in Net Position of Governmental Activities	$ 634,625

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

Note 1 – Summary of Significant Accounting Policies

Reporting Entity

Doral Performing Arts and Entertainment Academy (the "School"), is a charter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The Schools charter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of five members and also governs other charter schools. The board has determined no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring District, the School Board of Miami-Dade County, Florida. The former charter between the district and Doral College, Inc. was amended and renewed under Doral Academy, Inc. for the remainder of the term. The current charter expires on June 30, 2030 and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School is located in Doral, Florida for students from ninth through twelfth grades. These financial statements are for the year ended June 30, 2018, when on average 393 students were enrolled for the school year.

Basis of Presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information for the School as a whole. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Note 1 – Summary of Significant Accounting Policies (continued)

Program revenues include: (1) charges for services which report fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. Other revenue sources not properly included with program revenues are reported as general revenues.

Fund Financial Statements

Fund financial statements are provided for governmental funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred income of resources, equity, revenues and expenditures. The School reports the major governmental funds with all non-major funds aggregated in a single column.

General Fund - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Measurement Focus and Basis of Accounting

The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available. Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions.

Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied. Donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined.

Note 1 – Summary of Significant Accounting Policies (continued)

"Available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Budgets and Budgetary Accounting
In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments
Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Inter-fund Transfers
Interfund receivables/payables are short-term balances that represent reimbursements between funds for payments made by one fund on behalf of another fund.

Due from Other Governments or Agencies
Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Capital Assets
The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more.

Note 1 – Summary of Significant Accounting Policies (continued)

Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized.

The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Furniture and Equipment	5 Years
Textbooks	3 Years

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Revenue Sources

Revenues for operations will be received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent (FTE) students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP. Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made.

Note 1 – Summary of Significant Accounting Policies (continued)

The School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities. In addition, the School receives a portion of the local capital improvement ad valorem tax revenues levied by the District.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Income Taxes

The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Order of Fund Balance Spending Policy

The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First non-spendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including non-spendable amounts). Then any remaining fund balance amounts for the non-general funds are classified as unassigned fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

Net Position and Fund Balance Classifications

Government-wide financial statements

Equity is classified as net position and displayed in three (3) components:

a) Net investment in capital assets and long-term receivables - consists of capital assets net of accumulated depreciation and long-terim receivables, and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of net position with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments.
c) Unrestricted net position - all other net position that does not meet the definition of "restricted" or "net investment in capital assets and long-term receivables".

Note 1 – Summary of Significant Accounting Policies (continued)

Fund financial statements
Under GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable - includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned).
b) Restricted - fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. There are no restricted fund balances at year end.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification are intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. There are no assigned fund balances at year end.
e) Unassigned - portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

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

Subsequent Events
In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure September 4, 2018, which is the date the financial statements were available to be issued.

Note 2 – Cash, Cash Equivalents and Investments

Deposits
The School maintains its cash and cash equivalents in one financial institution. As of June 30, 2018, the School's deposits consisted of cash balances of $9,381.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2018, bank balances in potential excess of FDIC coverage was approximately $9,381.

Investments
The School categorizes its fair value measurements within the fair value hierarchy established by GASB Codification Section 3100 *Fair Value Measurement and Application.* The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs.

At June 30, 2018, the School has the following recurring fair value measurements:

- Government money market mutual fund of $1,770,000 valued using Level 2 inputs.

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of January 31, 2018, maturities of the fund's portfolio holdings are approximately 59% within 30 days.

Credit Risk
Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2018, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Note 2 – Cash, Cash Equivalents and Investments (continued)

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 –Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2018:

	Balance 07/01/17	Additions	Retirements	Balance 06/30/18
Capital Assets:				
Furniture, equipment and textbooks	$ 393,741	$ 8,690	$ -	$ 402,431
Total Capital Assets	393,741	8,690	-	402,431
Less Accumulated Depreciation:				
Furniture, equipment and textbooks	(368,109)	(18,494)	-	(386,603)
Total Accumulated Depreciation	$(368,109)	$ (18,494)	$ -	$(386,603)
Capital Assets, net	$ 25,632	$ (9,804)	$ -	$ 15,828

For the fiscal year ended June 30, 2018, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	$	17,849
Operation of plant		645
Total Depreciation Expense	$	18,494

Note 4 – Education Service and Support Provider

Academica Dade, LLC, a professional charter school education service and support provider, provides administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting, financial reporting and virtual services. The agreement with the education service provider calls for a fee on a per student basis. The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2018, the School incurred $176,850 in fees.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida 33143.

Note 5 – Transactions with other Divisions of The Doral Academy, Inc.

During 2018, the School was located on the premises of Doral Academy High School (a charter school under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student enrollment. In addition, Doral Academy High School holds the student activities fund of the School. The School reimbursed Doral Academy High School approximately $1,300,000 during the year in connection with these shared costs.

The School's lunch program is shared with various other charter schools under The Doral Academy, Inc. Revenues and expenses related to such program have been allocated based on FTE equivalent for purposes of presentation in the financial statements.

The following schedule provides a summary of changes in long-term receivables for the year ended June 30, 2018:

	Balance 07/01/17	Additions	Repayments	Balance 06/30/18
The Doral Academy, Inc.	$ -	$2,500,000	$ -	$2,500,000
Due from Doral Academy High School	550,000	-	-	550,000
Total long-term receivables	$ 550,000	$2,500,000	$ -	$3,050,000

The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The School paid The Doral Academy, Inc. $78,600 in connection with these charges during the year.

Note 6 – Commitments, Contingencies, and Concentrations

The School entered into a lease and security agreement ("agreement") with School Development, LLC (the "Landlord", an affiliate of the School's education service and support provider – Note 4) for its 57,000 square foot building including all ancillary facilities, outdoor areas and other improvements. Fixed initial annual payments under this agreement were based on a rate of $30.23 per square footage of the building, which amounted to $1,722,842 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through August 2024 with an option to renew for an additional five-year term

Note 6 – Commitments, Contingencies and Concentrations (continued)

With the Landlord's consent, the School made additional improvements to the leased premises with its own funds, generally described as a cafeteria building and other improvements. The landlord has agreed that no additional fixed rent is due in connection with these tenant improvements, however the School will pay any items of additional rent affected by the tenant improvements, including utilities and insurance. Upon expiration of the existing lease and secruity agreement, as so long as there is no material default at such time under the lease, the Landlord will make a contribution to the School in an amount equal to the unamortized original cost of the tenant improvements. Timely payment of such amount is unconditionally and irrevocably guaranteed in full by the landlord's members. Based on this understanding, the School is depreciating these particular tenant improvements using a 39-year useful life.

For 2018, rent expense totaled $328,359. Lease payments are allocated among School and Doral Academy High School based on enrollment and usage of facility. The allocation used for 2018, was approximately 19% for the School and 81% for Doral Academy High School.

Future minimum payments under these leases are as follows:

Year	
2019	$1,796,000
2020	$1,796,000
2021	$1,796,000
2022	$1,796,000
2023	$1,796,000
2024-2028	$8,980,000 (Total for a five year period)
2029-2033	$8,980,000 (Total for a five year period)
2034-2036	$5,388,000 (Total for a three year period)

Bond Issue and Repayment

On January 4, 2018, Miami-Dade County Industrial Development Authority issued tax-exempt revenue bonds of $22,045,000 on behalf of The Doral Academy, Inc. (the Organization), to be secured by a first mortgage on the land owned by the Organization as well as revenues of Doral Academy Charter Middle School, Doral Academy Charter High School, Doral Performing Arts & Entertainment Academy, and Doral Academy of Technology (the "Four Schools"). The proceeds of the bond issue have been used to fund the acquisition, design, construction, installation and equipping of a 91,000 square foot, six story building known as the Doral Hall Educational Facility ("Doral Hall"), fund a debt service reserve fund, and pay costs of the bond issuance.

Note 6 – Commitments, Contingencies, and Concentrations (continued)

Through a Usage Fee Agreement approved by the Board of Directors of the Organization, all Capital and Operating costs as defined herein will be due on a monthly basis commencing on the first day of the first full calender month following the date on which the Organization receives a temporary certificate of occupancy for Doral Hall. All costs of the acquisition, design, permitting, construction, equipping ("Capital Costs") and operations including interest expense, ongoing financing fees, all insurance, all taxes, property management fees, utilities, maintenance, repairs, replacements ("Operating Costs") of Doral Hall, together with an annual administrative fee of 5% of the sum of the Capital and Operating Costs each year, shall be shared among the Four Schools in proportion to their relative annual student enrollments. The temporary certificate of occupancy is expected to be received in October 2018.

The debt service on the tax-exempt bond financing for the Organization (which will be allocated between the Four Schools) is as follows:

Year	Principal	Interest	Total	
2019	$ 300,000	$ 1,135,930	$ 1,435,930	
2020	350,000	1,087,250	1,437,250	
2021	365,000	1,069,750	1,434,750	
2022	385,000	1,051,500	1,436,500	
2023	405,000	1,032,250	1,437,250	
2024-2028	2,345,000	4,836,750	7,181,750	(total for five year period)
2029-2033	2,995,000	4,189,000	7,184,000	(total for five year period)
2034-2038	3,815,000	3,362,250	7,177,250	(total for five year period)
2039-2043	4,865,000	2,308,500	7,173,500	(total for five year period)
2044-2048	6,220,000	963,750	7,183,750	(total for five year period)

Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs.

The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations.

Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Note 6 – Commitments, Contingencies, and Concentrations (continued)

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of 2% of the qualifying revenues of the School. For the year ended June 30, 2018, administrative fees withheld by the School District totaled $32,195.

Note 7 – Risk Management

The School is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage in the past. In addition, there were no reductions in insurance coverage from those in the prior year.

Note 8 – Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School approved a match of 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $21,044 for the year ended June 30, 2018. The School does not exercise any control or fiduciary responsibility over the Plan's assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2018

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 2,638,200	$ 2,781,975	$ 2,766,351
Charges for services	15,000	15,000	15,405
Other revenue	10,000	18,000	19,212
Total Revenues	2,663,200	2,814,975	2,800,968
EXPENDITURES			
Current:			
Instruction	1,449,476	1,192,474	1,126,502
Student support services	96,000	83,230	82,570
Instructional staff training	3,000	3,000	1,718
Board	30,000	30,000	28,900
School administration	171,795	274,237	252,024
Fiscal services	58,500	58,950	58,950
Central services	59,000	69,375	66,921
Pupil transportation services	1,000	-	-
Operation of plant	592,987	549,456	528,626
Maintenance of plant	40,000	40,000	1,111
Administrative technology services	-	600	527
Total Current Expenditures	2,501,758	2,301,322	2,147,849
Excess of Revenues Over Current Expenditures	161,442	513,653	653,119
Capital Outlay	-	-	8,690
Total Expenditures	2,501,758	2,301,322	2,156,539
Excess of Revenues Over Expenditures	161,442	513,653	644,429
Other financing sources (uses):			
Long term advances	-	(2,500,000)	(2,500,000)
Net change in fund balance	161,442	(1,986,347)	(1,855,571)
Fund Balance at beginning of year	2,436,082	2,436,082	2,436,082
Fund Balance at end of year	$ 2,597,524	$ 449,735	$ 580,511

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors of
Doral Performing Arts and Entertainment Academy
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Performing Arts and Entertainment Academy (the "School") as of, and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report September 4, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We issued a separate management letter September 4, 2018, pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HMB Gavier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

Board of Directors of
Doral Performing Arts and Entertainment Academy
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of Doral Performing Arts and Entertainment Academy as of and for the fiscal year ended June 30, 2018 and have issued our report thereon dated September 4, 2018.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reports and Schedules

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedules, which are dated September 4, 2018, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report.

There were no findings and recommendations made in the preceding audit report.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity. The official title of the entity is Doral Performing Arts and Entertainment Academy.

Financial Condition

Sections 10.854(1)(e)2, Rules of the Auditor General, requires that we report the results of our determination as to whether or not Doral Performing Arts and Entertainment Academy has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met.

In connection with our audit, we determined that Doral Performing Arts and Entertainment Academy did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Doral Performing Arts and Entertainment Academy. It is management's responsibility to monitor Doral Performing Arts and Entertainment Academy's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same. We have applied such procedures as of the fiscal year end and no deteriorating financial condition has been noted.

Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require that we report the results of our determination as to whether Doral Performing Arts and Entertainment Academy maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Doral Performing Arts and Entertainment Academy maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Other Matters

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

Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

HLB Gravier, LLP
Certified Public Accountants

Just Arts and Management Charter Middle School
W/L#: 6083
(A charter school under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditor's Report

June 30, 2018

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Just Arts and Management Charter Middle School

W/L#: 6083

2450 NW 97th Avenue
Doral, FL 33172

2017-2018

BOARD OF DIRECTORS

Angela Ramos, Director, President and Chair
Rene Rovirosa, Secretary, Treasurer and Director
Kim Guilarte, Director
Ana Guimaraes, Director and Student Alumni Representative, elected December 13, 2017
Fabiana Campos, Director and Parent Representative, elected May 30, 2018

SCHOOL ADMINISTRATION

Eleanora Cuesta, Principal

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Just Arts and Management Charter Middle School
Doral, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund informaiton of Just Arts and Management Charter Middle School (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprises the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

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Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate of remaining fund information of Just Arts and Management Charter Middle School as of June 30, 2018, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of Just Arts and Management Charter Middle School as of June 30, 2018, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purport to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2018 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 9 and 27 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 4, 2018, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

HUB Gavier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

Management's Discussion and Analysis
Just Arts and Management Charter Middle School
(A Charter School Under The Doral Academy, Inc.)
June 30, 2018

The corporate officers of Just Arts and Management Charter Middle School (the "School") have prepared this narrative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2018.

Financial Highlights

1. The net position of the School at June 30, 2018 was $674,482.
2. At year-end, the School had current assets on hand of $693,528.
3. The net position of the School increased by $196,461 during the year.
4. The unassigned fund balance at year end was $634,181.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2018 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference between the four is reported as *net position*. Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 10 - 11 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 12 - 15 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 16 – 26 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the net position was $674,482 at the close of the fiscal year. A summary of the School's net position as of June 30, 2018 and 2017 are as follows:

	2018	2017
Cash and cash equivalents	$ 2,096	$ 8,350
Investments	681,000	396,000
Prepaid expenses	5,236	20,394
Due from other agencies	3,071	4,029
Due from other charter school	2,125	-
Capital assets, net	35,065	88,859
Total Assets	728,593	517,632
Deferred outflows of resources	-	-
Accounts payable and accrued liabilities	54,111	39,611
Total Liabilities	54,111	39,611
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets	35,065	88,859
Unrestricted	639,417	389,162
Total Net Position	$ 674,482	$ 478,021

At the end of the fiscal year, the School is able to report positive balances in total net position. A summary and analysis of the School's revenues and expenses for the years ended June 30, 2018 and 2017 is as follows:

	2018	2017
REVENUES		
Program Revenues		
Operating grants and contributions	$ -	$ 1,141
Capital outlay funding	83,421	41,221
Lunch Program	93,507	46,303
General Revenues		
Local sources (FTE and other non specific)	1,199,308	977,562
Other revenue	6,159	3,077
Total Revenues	$ 1,382,395	$ 1,069,304
EXPENSES		
Instruction	$ 633,041	$ 505,666
Instructional staff training	13,292	-
Board	13,100	28,100
School administration	131,998	89,047
Fiscal services	26,400	21,975
Food services	84,272	61,110
Central services	27,590	25,026
Operation of plant	256,149	200,641
Maintenance of plant	92	187
Total Expenses	1,185,934	931,752
Increase in Net Position	196,461	137,552
Net Position at Beginning of Year	478,021	340,469
Net Position at End of Year	$ 674,482	$ 478,021

The School's revenue and expenditures increased by $313,091 and $254,182, respectively, as a result of increased enrollment. The School had an increase in its net position of $196,461 for the year.

School Location and Lease of Facility
The School leases a facility located at 2450 NW 97th Avenue, Doral, Florida 33172. The School is located within The Doral Academy campus.

Capital Improvement Requirements
The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

Accomplishments

In 2018, Just Arts and Management (JAM) Charter Middle School successfully completed its fifth year of operation, serving over 175 students in grades 6-8. The school earned a letter grade of "A" for the sixth consecutive year, and ranked as the 6th highest performing middle school in Miami-Dade County.

Throughout the year, JAM students participated in various community service projects (benefiting charities such as St. Jude Children's Research Hospital, Jump-rope for Heart, as well as school-based fundraisers (Scholastic Book Fair, Great American, World's Finest Chocolates). In addition, JAM students participated in various performances aligned to the mission and vision of the school. JAM students did not only perform at these venues, but they were also an integral part of production of these shows. From creating budgets, to designing all advertisement, their involvement was remarkable.

JAM students also participated in various clubs and team sports, including Spanish Club, Art Club, Guitar Club, Morning Announcements, Chorus, Dance, Theater, Robotics and Safety Patrols. Students also participated in school-based events such as Career Day, Hispanic Heritage Celebration, Gallery Night, Field Day, and FSA Pep Rally.

The mission of JAM is to prepare students for secondary studies and beyond through an innovative, in-depth, thematic educational program that emphasizes the entrepreneurial and business aspects of the Music industry by exposing students to a curriculum centered on the performing arts. JAM is a school where teachers and administrators spiritedly collaborate, where parents and community members enthusiastically participate, and where young adolescents eagerly engage in the learning and discovery of meaningful content. As part of the Project Based Learning approach educators and community members collaborate to plan interdisciplinary thematic units based upon core curricular standards and instructional methodologies reflecting best practices in middle school education.

As part of the Doral Academy, Inc. network of high performing charter schools, JAM is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported a fund balance of $639,417. The fund balance unassigned and available for spending at the School's discretion is $634,181. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2018 amounts to $35,065 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures and computer equipment. As of June 30, 2018, the School had no debt associated to its capital assets and working capital.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the Charter School adopted an annual budget. A budgetary comparison statement has been provided for the governmental fund to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
State capital outlay funding	$ 31,850	$ 32,000	$ 32,054
Local capital improvement revenue	-	51,367	51,367
Federal school lunch program	45,000	45,000	47,300
Charges for services	40,000	45,000	36,972
General Revenues			
FTE nonspecific revenues	1,123,500	1,180,000	1,199,308
Charges and other revenues	2,250	6,000	15,394
Total Revenues	$ 1,242,600	$ 1,359,367	$ 1,382,395
CURRENT EXPENDITURES			
Instruction	$ 588,294	$ 588,294	$ 581,140
Instructional staff training	1,000	14,000	13,292
Board	35,800	13,100	13,100
School administration	95,432	145,000	131,998
Fiscal services	26,250	26,400	26,400
Food services	85,000	85,000	84,272
Central services	26,250	28,000	27,590
Operation of plant	248,064	288,367	254,256
Maintenance of plant	4,000	4,000	92
Total Current Expenditures	$ 1,110,090	$ 1,192,161	$ 1,132,140

Most variances occurred as a result of the Budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC, 6340 Sunset Drive, Miami, Florida 33143.

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2018

	Governmental Activities
Assets	
Current assets:	
Cash and cash equivalents	$ 2,096
Investments	681,000
Prepaid expenses	5,236
Due from other charter school	2,125
Due from other agencies	3,071
Total current assets	693,528
Capital assets, depreciable	307,882
Less: accumulated depreciation	(272,817)
	35,065
Total Assets	728,593
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	54,111
Total Liabilities	54,111
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets	35,065
Unrestricted	639,417
Total Net Position	$ 674,482

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

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2018

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 633,041	$ -	$ -	$ -	$ (633,041)
Instructional staff training	13,292	-	-	-	(13,292)
Board	13,100	-	-	-	(13,100)
School administration	131,998	-	-	-	(131,998)
Fiscal services	26,400	-	-	-	(26,400)
Food services	84,272	46,207	47,300	-	9,235
Central services	27,590	-	-	-	(27,590)
Operation of plant	256,149	-	-	83,421	(172,728)
Maintenance of plant	92	-	-	-	(92)
Total governmental activities	1,185,934	46,207	47,300	83,421	(1,009,006)
General revenues:					
FTE and other nonspecific revenues					1,199,308
Investment earnings					6,159
Change in net position					196,461
Net position, beginning					478,021
Net position, ending					$ 674,482

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

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2018

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
Assets			
Cash and cash equivalents	$ 2,096	$ -	$ 2,096
Investments	681,000	-	681,000
Prepaid expenses	5,236	-	5,236
Due from other charter school	2,125	-	2,125
Due from other agencies	-	3,071	3,071
Due from fund	3,071	-	3,071
Total Assets	693,528	3,071	696,599
Deferred Outflows of Resources	-	-	-
Liabilities			
Salaries and wages payable	54,111	-	54,111
Due to fund	-	3,071	3,071
Total Liabilities	54,111	3,071	57,182
Deferred Inflows of Resources	-	-	-
Fund balance			
Nonspendable, not in spendable form	5,236	-	5,236
Unassigned	634,181	-	634,181
	639,417	-	639,417
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 693,528	$ 3,071	$ 696,599

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

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2018

Total Fund Balance - Governmental Funds	$	639,417
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets of $307,882 net of accumulated depreciation of $272,817 used in governmental activities are not financial resources and therefore are not reported in the fund.		35,065
Total Net Position - Governmental Activities	$	674,482

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

Just Arts and Management Charter Middle School

(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2018

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
Revenues:			
State capital outlay funding	$ -	$ 32,054	$ 32,054
State passed through local	1,199,308	-	1,199,308
Local capital improvement revenue		51,367	51,367
Federal school lunch program	-	47,300	47,300
Charges for services	9,235	36,972	46,207
Other revenue	6,159	-	6,159
Total Revenues	1,214,702	167,693	1,382,395
Expenditures:			
Current			
Instruction	581,140	-	581,140
Instructional staff training	13,292	-	13,292
Board	13,100	-	13,100
School administration	131,998	-	131,998
Food services	-	84,272	84,272
Facilities acquisition	-	-	-
Fiscal services	26,400	-	26,400
Central services	27,590	-	27,590
Operation of plant	170,835	83,421	254,256
Maintenance of plant	92	-	92
Capital Outlay:			
Other capital outlay	-	-	-
Total Expenditures	964,447	167,693	1,132,140
Excess (deficit) of revenues over expenditures	250,255	-	250,255
Other financing sources (uses)			
Transfers in (out)	-	-	-
Net change in fund balance	250,255	-	250,255
Fund Balance at beginning of year	389,162	-	389,162
Fund Balance at end of year	$ 639,417	$ -	$ 639,417

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

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures an Changes in Fund Balance
of Governmental Funds to the Statement of Activities
For the year ended June 30, 2018

Net Change in Fund Balance - Governmental Funds	$	250,255
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense of $53,794 exceeded capital outlays of $-0-.		(53,794)
Change in Net Position of Governmental Activities	$	196,461

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

Note 1 – Summary of Significant Accounting Policies

Reporting Entity

Just Arts and Management Charter Middle School (the "School"), is a charter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The School's charter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of five members and also governs other charter schools. The board has determined that no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring district, the School Board of Miami-Dade County, Florida. The current charter expires on June 30, 2032, and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School is located in Doral, Florida for students from sixth through eighth grades. These financial statements are for the year ended June 30, 2018, when on average 176 sixth through eighth grade students were enrolled for the school year.

Basis of Presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information for the School as a whole. Any internal interfund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Note 1 – Summary of Significant Accounting Policies (continued)

Program revenues include: (1) charges for services, such as food service and student activity fees (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. Other revenue sources not properly included with program revenues are reported as general revenues

Fund Financial Statements
Fund financial statements are provided for governmental funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major governmental funds with all non-major funds aggregated in a single column:

> *General Fund* - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Measurement Focus and Basis of Accounting
The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Revenues from non-exchange transactions are reported according to GASB Codification Section 1600.111 and Section N50 *Accounting and Financial Reporting for Non-Exchange Transactions*. On the accrual basis, revenues from grants and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied.

The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available. Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Note 1 – Summary of Significant Accounting Policies (continued)

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. "Available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Budgets and Budgetary Accounting

In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments

Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations.

Note 1 – Summary of Significant Accounting Policies (continued)

Estimated useful lives, in years, for depreciable assets are as follows:

Furniture, Equipment, and Computers	5 Years
Textbooks and Software	3 Years

Inter-fund Transfers
Interfund receivables/payables are short-term balances that represent reimbursements between funds for payments made by one fund on behalf of another fund.

Due from Other Governments or Agencies
Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Deferred Outflows/Inflows of Resources
In addition to assets, the statement of financial position will sometimes report a separate section fro deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Revenue Sources
Revenues for operations will be received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent (FTE) students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP. Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature.

Note 1 – Summary of Significant Accounting Policies (continued)

Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made.

The School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities. In addition, the School receives a portion of the local capital improvement ad valorem tax revenues levied by the District.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Compensated Absences

The School grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days.

GASB Codification Section C60, *Accounting for Compensated Absences*, provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years.

The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Income Taxes

The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Note 1 – Summary of Significant Accounting Policies (continued)

Net Position and Fund balance classifications

Government-wide financial statements

Equity is classified as net position and displayed in three components:

a) Net investment in capital assets - consists of capital assets net of accumulated depreciation and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of balances with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments.
c) Unrestricted net position - all other balances that do not meet the definition of "restricted" or "net investment in capital assets."

Fund financial statements

Under GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories list below:

a) Nonspendable - includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balances associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned). All nonspendable fund balances at year end relate to not in spendable form assets.
b) Restricted - fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. There are no restricted fund balances at year end.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification are intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. There are no assigned fund balances at year end.
e) Unassigned - portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Order of Fund Balance Spending Policy

The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First Non-spendable fund balances are determined.

Note 1 – Summary of Significant Accounting Policies (continued)

Then restricted fund balances for specific purposes are determined (not including non-spendable amounts).Then any remaining fund balance amounts for the non-general funds are classified as unassigned fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

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

Subsequent Events
In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through September 4, 2018 which is the date the financial statements were available to be issued.

Note 2 – Cash, Cash Equivalents and Investments

Deposits
The School maintains its cash and cash equivalents in one financial institution. As of June 30, 2018, the School's deposits consisted of cash balances of $2,377.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2018, bank balances in potential excess of FDIC coverage was $2,377.

Note 2 – Cash, Cash Equivalents and Investments (continued)

Investments

The School categorizes its fair value measurements within the fair value hierarchy established by GASB Codification Section 3100 *Fair Value Measurement and Application*. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs.

At June 30, 2018, the School has the following recurring fair value measurements:

- Government money market mutual fund of $760,000 valued using Level 2 inputs.

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of January 31, 2018 maturities of the fund's portfolio holdings are approximately 59% within 30 days.

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2018, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 – Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2018:

	Balance 07/01/17	Additions	Retirements	Balance 06/30/18
Capital Assets:				
Computer equipment and software	$ 87,454	$ -	$ -	$ 87,454
Furniture, equipment and textbooks	220,428	-	-	220,428
Total Capital Assets	307,882	-	-	307,882
Less Accumulated Depreciation:				
Computer equipment and software	(66,951)	(14,206)	-	(81,157)
Furniture, equipment and textbooks	(152,072)	(39,588)	-	(191,660)
	$ (219,023)	$ (53,794)	$ -	$ (272,817)
Capital Assets, net	$ 88,859	$ (53,794)	$ -	$ 35,065

For the fiscal year ended June 30, 2018, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	$ 51,901
Operation of plant	1,893
Total Depreciation Expense	$ 53,794

Note 4 – Education Service and Support Provider

Academica Dade, LLC, an education service provider, provides administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting and virtual services. The agreement between the School and the education service provider calls for a fee on a per student basis. The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2018, the School incurred $79,200, in fees related to this agreement.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida 33143.

Note 5 – Transactions with other divisions of Doral Academy, Inc.

During 2018, the School's facility was located on the premises of The Doral Academy ("Doral Academy", a school under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student enrollment. During 2018, the School reimbursed Doral Academy expenses of approximately $98,000.

The School's lunch program is shared with various charter schools under school under The Doral Academy, Inc. Revenues and expenses related to such program have been allocated based on FTE equivalent for purposes of presentation in the financial statements.

The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The School paid The Doral Academy, Inc. $26,400 in connection with these charges during the year.

Note 6 – Commitments, Contingencies, and Concentrations

The School entered into a lease agreement with Carlos Albizu University for its 44,585 square feet building including all ancillary facilities, outdoor areas and other improvements. The lease continues through July 31, 2020, as extended, with an option for three additional five-year terms. The annual minimum rent during the current option term is $1,605,000. In the event that the term of the lease is extended for the second option term (from August 1, 2020 through July 31, 2025) the annual minimum rent will be $1,653,150. The lease was subsequently amended on April 1, 2012 and September 1, 2012 for an additional 15,000 and 13,500 square feet, respectively, to continue through the term of the lease. The rent for the additional space is calculated at $20.00 per square foot.

Lease payments are allocated among the School and Doral Academy based on enrollment and usage of facility. The allocation used for 2018, was approximately 14% for the School and 86% for Doral Academy.

For 2018, rent expense related to the facility lease totaled $225,468.

Note 6 – Commitments, Contingencies, and Concentrations (continued)

Future minimum payments under this lease, to be shared with Doral Academy, are as follows:

Year	
2018 - 2019	$ 1,605,000
2019 - 2020	$ 1,605,000

Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations.

Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of up to 5% of the qualifying revenues of the School. For the year ended June 30, 2018, administrative fees withheld by the School District totaled $23,531.

Note 7 – Risk Management

The School is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; administrative errors and omissions; personal injury; workers compensation and natural disasters for which the School carries commercial insurance.

Note 8 – Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School matches 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $14,861 for the year ended June 30, 2018. The School does not exercise any control or fiduciary responsibility over the Plan's assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2018

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 1,123,500	$ 1,180,000	$ 1,199,308
Charges for services	-	-	9,235
Other revenue	2,250	6,000	6,159
Total Revenues	1,125,750	1,186,000	1,214,702
EXPENDITURES			
Current:			
Instruction	588,294	588,294	581,140
Instructional Staff Training	1,000	14,000	13,292
Board	35,800	13,100	13,100
School Administration	95,432	145,000	131,998
Fiscal Services	26,250	26,400	26,400
Central Services	26,250	28,000	27,590
Operation of Plant	216,214	200,000	170,835
Maintenance of Plant	4,000	4,000	92
Total Current Expenditures	993,240	1,018,794	964,447
Excess of Revenues Over Current Expenditures	132,510	167,206	250,255
Capital Outlay	-	-	-
Total Expenditures	993,240	1,018,794	964,447
Excess of Revenues Over Expenditures	132,510	167,206	250,255
Other financing sources (uses):			
Transfers in (out)	-	-	-
Net change in fund balance	132,510	167,206	250,255
Fund Balance at beginning of year	389,162	389,162	389,162
Fund Balance at end of year	$ 521,672	$ 556,368	$ 639,417

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors of
Just Arts-and Management Charter Middle School
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Just Arts and Management Charter Middle School (the "School") as of, and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 4, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

We issued a separate management letter dated September 4, 2018 pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HB Gaier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Just Arts and Management Charter Middle School. It is management's responsibility to monitor Just Arts and Management Charter Middle School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same. We have applied such procedures as of the fiscal year end and no deteriorating financial condition has been noted.

Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require that we report the results of our determination as to whether Just Arts and Management Charter Middle School maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Just Arts and Management Charter Middle School maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Other Matters

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

Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 4, 2018

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

Board of Directors of
Just Arts and Management Charter Middle School
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of Just Arts and Management Charter Middle School as of and for the fiscal year ended June 30, 2018 and have issued our report thereon dated September 4, 2018.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reports and Schedules

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedules, which are dated September 4, 2018, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report.

There were no findings and recommendations made in the preceding audit report.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity. The official title of the entity is Just Arts and Management Charter Middle School.

Financial Condition

Section 10.854(1)(e)2, Rules of the Auditor General, requires that we report the results of our determination as to whether or not Just Arts and Management Charter Middle School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that Just Arts and Management Charter Middle School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors of
Mater Academy Bay
Cutler Bay, Florida

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Mater Academy Bay (the "School"), as of, and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 4, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

The Doral Academy, Inc.
Doral, Florida

Financial Statements and
Independent Auditors' Report

June 30, 2019

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HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
The Doral Academy, Inc.
Miami, Florida

We have audited the accompanying statement of financial position of The Doral Academy, Inc. (the "Organization") as of June 30, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects the financial position of The Doral Academy, Inc., as of June 30, 2019, and the changes in its net assets and cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

Report on Supplementary Information

Our audit was made for the purpose of forming an opinion on the financial statements as a whole. The accompanying statement of financial position by division, statement of revenue and expenditures by division and the bond covenant calculations on pages 17 through 20 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of the Organization's management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with Government Auditing Standards, we have also issued, under separate cover, our report dated December 23, 2019 on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the Organization's internal control over financial reporting and compliance.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
December 23, 2019

The Doral Academy, Inc.
Statement of Financial Position
June 30, 2019

Assets

Current Assets:	
Cash and cash equivalents	$ 23,204,205
Cash held by trustee for debt service reserve and capital projects	4,238,195
Cash held on behalf of students and clubs	436,499
Due from governmental agencies	493,345
Due from other organizations	240,832
Prepaid expenses and other current assets	466,121
	29,079,197
Deposits	140,029
Property and equipment, net	37,813,746
Total Assets	$ 67,032,972

Liabilities and Net Assets

Current Liabilities:	
Accounts payable and accrued expenses	$ 2,985,169
Due to students and clubs	436,499
Current portion of bond payable	388,740
Accrued bond interest payable	450,665
	4,261,073
Bond payable, net of debt issuance costs	22,479,726
Total Liabilities	26,740,799
Net Assets:	
Without donor restrictions	40,292,173
Total Net Assets	40,292,173
Total Liabilities and Net Assets	$ 67,032,972

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

The Doral Academy, Inc.
Statement of Activities
For the year ended June 30, 2019

	Without Donor Restrictions
Operating Activities:	
FTE and other non-specific revenues	$ 36,488,023
Federal grants	1,201,808
Capital outlay funding	3,042,409
Fees from pre-school, after school, and lunch program	1,746,676
Fundraising and other revenue	324,514
Total Support and Revenue	42,803,430
Operating Expenses:	
Program Services	32,764,414
General and Administrative	4,025,884
Total Operating Expenses	36,790,298
Change in Net Assets from Operating Activities	6,013,132
Nonoperating Activities:	
Interest income	559,226
Change in net assets from nonoperating activities	559,226
Change in Net Assets	6,572,358
Net assets at beginning of year	33,719,815
Net assets at end of year	$ 40,292,173

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

The Doral Academy, Inc.
Statement of Functional Expenses
For the year ended June 30, 2019

	Program Activities	Supporting Activities General & Administrative	Total Expenses
Salaries	$ 15,582,380	$ 1,459,203	$ 17,041,583
Benefits	3,171,038	292,331	3,463,369
Professional and contracted services	3,259,400	1,785,179	5,044,579
Occupancy	5,934,121	4,235	5,938,356
Materials and Supplies	1,143,152	248,720	1,391,872
Dues and Fees	317,955	32,773	350,728
Depreciation	2,176,043	5,111	2,181,154
Pre-k and after-care expense	1,117,515	-	1,117,515
Interest Expense, net of capitalized interest	51,110	-	51,110
Other	11,700	198,332	210,032
	$ 32,764,414	$ 4,025,884	$ 36,790,298

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

The Doral Academy, Inc.
Statement of Cash Flows
For the year ended June 30, 2019

Cash Flows from Operating Activities	
Change in net assets	$ 6,572,358
Adjustments to Reconcile Change in Net Assets to Net	
Cash Provided by Operating Activities:	
Depreciation	2,181,151
Changes in assets and liabilitites:	
Increase in due from governmental agencies	(422,908)
Decrease in prepaid expenses and other assets	14,886
Increase in deposits	(35,087)
Decrease in accounts payable and accrued expenses	(842,622)
Increase in due to students and clubs	412,194
Total adjustments	1,307,614
Net Cash Provided by Operating Activities	7,879,972
Cash Flows from Investing Activities	
Acquisition of property and equipment	(1,458,171)
Capitalized construction costs of building and improvements	(8,020,311)
Net Cash Used in Investing Activities	(9,478,482)
Cash Flows from Financing Activities	
Repayment of long term debt	(688,740)
Net Cash Used in Financing Activities	(688,740)
Net decrease in cash	(2,287,250)
Cash and cash equivalents at beginning of year	30,166,149
Cash and cash equivalents at the end of the year	$ 27,878,899
Cash and cash equivalents	$ 23,204,205
Cash held by trustee for debt service reserve and capital projects	4,238,195
Cash held on behalf of students and clubs	436,499
Total cash and cash equivalents at the end of the year	$ 27,878,899
Supplemental Information	
Total Interest Paid	$ 1,135,930

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

Note 1 – Organization and Operations

The Doral Academy, Inc. (the "Organization"), is a not-for-profit corporation organized in the State of Florida, which holds the charter school contracts of the following schools: The Doral Academy, Doral Academy Charter Middle School, Doral Academy of Technology, Doral Academy High School, Doral Performing Arts and Entertainment Academy and Just Arts and Management Middle School (the " Schools"). The Schools operate under charters granted by the sponsoring district, the District School Board of Miami-Dade County (the "District"). The charter contracts expire between June 30, 2025 and June 30, 2034, and are renewable for an additional term pursuant to law and/or by a mutual written agreement between the Schools and the District. These financial statements are for the year ended June 30, 2019 when the Schools' enrollment amounted to approximately 5,202 students.

Note 2 – Summary of Significant Accounting Policies

Basis of Accounting
These financial statements are prepared on the accrual basis of accounting.

Financial Statement Presentation
The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 *Accounting for Statements of Not-for-Profit Organizations* dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) "Audit and Accounting Guide for Not-for-Profit Organizations" (the "Guide"). (ASC) 958-205 was effective January 1, 2018.

Under the provisions of the Guide, net assets and revenues, and gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the Organziation and changes therein are classified as follows:

Net assets without donor restrictions
Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the Organization. The Organization's board may designate assets without restrictions for specific operational purposes from time to time.

Net assets with donor restrictions
Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the Organziation or by the passage of time. Other donor restrictions are perpetual in nature, where by the donor has stipulated the funds be maintained in perpetuity.

Cash and Cash Equivalents
Cash and cash equivalents include all highly liquid investments with a maturity of three months or less. The Organization has not adopted a formal investment policy. The Organization invests excess deposit funds in a governmental money market mutual fund which can be redeemed daily.

Note 2 – Summary of Significant Accounting Policies (continued)

Due from Governmental Agencies
Amounts due to the Organization by governmental agencies are for grants or programs under which the services have been provided by the Organization. Receivables are recorded at the net realizable value and no allowance for doubtful accounts was necessary at year end.

Property and Equipment
The Organization's property, plant and equipment with useful lives of more than one year are stated at historical cost. Donated capital assets are recorded at their estimated fair market value on the date donated. The Organization generally capitalizes assets with cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Building and Improvements	10-39 Years
Leasehold Improvements	10-39 Years
Furniture, Equipment, Textbooks, and Computer Equipment	3-5 Years
Motor vehicles	5-10 Years

Any property and equipment acquired with federal funds may revert to grantor.

Cash Held on Behalf of Students and Clubs
Accounts for resources of the Organization's Internal Fund, which is used to administer monies collected at the schools in connection with school, student athletics, class, and club activities.

New Accounting Pronouncement
On August 18, 2016, FASB issued ASU 2016-14, Not-for-Profit Entities (Topic 958) – Presentation of Financial Statements of Not-for-Profit Entities. The update addresses the complexity and understandability of net asset classification, deficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. The Organization has adjusted the presentation of these statements accordingly. The ASU has been applied retrospectively to all periods presented.

Allocation of Functional Expenses
The costs of providing program and other activities have been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among program, fundraising, and general and administrative on an equitable basis.

Revenue Sources
Revenues for operations will be received primarily from the State through District pursuant to the funding provisions included in the various Schools' charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the Schools will report the number of full-time equivalent ("FTE") students and related data to the District.

Note 2 – Summary of Significant Accounting Policies (continued)

Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent ("FTE") students and related data to the Florida Department of Education ("FDOE") for funding through the Florida Education Finance Program ("FEFP"). Funding for the Schools is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the Schools during the designated full-time equivalent student survey periods.

After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made. In addition, the schools receive an annual allocation of charter school capital outlay funds for leasing of school facilities.

Finally, the Organization also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Support and Revenue – Unconditional contributions are recognized when pledged and recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Conditional promises to give are recognized when the conditions on which they depend are substantially met. Gifts of cash and other assets are reported with donor restricted support if they are received with donor stipulations that limit the use of the donated assets.

When a restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. Donor-restricted contributions whose restrictions are met in the same reporting period are reported as net assets without donor restriction support. Donations of property and equipment are recorded as support at their estimated fair value at the date of donation.

Compensated Absences

The Organization grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year.

Note 2 – Summary of Significant Accounting Policies (continued)

Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days. Accordingly, these financial statements do not include an accrual for sick days available to be used in future benefits years.

The Organization also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Bond Issuance Costs
Costs incurred in issuing the Series 2017A and 2017B bonds are recorded as a direct reduction of the carrying value of the debt and are amortized using the effective interest method over the term of the related debt. Amortization of bond issuance costs is included in interest expense in the accompanying statement of activities.

Fair Value of Financial Instruments
Cash and cash equivalents, receivables, and prepaid expenses, as well as account payable and accrued expenses as reflected in the Statement of Financial Position approximate fair value because of their generally short-term maturities.

Cash held by Trustee for Debt Service Reserve and Capital Projects
Cash held by trustee for debt service includes cash and cash equivalents that are related to the amounts that the Organization is required to segregate in connection with the issuance of bonds, including sinking fund and reserve requirements, as well as amounts segregated for capital projects of the Organization. The Indenture of Trust requires the establishment of the Funds for the bonds and accounts within such funds, all of which shall be special trust funds and accounts held by Trustee.

At June 30, 2019, the composition of cash held by trustee is as follows:

Debt service reserve	$	2,054,039
Capital projects fund		2,037,812
	$	4,091,851

Income Taxes
The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

The Organization applies FASB ASC 740, *Accounting for Uncertainties in Income Taxes*, which provides guidance for financial statement recognition and measurement of uncertain tax positions taken or expected to be taken in a tax return for open tax years (generally a period of three years from the later of each return's due date or the date filed) that remain subject to examination.

Note 2 – Summary of Significant Accounting Policies (continued)

Use of Estimates

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

Subsequent Events

In accordance with ASC No. 855, the Organization has evaluated subsequent events and transactions for potential recognition or disclosure through December 23, 2019, which is the date the financial statements were available to be issued.

Note 3 – Property and Equipment

The following schedule provides a summary of property and equipment, acquired substantially with public funds, for the year ended June 30, 2019:

Property and equipment, non-depreciable:	
Land	$ 1,579,768
Construction in progress	1,228,892
Total Capital Assets, non-depreciable	2,808,660
Property and equipment, depreciable:	
Building and improvements	20,487,181
Leasehold improvements	17,783,664
Furniture, equipment, and textbooks	15,023,315
Computer equipment	1,180,437
Motor vehicles	4,850
Total property and equipment	57,288,107
Less accumulated depreciation	
Building and improvements	(3,442,266)
Leasehold improvements	(3,985,889)
Furniture, equipment, and textbooks	(10,112,217)
Computer equipment	(1,932,534)
Motor vehicles	(1,455)
Total accumulated depreciation	(19,474,361)
Property and equipment, net	$ 37,813,746

Note 4 – Education Service and Support Provider

Academica Dade, LLC, a professional educational service and support provider, provides management and administrative services to the Schools including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting, financial reporting and virtual services. The agreement calls for a fee on a per student basis.

The agreement is for a period of five years, expiring on June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2019, the Organization incurred $2,403,000 in fees including fees for the Doral Academy pre-kindergarten program.

Note 5 – Cash and Cash Equivalents

Deposits

The Organization maintains its cash and cash equivalents in major banks and in high grade investments. As of June 30, 2019, the Organization had deposits in excess of the Federal Depository Insurance Corporation (FDIC) coverage of approximately $1,825,000. The Organization also had approximately $23,640,000 that was invested in a governmental money market mutual fund, which is not insured by the FDIC.

Cash Equivalents and Credit Risk

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of July 31, 2019, maturities of the fund's portfolio holdings are approximately 81% within 30 days.

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The Organization manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the Organization will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the Organization will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2019, all of the Organization's investments in government money market mutual funds were held in a separate account and designated as assets of the Organization.

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The Organization manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 6 – Liquidity

The Organization's financial assets available within one year of the balance sheet date for general expenditures are as follows:

Cash and cash equivalents	$	23,204,205
Due from governmental agencies		493,345
Prepaid expenses and other current asset		466,121
Due from other organizations		240,832
	$	24,404,503

The Organization's financial assets have been reduced by amounts not available for general use because of note payable imposed restrictions and cash held by the Organization in a fiduciary capacity within one year of the balance sheet date. As part of the Organization's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations come due.

Note 7 – Commitments, Contingencies and Concentrations

The Organization has entered into three lease agreements for its charter school facilities, including agreements with School Development, LLC and School Development II, LLC, two affiliates of the Organization's educational service provider. The agreements expire at multiple dates beginning 2020 through 2027.

For 2019, rent expense pertaining to the facilities leased totaled $4,972,300, including approximately $3,367,000 paid to School Development, LLC and School Development II, LLC.

Future minimum payments under these leases are as follows:

Year		
2020	$	5,020,000
2021		3,415,000
2022		3,415,000
2023		3,415,000
2024		3,415,000
Thereafter		40,976,000
	$	59,656,000

Contingencies and Concentrations

The Organization receives substantially all of its funding from the State through the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations.

Note 7 – Commitments, Contingencies and Concentrations (continued)

Additionally, the Organization receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the Organization.

Contracts

As of June 30, 2019, the Organization had uncompleted contracts and open purchase orders for the design, construction, and leasehold improvements and furniture of the six story building known as the Doral Hall Educational Facility for Doral Academy High School and Doral Academy Middle School. As of June 30, 2019, there was a remaining commitment of approximately $1,700,000.

Note 8 – Long Term Debt

Bond Issue and Repayment

On January 4, 2018, Miami-Dade County Industrial Development Authority issued tax-exempt revenue bonds of $22,045,000 on behalf of The Doral Academy, Inc. (the Organization), to be secured by a first mortgage on the land owned by the Organization as well as revenues of Doral Academy Charter High School, Doral Performing Arts & Entertainment Academy, Doral Academy Charter Middle School and Doral Academy of Technology (the "Four Schools"). The proceeds of the bond issue have been used to finance or refinance all or a portion of the cost of the acquisition, design, construction, installation and equipping of a 91,000 square foot, six story building known as the Doral Hall Educational Facility ("Doral Hall"), fund a debt service reserve fund, and pay costs of the bond issuance.

Interest is payable annually on July 1 and January 1. The bonds are secured by an Indenture of Trust dated as of January 1, 2018 between the Issuer and Zions National Bank (the "Trustee") pursuant to a resolution of the Issuer adopted on January 1, 2018. These bonds are subject to interest rate at 5%.

Amortization of bond issuance costs as of June 30, 2019 amounted to $15,754 which is included in capitalized interest expense. Total interest expense for the year ended June 30, 2019, was approximately $1,081,000 of which $956,000 was capitalized to building and improvements. The bond contains restrictive covenants related to debt service coverage ratio, days cash on hand requirements, student enrollment and reporting requirements. As of June 30, 2019, the Organization was in compliance with all loan covenants.

Note 8 – Long Term Debt (continued)

The debt service on the tax-exempt bond financing for the Organization (which will be allocated among the four Schools through a usage fee) is as follows:

Year	Principal	Debt Issuance Cost	Bond Premium	Subtotal	Interest	Total
2020	$ 350,000	$ (15,754)	$ 54,494	$ 388,740	$ 1,087,250	$ 1,864,730
2021	365,000	(15,754)	54,494	403,740	1,069,750	1,877,230
2022	385,000	(15,754)	54,494	423,740	1,051,500	1,898,980
2023	405,000	(15,754)	54,494	443,740	1,032,250	1,919,730
2024-2028	2,345,000	(78,770)	272,470	2,538,700	4,836,750	9,914,150
2029-2033	2,995,000	(78,770)	272,470	3,188,700	4,189,000	10,566,400
2034-2038	3,815,000	(78,770)	272,470	4,008,700	3,362,250	11,379,650
2039-2043	4,865,000	(78,770)	272,470	5,058,700	2,308,500	12,425,900
2044-2048	6,220,000	(78,760)	272,476	6,413,716	963,750	13,791,182
	$21,745,000	**$(456,856)**	**$1,580,332**	**$22,868,476**	**$19,901,000**	**$65,637,952**

Note 9 – Transactions with Other Organizations

Educational Services Agreements

The Organization entered into an Educational Services Agreement with Doral College, Inc., (the "College") to provide educational services and program support for the Organization's students. The service agreement commenced in the 2015-2016 academic year to continue through the end of the 2024-2025 academic year. Under the service agreement the Organization paid fees of approximately $567,000 to the College for the 2018-2019 academic year.

Recoverable Grant

During the year ended June 30, 2012, the Organization granted $400,000 to the College, under a recoverable grant agreement. During the year ended June 30, 2013, the Organization received repayments of $200,000 from the College.

On August 31, 2015, the College and Organization, entered into an amendment to the recoverable grant agreement to establish a repayment plan. Per the repayment plan, the $200,000 outstanding balance of the recoverable grant shall be paid as follows: $10,000 per annum, with the first payment due by December 31 of each calendar year commencing on December 31, 2015 through December 31, 2020 and $30,000 per annum commencing on December 31, 2021 through 2025.

As of June 30, 2019, the College has repaid a total of $240,000 to the Organization and the remaining balance to be collected is $160,000.

Note 9 – Transactions with Other Organizations (continued)

Other
The Organization provides office and classroom space used by the College under a usage agreement. For the year ending June 30, 2019, the College paid a usage fee of approximately $6,000. The total estimated fair market value of the space was approximately $65,000.

The Organization reimbursed Doral College, Inc. for a staffing program where the College's participating instructors provided teaching services for the benefit of the Organization. The Organization will reimburse the College for all related costs of the services provided by the College's participating instructors in connection with the program. As of June 30, 2019, the Organization reimbursed the College approximately $306,000 in salaries and wages, this amount is reflected as salaries and benefits expense on the statement of functional expenses.

Doral Academy of Nevada
The Organization entered into a district membership agreement with Doral Academy of Nevada. For the year ending June 30, 2019, total fees charged to Doral Academy of Nevada, Inc. were $209,129. This amount is presented in due from other organizations on the statement of financial position.

Note 10 – Risk Management

The Organization is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the Organization carries commercial insurance. Settlement amounts have not exceeded insurance coverage for the past years. In addition, there were no reductions in insurance coverage from those in the prior year.

The Organization has entered into a strategic relationship with ADP TotalSource, Inc., a human resource management firm, typically known as "Professional Employer Organization" (PEO). Under a co-employment agreements, the PEO is the employer of record and is responsible for administering payroll, payroll taxes, provide employee benefits and assist with human resources and risk management. Accordingly, certain human resource related risks are transferred to the PEO. Nevertheless, the Organization may be subject to risks, including loss, penalties and fines related to employment practices, administrative error and omissions.

Note 11 – Defined Contribution Retirement Plan

The Organization's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the Organization provides a match of 50% of the employee's contribution up to 4% of the employee's compensation. The Organization contributed to the Plan approximately $377,000 for the year ended June 30, 2019. The Organization does not exercise any control or fiduciary responsibility over the Plans' assets, which are administered by VOYA.

SUPPLEMENTARY INFORMATION

The Doral Academy, Inc.
Statement of Financial Position by Division
June 30, 2019

	Doral Academy	Just Arts And Management Middle	Doral Academy Charter Middle School	Doral Performing Arts and Entertainment Academy	Doral Academy of Technology	Doral Academy High School	(Corporate Account) Doral Academy Inc.	Eliminations	Total
Assets									
Current Assets:									
Cash	$ 653,549	$ 11,286	$ 194,636	$ 4,277	$ 5,442	$ 514,257	$ 504,758	$ -	$ 1,888,205
Cash equivalents	6,215,000	774,000	6,154,000	2,407,000	2,316,000	1,010,000	2,440,000	-	21,316,000
Cash held by trustee for debt service reserve and capital projects	-	-	-	-	-	-	4,238,195		4,238,195
Cash held on behalf of students and clubs	88,749	-	116,465	-	-	231,285	-	-	436,499
Due from governmental agencies	99,363	21,256	135,937	37,766	28,396	170,627	-	-	493,345
Prepaid expenses & other current assets	77,586	7,748	146,373	36,197	30,599	167,618	-	-	466,121
Due from other organizations and other divisions of Doral Academy, Inc.	178,852	17,250	-	-	-	36,944	242,177	(234,391)	240,832
Total Current Assets	7,313,099	831,540	6,747,411	2,485,240	2,380,437	2,130,731	7,425,130	(234,391)	29,079,197
Deposits	42,254	-	32,137	-	-	30,551	35,087	-	140,029
Property and equipment, net	2,682,594	72,247	1,559,129	28,159	17,540	8,839,454	24,614,623	-	37,813,746
Due from other divisions of Doral Academy, Inc., long-term	-	-	3,860,644	2,200,000	100,000	-	-	(6,160,644)	-
Total Assets	$ 10,037,947	$ 903,787	$ 12,199,321	$ 4,713,399	$ 2,497,977	$ 11,000,736	$ 32,074,840	$ (6,395,035)	$ 67,032,972
Liabilities and Net Assets									
Current Liabilities:									
Accounts payable and accrued expenses	$ 486,430	$ 68,123	$ 314,523	$ 115,928	$ 52,095	$ 734,512	$ 1,213,558	$ -	$ 2,985,169
Due to other divisions of Doral Academy, Inc.	17,250	178,852	-	36,944	-	-	1,345	(234,391)	-
Due to students and clubs	88,749	-	116,465	-	-	231,285	-	-	436,499
Current portion of bond payable	-	-	-	-	-	-	388,740	-	388,740
Accrued bond interest payable	-	-	-	-	-	-	450,665	-	450,665
	592,429	246,975	430,988	152,872	52,095	965,797	2,054,308	(234,391)	4,261,073
Due to other divisions of Doral Academy, Inc., long-term	-	-	-	-	-	300,000	5,860,644	(6,160,644)	-
Bond payable	-	-	-	-	-	-	20,953,888	-	20,953,888
Plus: Premium on bond payable	-	-	-	-	-	-	1,525,838	-	1,525,838
Total Liabilities	592,429	246,975	430,988	152,872	52,095	1,265,797	30,394,678	(6,395,035)	26,740,799
Net Assets:									
Without donor restrictions	9,445,518	656,812	11,768,333	4,560,527	2,445,882	9,734,939	1,680,162	-	40,292,173
Total Net Assets	9,445,518	656,812	11,768,333	4,560,527	2,445,882	9,734,939	1,680,162	-	40,292,173
Total Liabilities and Net Assets	$ 10,037,947	$ 903,787	$ 12,199,321	$ 4,713,399	$ 2,497,977	$ 11,000,736	$ 32,074,840	$ (6,395,035)	$ 67,032,972

The Doral Academy, Inc.
Statement of Revenues and Expenses by Division
For the year ended June 30, 2019

	Doral Academy	Just Arts And Management Middle	Doral Academy Charter Middle School	Doral Performing Arts and Entertainment Academy	Doral Academy of Technology	Doral Academy High School	(Corporate Account) Doral Academy Inc.	Eliminations	Total
Support and Revenue:									
FTE non-specific revenues	$ 7,603,983	$ 1,556,374	$ 9,655,657	$ 2,882,282	$ 2,073,957	$ 12,715,770	$ -	$ -	$ 36,488,023
Grants and federal sources	270,224	53,865	299,676	93,635	59,982	424,426	-	-	1,201,808
Capital outlay funding	616,024	112,099	868,023	215,099	152,720	1,078,444	-	-	3,042,409
Fees from pre-school	1,025,190	-	-	-	-	-	-	-	1,025,190
Fees from after school	-	-	-	-	-	-	268,420	-	268,420
Fees from lunch program	164,805	36,177	96,623	24,421	19,790	111,250	-	-	453,066
Net fundraising and other revenue	(18,716)	-	(38,714)	-	-	319,186	1,435,882	(1,373,124)	324,514
Interest Income	122,645	18,814	77,292	33,534	32,183	65,764	208,994	-	559,226
Total Support and Revenue	9,784,155	1,777,329	10,958,557	3,248,971	2,338,632	14,714,840	1,913,296	(1,373,124)	43,362,656
Operating Expenses:									
Instruction	5,291,994	858,083	3,510,820	1,133,021	478,537	7,092,146	13,985	(217,019)	18,161,567
Student supporting services	106,743	-	191,675	47,262	27,455	428,856	-	-	801,991
Instructional staff training	6,816	21,023	9,607	30	-	23,324	9,865	-	70,665
Board	70,433	16,944	63,401	29,350	18,531	106,050	918,616	(434,038)	789,287
School administration	743,734	148,359	827,771	258,743	352,291	885,921	19,778	-	3,236,597
Fiscal services	154,650	34,575	237,694	70,125	50,531	315,000	-	(82,050)	780,525
Food services	395,916	86,867	357,864	103,617	66,739	471,486	-	-	1,482,489
Central services	201,767	39,458	237,939	68,703	47,141	338,497	177	-	933,682
Pupil transportation services	-	-	17,100	4,070	3,525	52,020	-	-	76,715
Administrative technology services	47,927	8,761	86,608	-	-	3,061	-	-	146,357
Community services	-	-	-	-	-	-	157,587	(10,024)	147,563
Total Operating Expenses	7,019,980	1,214,070	5,540,479	1,714,921	1,044,750	9,716,361	1,120,008	(743,131)	26,627,438
Excess Support and Revenue Over Operating Expenses and Before Facility Expenses	2,764,175	563,259	5,418,078	1,534,050	1,293,882	4,998,479	793,288	(629,993)	16,735,218
Facility Expenses:									
Facilities acquisition and construction	76,780	-	136,921	-	-	310,593	124,860	-	649,154
Operation of plant	1,982,738	564,445	2,432,559	612,019	432,717	3,186,381	5,770	(629,993)	8,586,636
Plant improvement and maintenance	356,309	16,484	87,255	7,843	3,603	404,466	-	-	875,960
Interest on long-term debt	-	-	-	-	-	-	51,110	-	51,110
Total Facility Expenses	2,415,827	580,929	2,656,735	619,862	436,320	3,901,440	181,740	(629,993)	10,162,860
Change in Net Assets	348,348	(17,670)	2,761,343	914,188	857,562	1,097,039	611,548	-	6,572,358
Net assets at beginning of year	9,097,170	674,482	9,006,990	3,646,339	1,588,320	8,637,900	1,068,614	-	33,719,815
Net assets at end of year	$ 9,445,518	$ 656,812	$ 11,768,333	$ 4,560,527	$ 2,445,882	$ 9,734,939	$ 1,680,162	$ -	$ 40,292,173

The Doral Academy, Inc.
Calculation of Long-Term Debt Service Coverage Ratio
For the year ended June 30, 2019

Total Revenues	$ 43,362,656
Total Expenditures	36,790,298
Excess (deficiency) of revenues over expenditures	6,572,358
Add backs:	
Depreciation	2,181,151
Interest expense	1,080,632
Available for debt service	$ 9,834,141
Maximum annual debt service - Highest Long-Tem Service Requirement for any current or succeeding Fiscal Year or other specified period.	$ 2,758,236
Long-Term Debt Service Coverage Ratio	3.57

Notes to Calculation of Long-Term Debt Service Coverage Ratio

The calculation is prepared in accordance with the provisions of the loan agreement on the basis of accounting, consistent with generally accepted accounting principles.

The Doral Academy, Inc.
Calculation of Days Cash on Hand
For the year ended June 30, 2019

Available Cash and Equivalents - Doral Academy, Inc.	$ 23,204,205
Total Cash	23,204,205
Total Operating Expenses	36,790,298
Minus	
Depreciation expense	2,181,151
Operation Expenses minus Non-cash	$ 34,609,147
Cash Per Day	94,820
Days Cash on Hand	245

Notes to Calculation of Days Cash on Hand
The calculation is prepared in accordance with the provisions of the loan agreement on the basis of accounting, consistent with generally accepted accounting principles.

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The Doral Academy, Inc.
Doral, Florida

Single Audit Reports

June 30, 2019

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HLB GRAVIER, LLP
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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS.*

Board of Directors of
The Doral Academy, Inc.
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Doral Academy, Inc. (the "Organization"), which compose the statement of financial position as of June 30, 2019, and the related statement activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 23, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered The Doral Academy, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management in a separate management letter to each charter school under The Doral Academy, Inc. dated September 10, 2019 pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
December 23, 2019

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON
COMPLIANCE FOR EACH MAJOR PROGRAM
AND ON INTERNAL CONTROL OVER
COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE.

To the Board of Directors of
The Doral Academy, Inc.
Doral, Florida

Report on Compliance for Each Major Federal Program

We have audited The Doral Academy, Inc.'s (the "Organization") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Organization's major federal programs for the year ended June 30, 2019. The Organization's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the federal statutes, regulations and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Organization's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Organization's compliance.

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Opinion on Each Major Federal Program

In our opinion, the Organization complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as item 2019-01. Our opinion on each major federal program is not modified with respect to these matters.

The Organization's response to the noncompliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs and corrective action plan. The Organization's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

Management of the Organization is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Organization's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of the Organization as of and for the year ended June 30, 2019, and have issued our report thereon dated December 23, 2019 which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
December 23, 2019

The Doral Academy, Inc.
Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2019

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Expenditures
U.S. DEPARTMENT OF AGRICULTURE/PASS THROUGH FLORIDA DEPARTMENT OF AGRICULTURE		
National School Lunch and Breakfast Program (01-0451)	10.553/555	$ 913,994
Total United States Department of Agriculture passed through Florida Department of Agriculture		$ 913,994
U.S. DEPARTMENT OF EDUCATION/PASS THROUGH DISTRICT SCHOOL BOARD OF MIAMI-DADE COUNTY		
Disaster Recovery Assistance for Education	84.938	148,333
Student Support and Academic Enrichment Program	84.424	132,607
Supporting Effective Instruction State Grants	84.367	6,874
Total United States Department of Education passed through School Board of Miami Dade County		$ 287,814
Total Expenditures of Federal Awards		$ 1,201,808

Note 1 – Basis of Presentation and Significant Accounting Policies

The accompanying Schedule of Expenditures of Federal Awards includes the federal award activity of the Doral Academy, Inc. ("the Organization") during its fiscal year July 1, 2018 through June 30, 2019. The information in this schedule is presented in accordance with the requirements of Title 2 *U.S. Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the Organization, it is not intended to and does not present the financial position, changes in net assets, functional expenses or cash flows of the Organization.

Expenditures on the schedule are reported on the accrual basis of accounting. Some amounts presented in this schedule may differ from amounts presented in or used in the preparation of the basic financial statements.

The Organization has elected to not use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

The grant revenue amounts received are subject to audit and adjustment. If any expenditures are disallowed by the grantor agency as of result of such audit, any claim for reimbursement to the grantor agencies would become a liability of the Organization. In the opinion of management, all grant expenditures are in compliance with the terms of the grant agreements and applicable federal and state laws and regulations.

The Doral Academy, Inc.
Schedule of Findings and Questioned Costs - Federal Awards Programs
For the Year Ended June 30, 2019

SECTION I – SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditor's report issued:	*Unmodified*	
Internal control over financial reporting:		
Material weakness(es) identified?	____ Yes	X No
Significant deficiency(ies) identified that are not considered to be material weaknesses?	____ Yes	X None Reported
Noncompliance material to financial statements noted?	____ Yes	X No

Federal Awards

Internal control over major programs:		
Type of auditor's report issued on compliance for major program:	*Unmodified*	
Material weakness(es) identified?	____ Yes	X No
Significant deficiency(ies) identified that are not considered to be material weaknesses?	____ Yes	X None Reported
Any audit findings disclosed that are required to be reported as defined by the Uniform Guidance (2 CFR 200.516(a)?	X Yes	____ No

Identification of major programs:

Name of Federal Program or Cluster	**CFDA Number(s)**	**Expenditures**
School Breakfast and National School Lunch Program	10.553/10.555	$ 913,994

Dollar threshold used to distinguish between type A and type B programs:	$ 750,000
Auditee qualified as low-risk auditee?	X Yes ____ No

SECTION II – FINANCIAL STATEMENT FINDINGS

A. Internal Control – None
B. Compliance – None

SECTION III – FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARDS PROGRAMS

A. Internal Control – None

B. Compliance:

2019-01 Resource Management

Criteria:	The Organization maintains a nonprofit school food service in accordance with §210.14 of the Code of Federal Regulations which requires the school food authority to limit its net cash resources to an amount that does not exceed 3 months average expenditures for its nonprofit school food service or such other amount as may be approved by the State agency in accordance with §210.19(a).
Condition:	Based on our testing of the Organization's statement of financial performance for the year ended June 30, 2019, the Organization had excess net cash resources as of June 30, 2019.
Cause:	The condition resulted from excess revenues over expenditures accumulated in the school food service account. The excess balance was reduced during the year ended June 30, 2019.
Effect:	A balance of excess net cash resources results in noncompliance with the requirements stated in the criteria above.
Recommendation:	We recommend the Organization eliminate its excess net cash resources balance in accordance with courses of action stipulated in §210.19(1).
Views of Responsible officials:	Management has analyzed the school food service account and developed a plan in accordance with §210.19(1) to eliminate the excess net cash resources balance. The excess balance was reduced during the year and will be fully eliminated in the next operating cycle.

SECTION IV – OTHER ISSUES

1. We have issued management letters for each charter school under The Doral Academy, Inc., dated September 10, 2019.

2. Summary schedule of prior year audit findings:

   There were no findings or recommendations in the preceding financial audit report.

3. Corrective Action Plan: Refer to view of responsible official in Section III – Findings and Questioned Costs.

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

THE DORAL ACADEMY
W/L #: 3030
(A Charter School under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditor's Report

June 30, 2019

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THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

W/L #: 3030

2450 NW 97th Avenue
Doral, FL 33172

2018-2019

BOARD OF DIRECTORS

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HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
The Doral Academy
Doral, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of The Doral Academy (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

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Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of The Doral Academy as of June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of The Doral Academy as of June 30, 2019, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purport to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2019 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 9 and 29 through 30 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 10, 2019, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 10, 2019

Management's Discussion and Analysis
The Doral Academy
(A Charter School Under Doral Academy, Inc.)
June 30, 2019

The corporate officers of The Doral Academy Charter School have prepared this narrative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2019.

Financial Highlights

1. The net position of the Charter School at June 30, 2019 was $9,445,518.
2. At year-end, the School had current assets on hand of $7,224,350.
3. The net position of the School increased by $348,348 during the year.
4. The unassigned fund balance at year end was $6,081,391.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2019 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference between the four is reported as *net position*. Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 10-11 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its major governmental funds. A budgetary comparison statement has been provided for the major governmental funds to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 12 - 16 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 17 – 28 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the net position was $9,445,518 at the close of the fiscal year. A summary of the School's net position as of June 30, 2019 and 2018 follows:

	2019	2018
Cash and cash equivalents	$ 653,549	$ 768,476
Investments	6,215,000	5,890,000
Prepaid expenses	77,586	148,618
Due from other agencies	99,363	15,264
Due from other divisions of The Doral Academy, Inc.	178,852	16,258
Deposits receivable	42,254	42,254
Capital assets, net	2,682,594	2,644,732
Total Assets	9,949,198	9,525,602
Deferred outflows of resources	-	-
Accounts payable and accrued liabilities	503,680	428,432
Total Liabilities	503,680	428,432
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets	2,682,594	2,644,732
Unrestricted	6,762,924	6,452,438
Total Net Position	$ 9,445,518	$ 9,097,170

At the end of the fiscal year, the School is able to report positive balances in total net position.

A summary and analysis of the School's revenues and expenses for the years ended June 30, 2019 and June 30, 2018 follows:

	2019	2018
REVENUES		
Program Revenues		
Federal sources	$ 71,267	$ 8,003
Capital grants and contributions	616,024	626,296
Lunch program	363,762	425,977
Charges for services	1,110,677	908,127
General Revenues		
Local sources (FTE and other non specific)	7,603,983	7,706,645
Other revenue	128,314	85,705
Total Revenues	$ 9,894,027	$ 9,760,753
EXPENSES		
Instruction	$ 5,291,994	$ 5,396,568
Student support services	106,743	92,608
Instructional staff training	6,816	14,104
Board	70,433	54,867
School administration	743,734	759,130
Facilities acquisition	76,780	107,727
Fiscal services	154,650	161,475
Food services	395,916	383,905
Central services	201,767	206,871
Operation of plant	1,982,738	2,007,070
Maintenance of plant	356,309	385,676
Administrative technology services	47,927	46,955
Community services	109,872	-
Total Expenses	9,545,679	9,616,956
Increase in Net Position	348,348	143,797
Net Position at Beginning of Year	9,097,170	8,953,373
Net Position at End of Year	$ 9,445,518	$ 9,097,170

Doral Academy's revenue increased by $133,274 and expenses decreased by $71,277. The School had an increase in its net position of $348,348 for the year.

School Location and Lease of Facility

The School leases a facility located at 2540 NW 97th Avenue, Doral, Florida 33172.

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

Accomplishments

In 2019, Doral Academy successfully completed its 19th year of operation, serving over 1,032 students in grades K-5. The school earned a letter grade of "A" for the sixteenth consecutive year, ranking among the top elementary schools in Miami-Dade County. Doral Academy students participated in various community service projects benefitingcharities such as St. Jude Children's Research Hospital, Live like Bella Foundation, and Autism Speaks; as well as school-based fundraisers (Scholastic Book Fair, World's Finest Chocolates and Great American).

DAC Chorus performed the National Anthem at a Miami Marlins baseball game Cheerleading Team took 1st Place at the FCDA Beach Battle DAC Elementary Chorus represented MDCPS during the DCMEA Honors Showcase at FIU School of Music DAC participated in the FEMEA All State Elementary Chorus Doral students also participated in various clubs and team sports, including Spanish Club, Art Club, Newspaper Club, Environmental Club, National Elementary Honor Society, Safety Patrol Club, and Junior Chorus/Varsity Chorus. Students also participated in schoolbased events such as Career Day and Hispanic Heritage Celebration, Gallery Night, Field day and FSA Pep-Rally as well as musical productions, including the Annual Holiday Show and the End of the Year Musical.

As part of the Doral Academy, Inc. network of high performing charter schools, Doral Academy is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported ending fund balance of $6,706,698. The fund balance unassigned and available for spending at the School's discretion is $6,081,391. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2019 amounts to $2,682,594 (net of accumulated depreciation). This investment in capital assets includes improvements, textbooks and materials, and furniture, fixtures and equipment. As of June 30, 2019, the School had no long-term debt associated to its capital assets.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the School adopted an annual budget. A budgetary comparison statement has been provided for the governmental funds to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
State capital outlay funding	$ 612,000	$ 616,610	$ 616,024
Federal sources	70,500	71,500	71,267
Lunch program	360,031	365,987	363,762
General Revenues			
FTE and other nonspecific revenues	7,569,300	7,602,533	7,603,983
Charges for services	1,157,200	1,110,585	1,110,677
Investment earnings and other revenues	119,062	127,681	128,314
Total Revenues	$ 9,888,093	$ 9,894,896	$ 9,894,027
CURRENT EXPENDITURES			
Instruction	$ 4,931,853	$ 5,078,632	$ 5,076,886
Student support services	54,132	108,132	106,743
Instructional staff training	10,000	7,000	6,816
Board	60,850	72,740	70,433
School administration	782,716	741,944	740,578
Fiscal services	153,750	154,650	154,650
Food services	395,560	395,000	394,969
Central services	184,750	202,661	201,767
Operation of plant	2,267,863	1,827,306	1,824,946
Maintenance of plant	339,000	358,000	356,309
Administrative technology services	53,774	48,600	47,927
Community services	77,705	110,000	109,872
Total Current Expenditures	$ 9,311,953	$ 9,104,665	$ 9,091,896

Most variances occurred as a result of the Budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC, 6340 Sunset Drive, Miami, Florida 33143.

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2019

	Governmental Activities
Assets	
Current assets:	
Cash and cash equivalents	$ 653,549
Investments	6,215,000
Prepaid expenses	77,586
Due from other divisions of The Doral Academy, Inc.	178,852
Due from other agencies	99,363
Total current assets	7,224,350
Capital assets, depreciable	8,436,437
Less: accumulated depreciation	(5,753,843)
	2,682,594
Deposits	42,254
Total Assets	9,949,198
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	446,010
Accounts payable and accrued expenses	57,670
Total Liabilities	503,680
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets	2,682,594
Unrestricted	6,762,924
Total Net Position	$ 9,445,518

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

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2019

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 5,291,994	$ 1,025,190	$ 35,669	$ -	$ (4,231,135)
Student support services	106,743	-	-	-	(106,743)
Instructional staff training	6,816	-	-	-	(6,816)
Board	70,433	-	-	-	(70,433)
School administration	743,734	-	-	-	(743,734)
Facilities acquisition	76,780	-	-	-	(76,780)
Fiscal services	154,650	-	-	-	(154,650)
Food services	395,916	164,805	198,957	-	(32,154)
Central services	201,767	-	-	-	(201,767)
Operation of plant	1,982,738	85,487	-	616,024	(1,281,227)
Maintenance of plant	356,309	-	35,598	-	(320,711)
Administrative technology services	47,927	-	-	-	(47,927)
Community services	109,872	-	-	-	(109,872)
Total governmental activities	9,545,679	1,275,482	270,224	616,024	(7,383,949)
	General revenues:				
	FTE and other nonspecific revenues				7,603,983
	Investment earnings				122,645
	Other revenues				5,669
	Change in net position				348,348
	Net position, beginning				9,097,170
	Net position, ending				$ 9,445,518

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

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2019

	General Fund	Special Revenue Fund	Capital Projects Fund (Non-Major)	Total Governmental Funds
Assets				
Cash and cash equivalents	$ 639,577	$ 13,972	$ -	$ 653,549
Investments	6,215,000	-	-	6,215,000
Prepaid expenses	77,586	-	-	77,586
Due from other divisions of The Doral Academy,	178,852	-	-	178,852
Due from other agencies	-	61,719	37,644	99,363
Due from fund	99,363	-	-	99,363
Total Assets	7,210,378	75,691	37,644	7,323,713
Deferred Outflows of Resources	-	-	-	-
Liabilities				
Salaries and wages payable	446,010	-	-	446,010
Accounts payable and accrued expenses	57,670	-	-	57,670
Due to fund	-	61,719	37,644	99,363
Total Liabilities	503,680	61,719	37,644	603,043
Deferred Inflows of Resources	-	-	-	-
Fund Balance				
Nonspendable, not in spendable form	256,438	-	-	256,438
Assigned	368,869	13,972	-	382,841
Unassigned	6,081,391	-	-	6,081,391
	6,706,698	13,972	-	6,720,670
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 7,210,378	$ 75,691	$ 37,644	$ 7,323,713

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

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2019

Total Fund Balance - Governmental Funds		$ 6,720,670
Amounts reported for governmental activities in the statement of net position are different because:		
Depreciable and non-depreciable capital assets net of accumulated depreciation used in governmental activities are not financial resources and therefore are not reported in the fund.		
Capital assets, depreciable	8,436,437	
Less: accumulated depreciation	(5,753,843)	2,682,594
Deposits receivable are considered long term and are not financial resources and therefore are not reported in the governmental funds.		42,254
Total Net Position - Governmental Activities		$ 9,445,518

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

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2019

	General Fund	Special Revenue Fund	Capital Projects Fund (Non-Major)	Total Governmental Funds
Revenues:				
State passed through local	$ 7,603,983	$ -	$ -	$ 7,603,983
State capital outlay funding	-	-	616,024	616,024
Federal school lunch program	-	198,957	-	198,957
Lunch fees	-	164,805	-	164,805
Federal sources	-	71,267	-	71,267
Charges for services	1,110,677	-	-	1,110,677
Investment earnings and other revenues	128,314	-	-	128,314
Total Revenues	8,842,974	435,029	616,024	9,894,027
Expenditures:				
Current				
Instruction	5,043,891	32,995	-	5,076,886
Student support services	106,743	-	-	106,743
Instructional staff training	6,816	-	-	6,816
Board	70,433	-	-	70,433
School administration	740,578	-	-	740,578
Food services	-	394,969	-	394,969
Fiscal services	154,650	-	-	154,650
Central services	201,767	-	-	201,767
Operation of plant	1,208,922	-	616,024	1,824,946
Maintenance of plant	356,309	-	-	356,309
Administrative technology services	47,927	-	-	47,927
Community Services	109,872	-	-	109,872
Capital Outlay:				
Other capital outlay	491,645	-	-	491,645
Total Expenditures	8,539,553	427,964	616,024	9,583,541
Excess (deficit) of revenues over expenditures	303,421	7,065	-	310,486
Other financing sources (uses)				
Transfers in (out)	38,272	(38,272)	-	-
Net change in fund balance	341,693	(31,207)	-	310,486
Fund Balance at beginning of year	6,365,005	45,179	-	6,410,184
Fund Balance at end of year	$ 6,706,698	$ 13,972	$ -	$ 6,720,670

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

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance
of Governmental Funds to the Statement of Activities
For the year ended June 30, 2019

Net Change in Fund Balance - Governmental Funds		$ 310,486
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which capital outlays exceeded from depreciation expense.		
Capital Outlay	491,645	
Depreciation Expense	(453,783)	37,862
Change in Net Position of Governmental Activities		$ 348,348

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

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Statement of Net Position - Fiduciary Funds
June 30, 2019

	Agency Funds
Assets	
Cash	$ 88,749
Total Assets	88,749
Deferred Outflows of Resources	-
Liabilities	
Due to students and clubs	88,749
Total Liabilities	88,749
Deferred Inflows of Resources	-
Net position	$ -

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

Note 1 – Summary of Significant Accounting Policies

Reporting Entity

The Doral Academy (the "School"), is a charter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The Schools charter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of five members and also govern other charter schools. The board has determined that no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring district, the School Board of Miami-Dade County, Florida. The current charter expires on June 30, 2034 and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School is located in Doral, Florida for students from kindergarten through fifth grade. These financial statements are for the year ended June 30, 2019, when on average 1,031 students were enrolled for the school year.

Basis of Presentation

The School's accounting policies conform to accounting principles generally accepted in the United States applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information about the School as a whole. Any internal inter-fund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Program revenues include: (1) charges for services, such as food service and student activity fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants and contributions specific to capital outlay. Other revenue sources not included with program revenues are reported as general revenues.

Note 1 – Summary of Significant Accounting Policies (continued)

Fund Financial Statements

Fund financial statements are provided for governmental funds and fiduciary funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major governmental funds with all non-major funds aggregated in a single column:

General Fund - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Special Revenue Fund - accounts for specific revenue, such as federal funding that is legally restricted to expenditures for particular purposes.

Additionally, the School reports the following fiduciary fund types:

Agency Fund – accounts for resources of the School's Internal Fund, which is used to administer monies collected at the schools in connection with school, student athletics, class, and club activities.

Measurement Focus and Basis of Accounting

The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available.

Non-exchange transactions occur when the School provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. "Available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable.

Note 1 – Summary of Significant Accounting Policies (continued)

When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Agency fund assets and liabilities are accounted for on the accrual basis of accounting.

Budgets and Budgetary Accounting

In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments

Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations.

Note 1 – Summary of Significant Accounting Policies (continued)

Estimated useful lives, in years, for depreciable assets are as follows:

Improvements	9 - 20 Years
Furniture, Equipment, and Computers	5 Years
Textbooks and Software	3 Years

Inter-fund Transfers
Interfund receivables/payables are short-term balances that represent reimbursements between funds for payments made by one fund on behalf of another fund.

Due from Other Governments or Agencies
Amounts due to the School by other governments or agencies relate to grants or programs for which the services have been provided by the School.

Compensated Absences
The School grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days.

GASB Codification Section C60, *Accounting for Compensated Absences*, provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years.

The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Deferred Outflows/Inflows of Resources
In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

Note 1 – Summary of Significant Accounting Policies (continued)

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Revenue Sources

Revenues for current operations are received primarily from State through the the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent (FTE) students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP. Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made.

In addition, the School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities. In addition, the School may receive a portion of the local capital improvement ad valorem tax revenues levied by the District.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Net Position and Fund Balance Classification

Government-wide financial statements

Equity is classified as net position and displayed in three components:

a) Net investment in capital assets - consists of capital assets net of accumulated depreciation and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.

Note 1 – Summary of Significant Accounting Policies (continued)

b) Restricted net position - consists of net position with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments.
c) Unrestricted net position - all other net position that does not meet the definition of "restricted" or "net investment in capital assets".

Fund financial statements
GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions,* defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable - includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned). All nonspendable fund balances at year end relate to not in spendable form assets.
b) Restricted - fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. There are no restricted fund balances at year end.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification that is intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. As of June 30, 2019 there was $368,869 in cash assigned to the pre-kindergarten program. In addition, there was $13,972 in cash assigned to the lunch program.
e) Unassigned - portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Order of Fund Balance Spending Policy
The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First non-spendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including non-spendable amounts). Then any remaining fund balance amounts for the non-general funds are classified as unassigned fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

Note 1 – Summary of Significant Accounting Policies (continued)

Income Taxes
The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

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

Subsequent Events
In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through September 10, 2019, which is the date the financial statements were available to be issued.

Note 2 – Cash, Cash Equivalents and Investments

Deposits
The School maintains its cash and cash equivalents in two financial institutions. As of June 30, 2019, the School's deposits consisted of cash balances of $654,069.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2019, bank balances in potential excess of FDIC coverage was approximately $762,000; including fiduciary account bank balances.

Note 2 – Cash, Cash Equivalents and Investments (continued)

Investments

The School categorizes its fair value measurements within the fair value hierarchy established by GASB Codification Section 3100 *Fair Value Measurement and Application*. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs

At June 30, 2019, the School has the following recurring fair value measurements:

- Government money market mutual fund of $6,440,000 valued using Level 2 inputs.

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of July 31, 2019, maturities of the fund's portfolio holdings are approximately 81% within 30 days.

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2019, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 – Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2019:

	Balance 07/01/18	Additions	Deletions / Reclassification	Balance 06/30/19
Construction in progress, non-depreciable	$ 285,443	$ -	$ (285,443)	$ -
Capital Assets, depreciable:				
Buildings and improvements	$ 4,726,043	$ 133,170	$ 285,443	$ 5,144,656
Furniture, equipment and textbooks	2,789,002	358,475	48,988	3,196,465
Computer software	139,454	-	(48,988)	90,466
Motor vehicles	4,850	-	-	4,850
Total Capital Assets	$ 7,944,792	$ 491,645	$ -	$ 8,436,437
Less Accumulated Depreciation:				
Buildings and improvements	(2,871,922)	(192,148)	(10,511)	(3,074,581)
Computer equipment and software	(120,299)	(4,984)	41,648	(83,635)
Furniture, equipment and textbooks	(2,306,384)	(256,651)	(31,137)	(2,594,172)
Motor vehicles	(1,455)	-	-	(1,455)
Total Accum. Deprec.	$ (5,300,060)	$ (453,783)	$ -	$ (5,753,843)
Capital Assets, net	$ 2,644,732	$ 37,862	$ -	$ 2,682,594

For the fiscal year ended June 30, 2019, depreciation expense is allocated in the Statement of Activities by function as follows:

Facilities acquisition	$ 76,780
Instruction	215,108
Operation of plant	157,792
Food services	947
School administration	3,156
Total Depreciation Expense	$ 453,783

Note 4 – Education Service and Support Provider

Academica Dade, LLC ("Academica"), an educational service and support provider, offers administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting and virtual services. The agreement between the School and the education service provider calls for a per student fee.

The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2019, the School incurred $463,950 in fees related to this agreement. In addition, the School's pre-kindergarten program incurred $61,425 in fees.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida 33143.

Note 5 – Transactions with other Divisions of The Doral Academy, Inc.

During 2019, the School shared its campus with Just Arts and Management Charter Middle School ("JAM", a charter school under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student enrollment. In addition, the School holds the student activities fund of JAM. As of June 30, 2019, the School has approximately $179,000 due from JAM for the allocation of rent expense and usage fee for facilities.

The School's lunch program is shared with various schools under The Doral Academy, Inc. Revenues and expenses related to such program have been allocated based on FTE equivalent for purposes of presentation in the financial statements. The School received Federal lunch funds for itself and JAM. The lunch funds are received by the School and transferred to JAM.

The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The Doral Academy paid The Doral Academy, Inc. $154,650 in connection with these charges during the year.

The School operates a pre-kindergarten program through Leap Services, LLC. The pre-kindergarten program revenues and expenses are recorded in the statement of activities as instructional charges for services and instructional expenses, respectively. The fund financial statement balance sheet presents the cash available for pre-kindergarten expenditures as assigned. In addition, the School entered into a Non-Exclusive Usage Agreement with Leap Services, LLC whereby the after-care program pays the School a monthly usage fee of $1,500 and the summer camp program pays $16,000. In addition, the pre-kindergarten program reimbursed the School $38,000 in usage fees and shared personnel during the School year.

Note 6 – Interfund Transfers

Interfund transfers in governmental funds as of June 30, 2019, consist of the following:

	General Fund	Special Revenue Fund	Capital Projects Fund
To fund lunch deficit	$ (31,207)	$ 31,207	$ -
Reimbursement from Restart Grant for prior period expenditures	35,598	(35,598)	-
Reimbursement from Temp. Impact Aid Grant for prior period	2,674	(2,674)	
Total Transfers, net	$ 7,065	$ (7,065)	$ -

	General Fund	Special Revenue Fund	Capital Projects Fund
Due to General Fund from Capital Projects Fund for capital outlay	$ 37,644	$ -	$(37,644)
Due to General Fund from Special Revenue Fund for Title IV	26,121	(26,121)	-
Due to General Fund from Special Revenue Fund for Restart Grant	35,598	(35,598)	-
Total Due from/(Due to)	$ 99,363	$ (61,719)	$(37,644)

Note 7 – Commitments, Contingencies and Concentrations

The School entered into a lease agreement with Carlos Albizu University for its 44,585 square feet building including all ancillary facilities, outdoor areas and other improvements. The lease was subsequently amended on April 1, 2012 and September 1, 2012 for an additional 15,000 and 13,500 square feet, respectively, to continue through the term of the lease. The rent for the additional space will be calculated at $20.00 per square foot.

The lease continues through July 31, 2020, as extended, with an option for three additional five-year terms. The annual minimum rent during the current option term is $1,605,000. In the event that the term of the lease is extended for the second option term (from August 1, 2020 through July 31, 2025) the annual minimum rent will be $1,653,150.

Lease payments are allocated among School and Just Arts Management based on enrollment and usage of facility. The allocation used for 2019, was approximately 18% for JAM and 82% for the School.

For 2019, rent expense related to the facility totaled $1,312,256.

Future minimum payments under this lease (to be shared with JAM) are as follows:

Year	
2019 - 2020	$ 1,605,000

Note 7 – Commitments, Contingencies and Concentrations (continued)

Contingencies and Concentrations

The School receives substantially all of its funding from the State through the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations. Additionally, the School participates in a number of federal, state and local grants which are subject to financial and compliance audits. It is the opinion of management that the amount of revenue, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of 2% of the qualifying revenues of the School. For the year ended June 30, 2019, administrative fees withheld by the School District totaled $36,473.

Note 8 – Risk Management

The School is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; administrative errors and omissions; personal injury; workers compensation and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage for the past years. In addition, there were no reductions in insurance coverage from those in the prior year.

The School has entered into a strategic relationship with ADP TotalSource, Inc., a human resource management firm, typically known as "Professional Employer Organization" (PEO). Under a co-employment agreements, the PEO is the employer of record and is responsible for administering payroll, payroll taxes, provide employee benefits and assist with human resources and risk management. Accordingly, certain human resource related risks are transferred to the PEO. Nevertheless, the School may be subject to risks, including loss, penalties and fines related to employment practices, administrative error and omissions.

Note 9 – Defined Contribution Retirement Plan

The School's personnel, which are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School matches 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $93,350 for the year ended June 30, 2019. The School does not exercise any control or fiduciary responsibility over the Plans' assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2019

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 7,569,300	$ 7,602,533	$ 7,603,983
Charges for services	1,157,200	1,110,585	1,110,677
Other revenue	119,062	127,681	128,314
Total Revenues	8,845,562	8,840,799	8,842,974
EXPENDITURES			
Current:			
Instruction	4,898,853	5,045,632	5,043,891
Student support services	54,132	108,132	106,743
Instructional staff training	10,000	7,000	6,816
Board	60,850	72,740	70,433
School administration	782,716	741,944	740,578
Fiscal services	153,750	154,650	154,650
Central services	184,750	202,661	201,767
Operation of plant	1,655,863	1,210,696	1,208,922
Maintenance of plant	339,000	358,000	356,309
Administrative technology services	53,774	48,600	47,927
Community Services	77,705	110,000	109,872
Total Current Expenditures	8,271,393	8,060,055	8,047,908
Excess of Revenues Over Current Expenditures	574,169	780,744	795,066
Capital Outlay	525,000	495,630	491,645
Total Expenditures	8,796,393	8,555,685	8,539,553
Excess of Revenues Over Expenditures	49,169	285,114	303,421
Other financing sources (uses):			
Transfers in (out)	1,971	9,487	38,272
Net change in fund balance	51,140	294,601	341,693
Fund Balance at beginning of year	6,365,005	6,365,005	6,365,005
Fund Balance at end of year	$ 6,416,145	$ 6,659,606	$ 6,706,698

Notes to Budgetary Comparison Schedule
An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

THE DORAL ACADEMY
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2019

	Special Revenue Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Federal sources	$ 70,500	$ 71,500	$ 71,267
Federal school lunch program	197,680	200,798	198,957
Lunch fees	162,351	165,189	164,805
Total Revenues	430,531	437,487	435,029
EXPENDITURES			
Current:			
Instruction	33,000	33,000	32,995
Food services	395,560	395,000	394,969
Total Current Expenditures	428,560	428,000	427,964
Excess of Revenues Over Current Expenditures	1,971	9,487	7,065
Capital Outlay	-	-	-
Total Expenditures	428,560	428,000	427,964
Excess of Revenues Over Expenditures	1,971	9,487	7,065
Other financing sources (uses) Transfers in (out)	(1,971)	(9,487)	(38,272)
Net change in fund balance	-	-	(31,207)
Fund Balance at beginning of year	45,179	45,179	45,179
Fund Balance at end of year	$ 45,179	$ 45,179	$ 13,972

Notes to Budgetary Comparison Schedule
An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors of
The Doral Academy
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of The Doral Academy (the "School") as of, and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 10, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that were reported to management in a separate management letter pursuant to Chapter 10.850, Rules of the Auditor General dated September 10, 2019.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 10, 2019

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

To the Board of Directors of
THE DORAL ACADEMY
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of The Doral Academy, Doral, Florida, as of and for the year ended June 30, 2019 and have issued our report thereon dated September 10, 2019.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reporting Requirements

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedules, which are dated September 10, 2019, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report.

See heading below titled Status of Prior Year Findings and Recommendations.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity and the school code assigned by the Florida Department of Education be disclosed in this management letter. The official title and school code assigned by the Florida Department of education of the entity is The Doral Academy, 3030.

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Financial Condition and Management

Sections 10.854(1)(e)2 and 10.855(11), Rules of the Auditor General, require us to apply appropriate procedures and communicate whether or not The Doral Academy has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identify the specific condition(s) met. In connection with our audit, we determined that The Doral Academy did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for The Doral Academy. It is management's responsibility to monitor The Doral Academy's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we communicate any recommendation to improve financial management. In connection with our audit, we had sthe following recommendations:

ML – 19-01 CAPITAL ASSETS

Criteria:	The School is required to maintain an inventory of capital assets purchased with public funds in accordance with local, state or federal regulations.
Condition:	We noted that the School does not have a formal process for reconciling the capital assets inventory report to the capital assets of the Schools trial balance.
Cause:	The condition results from school personnel not consistently performing an inventory of all fixed assets and reconciling to the Schools trial balance.
Effect:	Failure to perform the procedures mentioned above could result in a misstated Annual Property Inventory.
Recommendation:	We recommend that the School perform an annual inventory of all capital assets and reconcile to the capital asset ledgers recorded on the School's books.
Views of Responsible officials:	Management will adhere to auditor's recommendation. The ESSP is assisting the schools with identifying the proper support to ensure schools are in full compliance with inventory requirements.

Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require us to report the results of our determination as to whether The Doral Academy maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that The Doral Academy maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Additional Matters

Section 10.854(1)(e)4., Rules of the Auditor General, requires us to communicate noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we do not have any such recommendations.

Status of Prior Year Findings and Recommendations

ML – 18-01 INTERNAL ACCOUNT DEPOSITS

Criteria: The School designed and implemented an internal control system to reduce the risk of misappropriation of assets and/or cash receipts by establishing a general policy regarding the collection of money as detailed in the School's "Internal Accounts – Policies and Procedures" handbook.

Condition: We noted the following: Recap of Collections Form were missing, deposits were missing receipts for cash collections of over $15, Recap of Collection Forms were not signed by the treasurer, deposit summaries did not agree to the supporting Recap of Collections Forms and bank deposit receipt.

Cause: The condition results from school personnel not consistently adhering to the policies and procedures regarding the collection of money as detailed in the handbook.

Effect: Failure to perform the procedures mentioned above could result in misappropriation of cash receipts.

Recommendation: We recommend that the School adheres to its internal control policies and procedures relating to the internal account so that all deposits and cash receipts are properly counted, reviewed, and reconciled to the amount deposited in the bank account.
In addition, we recommend the School's treasurer and staff accepting cash receipts be provided additional internal account training to ensure compliance with these policies.

Status: This finding has been corrected and recommendaitons implemented by the School in the current year.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 10, 2019

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Doral Academy of Technology
WL# 3029
(A Charter School under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditor's Report

June 30, 2019

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Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

W/L#: 3029

2601 NW 112th Avenue
Doral, FL 33172

2018-2019

BOARD OF DIRECTORS

Angela Ramos, President and Chair, Director
Rene Rovirosa, Secretary and Treasurer, Director
Kim Guilarte, Director
Ana Guimaraes, Director and Student Alumni Representative
Fabiana Campos, Director and Parent Representative

SCHOOL ADMINISTRATION

Carlos Ferralls, Principal

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Doral Academy of Technology
Doral, Florida

We have audited the accompanying financial statements of the governmental activities and each major fund of Doral Academy of Technology (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprises the School's basic financial statements as listed in the table of contents.

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

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

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

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

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Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Doral Academy of Technology as of June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of Doral Academy of Technology as of June 30, 2019, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purport to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2019 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 8 and 29 through 31 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 10, 2019 on our consideration of School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 10, 2019

Management's Discussion and Analysis
Doral Academy of Technology
(A Charter School Under The Doral Academy, Inc.)
June 30, 2019

The corporate officers of Doral Academy of Technology (the "School") have prepared this narrative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2019.

Financial Highlights

1. The net position of the School at June 30, 2019 was $2,445,882.
2. At year-end, the School had current assets on hand of $2,380,437.
3. The net position of the School increased by $857,562 during the year.
4. The unassigned fund balance at year end was $2,297,743.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2019 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference is reported as *net position*. Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 9 - 10 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its major governmental funds. A budgetary comparison statement has been provided for the major governmental funds to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 11 - 14 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 15 - 28 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the net position was $2,445,882 at the close of the fiscal year. A summary of the School's net position as of June 30, 2019 and 2018 are as follows:

	2019	2018
Cash and cash equivalents	$ 5,442	$ 2,221
Investments	2,316,000	1,006,000
Prepaid expenses	30,599	19,911
Due from other agencies	28,396	4,117
Due to other divisions of The Doral Academy, Inc., long-term	100,000	700,000
Capital assets, net	17,540	13,057
Total Assets	2,497,977	1,745,306
Deferred outflows of resources	-	-
Accounts payable and accrued liabilities	52,095	31,064
Due to other divisions of The Doral Academy, Inc.	-	125,922
Total Liabilities	52,095	156,986
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets and long-term receivables	117,540	713,057
Unrestricted	2,328,342	875,263
Total Net Position	$ 2,445,882	$1,588,320

At the end of both fiscal years, the School is able to report positive balances in total net position.

A summary and analysis of the School's revenues and expenses for the years ended June 30, 2019 and 2018 follows:

	2019	2018
REVENUES		
Program Revenues		
Operating grants and contributions	$ 13,454	$ -
Capital outlay funding	152,705	102,736
Lunch program	66,318	52,893
General Revenues		
Local sources (FTE and other non specific)	2,073,957	1,498,018
Other revenue	32,198	11,167
Total Revenues	$ 2,338,632	$ 1,664,814
EXPENSES		
Instruction	$ 478,537	$ 400,033
Student support services	27,455	525
Instructional staff training	-	3,856
Board	18,531	14,544
School administration	352,291	375,163
Fiscal services	50,531	32,175
Food services	66,739	54,810
Central services	47,141	34,331
Pupil transportation services	3,525	-
Operation of plant	432,717	304,945
Maintenance of plant	3,603	101
Administrative technology services	-	6,597
Total Expenses	1,481,070	1,227,080
Increase in Net Position	857,562	437,734
Net Position at Beginning of Year	1,588,320	1,150,586
Net Position at End of Year	$ 2,445,882	$ 1,588,320

Doral Academy of Technology's revenues and expenditures increased by $673,818 and $253,990. The School had an increase in its net position of $857,562 for the year.

School Location and Lease of Facility

The School leases a facility located at 2601 N.W. 112th Avenue, Miami, Florida 33172. The facility abuts the neighboring Doral Academy Charter High School.

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

School Enrollment

This past year, the School had approximately 299 students enrolled in grades six through eight.

Accomplishments

In 2019, Doral Academy of Technology (DAT) completed its 8th year of operations, serving 299 students in grades 6-8. The school earned its 7th consecutive letter grade of "A" ranking as one of the highest-performing public middle schools in Miami-Dade County, and among the top middle schools in Florida, based on the points it received under the State of Florida Accountability Program.

DAT aims to prepare students for high academic performance, stimulate their lifelong love of math and science and create new pathways for them to pursue academic and professional careers in the fields of Math, Science, Engineering and Technology. Students are provided with a rigorous college preparatory curriculum and a rich extra-curricular program of activities, including team sports and clubs. The school's award-winning facilities include fully equipped classrooms, labs, art rooms, a band room, production rooms, ball fields, a state-of-the-art gymnasium, and a brand new, top-notch football field. Doral Academy of Technology's campus has been nominated for the American Institute of Architects People's Choice Awards for Best Design.

Doral Academy Robotics held their first ever robotics picnic. The Doral Robotics and Doral Video Game Club hosted a Smash Bros. Tournament. Robotics 3 students developed an I2C Weather Station, made with an Arduino MEGA and a BMP180 sensor. The computer science team compted at the Annual UCF High School Programming Tournament. They took 2nd place in the contest, and 1st place in Florida.

As part of the Doral Academy, Inc. network of high performing charter schools, Doral Academy of Technology is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported a fund balance of $2,328,342. The fund balance unassigned and available for spending at the School's discretion is $2,297,743. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2019 amounts to $17,540 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures and computer equipment. This investment in capital assets includes improvements, furniture, fixtures and computer equipment. As of June 30, 2019, the School had no long-term debt associated to its capital assets.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the Charter School adopted an annual budget. A budgetary comparison statement has been provided for the governmental fund to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
State capital outlay funding	$ 121,750	$ 155,258	$ 152,705
Federal sources	57,900	59,400	59,982
Charges for services	18,500	19,350	19,790
General Revenues			
FTE and other nonspecific revenues	1,698,105	2,065,385	2,073,957
Charges and other revenues	19,908	31,465	32,198
Total Revenues	$ 1,916,163	$ 2,330,858	$2,338,632
CURRENT EXPENDITURES			
Instruction	$ 392,403	$ 464,338	$ 462,452
Student support services	5,000	27,500	27,455
Board	19,631	20,731	18,531
School administration	319,984	352,978	352,291
Fiscal services	36,525	50,531	50,531
Food services	67,000	66,950	66,739
Central services	42,025	47,925	47,141
Pupil transportation services	2,000	3,900	3,525
Operation of plant	280,598	442,621	432,717
Maintenance of plant	21,000	5,000	3,603
Total Current Expenditures	$ 1,186,166	$ 1,482,474	$1,464,985

Most variances occurred as a result of the Budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC, 6340 Sunset Drive, Miami, Florida 33143.

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2019

	Governmental Activities
Assets	
Current assets:	
Cash and cash equivalents	$ 5,442
Investments	2,316,000
Prepaid expenses	30,599
Due from other agencies	28,396
Total current assets	2,380,437
Capital assets, depreciable	466,689
Less: accumulated depreciation	(449,149)
	17,540
Due from other divisions of The Doral Academy, Inc., long-term	100,000
Total Assets	2,497,977
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	52,095
Total current liabilities	52,095
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets and long-term receivables	117,540
Unrestricted	2,328,342
Total Net Position	$ 2,445,882

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

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2019

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 478,537	$ -	$ 7,608	$ -	$ (470,929)
Student support services	27,455	-	-	-	(27,455)
Board	18,531	-	-	-	(18,531)
School administration	352,291	-	-	-	(352,291)
Fiscal services	50,531	-	-	-	(50,531)
Food services	66,739	19,790	46,528	-	(421)
Central services	47,141	-	-	-	(47,141)
Pupil transportation services	3,525	-	-	-	(3,525)
Operation of plant	432,717	-	-	152,705	(280,012)
Maintenance of plant	3,603	-	5,846	-	2,243
Total governmental activities	1,481,070	19,790	59,982	152,705	(1,248,593)
General revenues:					
FTE and other nonspecific revenues					2,073,957
Investment earnings					32,198
Change in net position					857,562
Net position, beginning					1,588,320
Net position, ending					$ 2,445,882

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

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2019

	General Fund	Special Revenue Fund	Capital Projects Fund	Total Governmental Funds
Assets				
Cash and cash equivalents	$ 5,442	$ -	$ -	$ 5,442
Investments	2,316,000	-	-	2,316,000
Prepaid expenses	30,599	-	-	30,599
Due from other agencies	-	13,454	14,492	27,946
Due from fund	28,396	-	-	28,396
Total Assets	2,380,437	13,454	14,492	2,408,383
Deferred Outflows of Resources	-	-	-	-
Liabilities				
Salaries and wages payable	52,095	-	-	52,095
Due to fund	-	13,454	14,492	27,946
Total Liabilities	52,095	13,454	14,492	80,041
Deferred Inflows of Resources	-	-	-	-
Fund balance				
Nonspendable, not in spendable form	30,599	-	-	30,599
Unassigned	2,297,743	-	-	2,297,743
	2,328,342	-	-	2,328,342
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$2,380,437	$ 13,454	$ 14,492	$ 2,408,383

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

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2019

Total Fund Balance - Governmental Funds	$ 2,328,342
Amounts reported for governmental activities in the statement of net position are different because:	
Capital assets of $466,689 net of accumulated depreciation of $449,149 used in governmental activities are not financial resources and therefore are not reported in the fund.	17,540
Long term receivables in governmental activities are not financial resources and therefore are not reported in the governmental funds.	100,000
Total Net Position - Governmental Activities	$ 2,445,882

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

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2019

	General Fund	Special Revenue Fund	Capital Projects Fund	Total Governmental Funds
Revenues:				
State passed through local	$2,073,957	$ -	$ -	$ 2,073,957
State capital outlay funding	-	-	152,705	152,705
Federal school lunch program	-	46,528	-	46,528
Lunch fees	-	19,790	-	19,790
Federal sources	-	13,454	-	13,454
Other revenue	32,198	-	-	32,198
Total Revenues	2,106,155	79,772	152,705	2,338,632
Expenditures:				
Current				
Instruction	454,844	7,608	-	462,452
Student support services	27,455	-	-	27,455
Board	18,531	-	-	18,531
School administration	352,291	-	-	352,291
Food services	-	66,739	-	66,739
Fiscal services	50,531	-	-	50,531
Central services	47,141	-	-	47,141
Pupil transportation services	3,525	-	-	3,525
Operation of plant	280,012	-	152,705	432,717
Maintenance of plant	3,603	-	-	3,603
Capital Outlay:				
Other capital outlay	20,568	-	-	20,568
Total Expenditures	1,258,501	74,347	152,705	1,485,553
Excess (deficit) of revenues over expenditures	847,654	5,425	-	853,079
Other financing sources (uses)				
Transfers in (out)	5,425	(5,425)	-	-
Collections from The Doral Academy, Inc.	600,000	-	-	600,000
Net change in fund balance	1,453,079	-	-	1,453,079
Fund Balance at beginning of year	875,263	-	-	875,263
Fund Balance at end of year	$2,328,342	$ -	$ -	$ 2,328,342

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

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures an Changes in Fund Balance
of Governmental Funds to the Statement of Activities
For the year ended June 30, 2019

Net Change in Fund Balance - Governmental Funds	$ 1,453,079
Amounts reported for governmental activities in the statement of activities are different because:	
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense of $16,085 diferred capital outlays of $20,568.	4,483
Increase in long-term receivables is an expenditure in the governmental funds, but a decrease or collections of such receivables reduces long term assets in the statement of net position. This is the amount by which collections of long-term receivables of $600,000 exceeded advances of $-0-.	(600,000)
Change in Net Position of Governmental Activities	$ 857,562

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

Note 1 – Summary of Significant Accounting Policies

Reporting Entity

Doral Academy of Technology (the "School"), is a charter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The School's charter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of five members and also governs other charter schools. The board has determined that no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring district, the School Board of Miami-Dade County, Florida. The current charter expires on June 30, 2025 and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School is located in Doral, Florida for students from sixth to eighth grade. These financial statements are for the year ended June 30, 2019, when on average 299 students were enrolled for the school year.

Basis of Presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information about the School as a whole. Any internal interfund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Note 1 – Summary of Significant Accounting Policies (continued)

Program revenues include: (1) charges for services which report fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. Other revenue sources not properly included with program revenues are reported as general revenues.

Fund Financial Statements
Fund financial statements are provided for governmental funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major governmental funds:

General Fund - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Special Revenue Fund – accounts for specific revenues, such as federal lunch program that are legally restricted to expenditures for particular purposes.

Capital Projects Fund – accounts for state and local capital outlay as authorized by Charter School Capital Outlay, Section 1013.62, Florida Statutes mainly for capital outlay and maintenance purposes.

Measurement Focus and Basis of Accounting
The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available. Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Note 1 – Summary of Significant Accounting Policies (continued)

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. "Available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Budgets and Budgetary Accounting

In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments

Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Inter-fund Transfers

Interfund receivables/payables are short-term balances that represent reimbursements between funds for payments made by one fund on behalf of another fund.

Due from Other Governments or Agencies

Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Note 1 – Summary of Significant Accounting Policies (continued)

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Furniture, Equipment, and Computers	5 Years
Textbooks and Software	3 Years

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Revenue Sources

Revenues for current operations are received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent (FTE) students and related data to the District.

Note 1 – Summary of Significant Accounting Policies (continued)

Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP. Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made.

The School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities. In addition, the School may receive a portion of the local capital improvement ad valorem tax revenues levied by the District.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Compensated Absences

The School grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days.

GASB Codification Section C60, *Accounting for Compensated Absences*, provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years.

Note 1 – Summary of Significant Accounting Policies (continued)

The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Income Taxes

The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Use of Estimates

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

Net position and Fund balance classifications

Government-wide financial statements

Equity is classified as net position and displayed in three (3) components:

a) Net investment in capital assets and long-term receivables - consists of capital assets net of accumulated depreciation and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of net position with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments.
c) Unrestricted net position - all other net position that do not meet the definition of "restricted" or "net investment in capital assets and long term receivables."

Fund financial statements

Under GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable – includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned).

Note 1 – Summary of Significant Accounting Policies (continued)

b) Restricted – this classification includes fund balance category amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. There are no restricted fund balances at year end.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification that is intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. There are no assigned fund balances at year end.
e) Unassigned – portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Order of Fund Balance Spending Policy
The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First Non-spendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including non-spendable amounts). Then any remaining fund balance amounts for the non-general funds are classified as unassigned fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

Subsequent Events
In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through September 10, 2019 which is the date the financial statements were available to be issued.

Note 2 – Cash, Cash Equivalents and Investments

Deposits
The School maintains its cash and cash equivalents in one financial institution. As of June 30, 2019, the School's deposits consisted of cash balances of $6,125.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools.

Note 2 – Cash, Cash Equivalents and Investments (continued)

All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2019, bank balances in potential excess of FDIC coverage was approximately $6,125.

Investments

The School categorizes its fair value measurements within the fair value hierarchy established by GASB Codification Section 3100 *Fair Value Measurement and Application*. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs. At June 30, 2019, the School has the following recurring fair value measurements:

- Government money market mutual fund of $2,810,000 valued using Level 2 inputs.

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securitie
s that have been valued by the fund as Level 2. As of July 31, 2019, maturities of the fund's portfolio holdings are approximately 81% within 30 days.

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2019, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Note 3 – Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2019:

	Balance 07/01/18	Additions	Retirements	Balance 06/30/19
Capital Assets:				
Computer equipment and software	$ 64,216	$ -	$ -	$ 64,216
Furniture, equipment and textbooks	381,905	20,568	-	402,473
Total Capital Assets	$ 446,121	$ 20,568	$ -	$ 466,689
Less Accumulated Depreciation:				
Computer equipment and software	(76,999)	-	-	(76,999)
Furniture, equipment and textbooks	(356,065)	(16,085)	-	(372,150)
Total Accumulated Depreciation	$(433,064)	$ (16,085)	$ -	$(449,149)
Capital Assets, net	$ 13,057	$ 4,483	$ -	$ 17,540

For the fiscal year ended June 30, 2019, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	$ 16,085
Total Depreciation Expense	$ 16,085

Note 4 – Education Service and Support Provider

Academica Dade, LLC, a professional education service and support provider, offers administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting and virtual services. The agreement between the School and the education service and support provider calls for a fee on a per student basis. The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2019, the School incurred $134,775 in fees.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida 33143.

Note 5 – Transactions with other divisions of Doral Academy, Inc.

During 2019, the School's facility was located on the premises of Doral Academy Middle School (a charter school under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student enrollment and usage of facilities and staff to these schools. In addition, the School's student activities internal fund is held by Doral Academy Middle School.

During 2019, the School reimbursed Doral Academy Middle School approximately $434,000 for shared expenses.

The Doral Academy, Inc.
The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The School paid The Doral Academy, Inc. $44,925 in connection with these charges during the year.

The following schedule provides a summary of changes in long-term receivables for the year ended June 30, 2019.

	Balance 07/01/2018	Additions	Collections	Balance 06/30/2019
The Doral Academy, Inc.	$ 700,000	$ -	$ (600,000)	$ 100,000
Total Long Term Receivable	$ 700,000	$ -	$ (600,000)	$ 100,000

Note 6 – Commitments, Contingencies, and Concentrations

The School entered into an amended lease and security agreement with School Development II, LLC (the "Landlord", an affiliate of the School's education service and support provider – Note 4) for its 65,164 square feet building including all ancillary facilities, outdoor areas and other improvements. Fixed initial annual payments under this agreement are based on a rate of $23.83 per square footage of the building, which amounts to approximately $1,553,000 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The amended agreement continues through June 30, 2036 with an option to renew for two additional five year terms.

Note 6 – Commitments, Contingencies, and Concentrations (continued)

Future minimum payments under this lease are as follows:

Year	
2020	$1,619,000
2021	$1,619,000
2022	$1,619,000
2023	$1,619,000
2024	$1,619,000
2025-2029	$8,093,000 (Total for five-year period)
2030-2034	$8,093,000 (Total for five-year period)
2035-2036	$4,857,000 (Total for two-year period)

Lease payments are allocated among the School and Doral Academy Middle School based on enrollment and usage of facility. The allocation used for 2019, was approximately 17% for the School and 83% for Doral Academy Middle School. For 2019, rent expense totaled $271,354.

Bond Issue and Repayment

On January 4, 2018, Miami-Dade County Industrial Development Authority issued tax-exempt revenue bonds of $22,045,000, on behalf of The Doral Academy, Inc. (the Organization), to be secured by a first mortgage on the land owned by the Organization as well as revenues of Doral Academy Charter Middle School, Doral Academy Charter High School, Doral Performing Arts & Entertainment Academy, and Doral Academy of Technology (the "Four Schools"). The proceeds of the bond issue have been used to fund the acquisition, design, construction, installation and equipping of a 91,000 square foot, six story building known as the Doral Hall Educational Facility ("Doral Hall"), fund a debt service reserve fund, and pay costs of the bond issuance.

Through a Usage Fee Agreement approved by the Board of Directors of the Organization, all Capital and Operating costs as defined herein will be due on a monthly basis commencing on the first day of the first full calender month following the date on which the Organization receives a temporary certificate of occupancy for Doral Hall. All costs of the acquisition, design, permitting, construction, equipping ("Capital Costs") and operations including interest expense, ongoing financing fees, all insurance, all taxes, property management fees, utilities, maintenance, repairs, replacements ("Operating Costs") of Doral Hall, together with an annual administrative fee of 5% of the sum of the Capital and Operating Costs each year, shall be shared among the Four Schools in proportion to their relative annual student enrollments.

Note 6 – Commitments, Contingencies, and Concentrations (continued)

The certificate of occupancy was obtained on April 11, 2019. Usage fee in relation to this agreement for the year ended June 30, 2019 was $26,866. The allocation used for 2019, was approximately 17% for the School and 83% for Doral Academy Middle School.

The School's debt agreements contain various covenants, restrictions and financial test requirements. In the event an instance of default is not remedied, the maturity can be accelerated and / or the underlying collateral may be subject to foreclosure.

The debt service on the tax-exempt bond financing for the Organization (which will be allocated between the Four Schools) is as follows:

Year	Principal	Interest	Total	
2020	$ 350,000	$ 1,087,250	$ 1,437,250	
2021	$ 365,000	$ 1,069,750	$ 1,434,750	
2022	$ 385,000	$ 1,051,500	$ 1,436,500	
2023	$ 405,000	$ 1,032,250	$ 1,437,250	
2024	$ 425,000	$ 1,012,000	$ 1,437,000	
2025-2029	$ 2,460,000	$ 4,719,500	$ 7,179,500	(total for five year period)
2030-2034	$ 3,145,000	$ 4,039,250	$ 7,334,000	(total for five year period)
2035-2039	$ 4,005,000	$ 3,171,500	$ 6,976,250	(total for five year period)
2040-2044	$ 5,110,000	$ 2,065,250	$ 7,175,250	(total for five year period)
2045-2048	$ 5,095,000	$ 652,750	$ 5,747,750	(total for four year period)

Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations. Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of 2% of the qualifying revenues of the School. For the year ended June 30, 2019, administrative fees withheld by the School District totaled $34,292.

Note 7 – Inter-fund Transfers

Inter-fund transfers in governmental funds as of June 30, 2019 consist of the following:

	General Fund	Special Revenue Fund	Capital Projects Fund
To fund lunch deficit	$ (421)	$ 421	$ -
Reimbursement from Restart Grant for prior period expenditures	5,846	(5,846)	-
Total Transfers, net	$ 5,425	$ (5,425)	$ -
Due to General Fund from Capital Projects Fund for capital outlay	$ 14,942	$ -	$ (14,942)
Due to General Fund from Special Revenue Fund for Restart Grant	5,846	(5,846)	-
Due to General Fund from Special Revenue Fund for Title IV	7,608	(7,608)	-
Total Due from/(Due to)	$ 28,396	$ (13,454)	$ (14,942)

Note 8 – Risk Management

The School is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; administrative errors and omissions; personal injury; workers compensation and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage for the past years. In addition, there were no reductions in insurance coverage from those in the prior year.

The School has entered into a strategic relationship with ADP TotalSource, Inc., a human resource management firm, typically known as "Professional Employer Organization" (PEO). Under a co-employment agreements, the PEO is the employer of record and is responsible for administering payroll, payroll taxes, provide employee benefits and assist with human resources and risk management. Accordingly, certain human resource related risks are transferred to the PEO. Nevertheless, the School may be subject to risks, including loss, penalties and fines related to employment practices, administrative error and omissions.

Note 9 – Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School approved a match of 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $17,947 for the year ended June 30, 2019. The School does not exercise any control or fiduciary responsibility over the Plans' assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2019

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 1,698,105	$2,065,385	$ 2,073,957
Other revenue	19,908	31,465	32,198
Total Revenues	1,718,013	2,096,850	2,106,155
EXPENDITURES			
Current:			
Instruction	383,003	456,338	454,844
Student support services	5,000	27,500	27,455
Board	19,631	20,731	18,531
School administration	319,984	352,978	352,291
Fiscal services	36,525	50,531	50,531
Central services	42,025	47,925	47,141
Pupil transportation services	2,000	3,900	3,525
Operation of plant	158,848	287,363	280,012
Maintenance of plant	21,000	5,000	3,603
Total Current Expenditures	988,016	1,252,266	1,237,933
Excess of Revenues Over Current Expenditures	729,997	844,584	868,222
Capital Outlay	35,000	25,000	20,568
Excess of Revenues Over Expenditures	694,997	819,584	847,654
Other financing sources (uses):			
Transfers in (out)	-	3,800	5,425
Collections from The Doral Academy, Inc.	-	600,000	600,000
Net change in fund balance	694,997	1,423,384	1,453,079
Fund Balance at beginning of year	875,263	875,263	875,263
Fund Balance at end of year	$ 1,570,260	$2,298,647	$ 2,328,342

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2019

	Special Revenue Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Federal school lunch program	$ 45,000	$ 46,400	$ 46,528
Lunch program	18,500	19,350	19,790
Federal sources	12,900	13,000	13,454
Total Revenues	76,400	78,750	79,772
EXPENDITURES			
Current:			
Instruction	9,400	8,000	7,608
Food services	67,000	66,950	66,739
Total Current Expenditures	76,400	74,950	74,347
Excess of Revenues Over Current Expenditures	-	3,800	5,425
Capital Outlay	-	-	-
Total Expenditures	76,400	74,950	74,347
Excess of Revenues Over Expenditures	-	3,800	5,425
Other financing sources (uses) Transfers in (out)	-	(3,800)	(5,425)
Net change in fund balance	-	-	-
Fund Balance at beginning of year	-	-	-
Fund Balance at end of year	$ -	$ -	$ -

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

Doral Academy of Technology
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2019

	Capital Projects Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State capital outlay funding	$ 121,750	$ 155,258	$ 152,705
Total Revenues	121,750	155,258	152,705
EXPENDITURES			
Current:			
Operation of Plant	121,750	155,258	152,705
Total Current Expenditures	121,750	155,258	152,705
Excess of Revenues Over Expenditures	-	-	-
Other financing sources (uses)			
Transfers in (out)	-	-	-
Net change in fund balance	-	-	-
Fund Balance at beginning of year	-	-	-
Fund Balance at end of year	$ -	$ -	$ -

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors of
Doral Academy of Technology
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Doral Academy of Technology (the "School") as of, and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprises the School's basic financial statements and have issued our report thereon dated September 10, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that were reported to management in a separate management letter dated September 10, 2019 pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 10, 2019

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

Board of Directors of
Doral Academy of Technology
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of the Doral Academy of Technology, Doral, Florida, as of and for the fiscal year ended June 30, 2019 and have issued our report thereon dated September 10, 2019.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reporting Requirements

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with Government Auditing Standards. Disclosures in those reports and schedules, which are dated September 10, 2019 should hould be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report.

There were no findings and recommendations made in the preceding annual financial audit report.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity and the school code assigned by the Florida Department of Education be disclosed in this management letter. The official title and the school code assigned by the Florida Department of Education of the entity is Doral Academy of Technology, 3029.

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Financial Condition and Management

Sections 10.854(1)(e)2 and 10.855(11), Rules of the Auditor General, require us to apply appropriate procedures and communicate whether or not Doral Academy of Technology has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identify the specific condition(s) met. In connection with our audit, we determined that Doral Academy of Technology did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Doral Academy of Technology. It is management's responsibility to monitor Doral Academy of Technology's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we had the following recommendations:

ML – 19-01 CAPITAL ASSETS

Criteria: The School is required to maintain an inventory of capital assets purchased with public funds in accordance with local, state or federal regulations.

Condition: We noted that the School does not have a formal process for reconciling the capital assets inventory report to the capital assets of the Schools trial balance.

Cause: The condition results from school personnel not consistently performing an inventory of all fixed assets and reconciling to the Schools trial balance.

Effect: Failure to perform the procedures mentioned above could result in a misstated Annual Property Inventory.

Recommendation: We recommend that the School perform an annual inventory of all capital assets and reconcile to the capital asset ledgers recorded on the School's books.

Views of Responsible Officials: Management will adhere to auditor's recommendation. The ESSP is assisting the schools with identifying the proper support to ensure schools are in full compliance with inventory requirements.

Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require us to apply appropriate procedures and communicate the results of our determination as to whether Doral Academy of Technology maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Doral Academy of Technology maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Additional Matters

Section 10.854(1)(e)4., Rules of the Auditor General, requires us to communicate noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but warrants the attention of those charged with governance. In connection with our audit, we did not note any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 10, 2019

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Doral Academy High School
WL # 7020
(A Charter School under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditors' Report

June 30, 2019

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Doral Academy High School
(A charter school under The Doral Academy, Inc.)

W/L #: 7020

11100 NW 27 St.
Doral, FL 33172

2018-2019

BOARD OF DIRECTORS

Angela Ramos, Director, President and Chair
Rene Rovirosa, Secretary, Director and Treasurer
Kim Guilarte, Director
Ana Guimaraes, Director and Student Alumni Representative
Fabiana Campos, Director and Parent Reprsentative

SCHOOL ADMINISTRATION

Carlos Ferralls, Principal

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INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Doral Academy High School
Doral, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy High School (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

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Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy High School as of June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of Doral Academy High School as of June 30, 2019, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purport to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2019 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 9 and 32 and 33 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 10, 2019 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 10, 2019

Management's Discussion and Analysis
Doral Academy High School
(A Charter School under Doral Academy, Inc.)
June 30, 2019

The corporate officers of Doral Academy High School have prepared this narrative overview and analysis of the school's financial activities for the fiscal year ended June 30, 2019.

Financial Highlights

1. The net position of the School at June 30, 2019 was $9,734,939.
2. At year-end, the School had current assets on hand of $1,899,446.
3. The School had an increase in its net position of $1,097,039 for the year ended June 30, 2019.
4. The unassigned fund balance at year end was $964,849.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2019 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference between the four is reported as *net position*. Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 10 - 11 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments use fund accounting to ensure and report compliance with finance-related legal requirements. All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements.

Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund and each major fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 12 - 16 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 17 - 31 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the net position was $9,734,939 at the close of the fiscal year. A summary of the School's net position as of June 30, 2019 and 2018 is as follows:

	2019	2018
Cash and cash equivalents	$ 514,257	$ 390,433
Investments	1,010,000	2,100,000
Prepaid expenses	167,618	178,022
Deposits receivable	30,551	30,551
Due from other agencies	170,627	23,922
Due from other divisions of The Doral Academy, Inc., long-term	36,944	-
Capital assets, net	8,839,454	9,357,338
Total Assets	10,769,451	12,080,266
Deferred outflows of resources	-	-
Accounts payable and accrued liabilities	182,437	-
Salaries and wages payable	552,075	532,651
Due from other divisions of The Doral Academy, Inc., long-term	300,000	2,909,715
Total Liabilities	1,034,512	3,442,366
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets	8,839,454	6,447,623
Unrestricted	895,485	2,190,277
Total Net Position	$ 9,734,939	$ 8,637,900

At the end of both fiscal years, the School is able to report positive balances in total net position.

A summary and analysis of the School's revenues and expenses for the years ended June 30, 2019 and 2018 is as follows:

	2019	2018
REVENUES		
Program Revenues		
Operating grants and contributions	$ 98,337	$ -
Capital grants and contributions	1,078,444	972,419
Lunch program	437,339	426,352
General Revenues		
Local sources (FTE and other non specific)	12,715,770	11,673,760
Charges for services	87,115	88,500
Other revenue	297,835	28,835
Total Revenues	$ 14,714,840	$ 13,189,866
EXPENSES		
Instruction	$ 7,092,146	$ 6,387,186
Student support services	428,856	323,345
Instructional staff training	23,324	52,384
Board	106,050	98,950
School administration	885,921	993,346
Facilities acquisition	310,593	349,976
Fiscal services	315,000	250,350
Food services	471,486	365,581
Central services	338,497	305,061
Pupil transportation services	52,020	87,620
Operation of plant	3,186,381	2,455,625
Maintenance of plant	404,466	385,525
Administrative technology services	3,061	64,711
Interest on long-term debt	-	50,007
Total Expenses	13,617,801	12,169,667
Increase in Net Position	1,097,039	1,020,199
Net Position at Beginning of Year	8,637,900	7,617,701
Net Position at End of Year	$ 9,734,939	$ 8,637,900

In the current year, the School's revenue increased by $1,524,974 and expenses increased by $1,443,593. The School had an increase in net position of $1,097,039.

School Location and Lease of Facility

The School leases a facility located at 11100 NW 27th Street and is also approved to operate at 2601 NW 112 Ave, Doral Florida, 33172

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

School Enrollment

This past year, the School had on average 1,800 students enrolled in grades nine through twelve.

Accomplishments

In 2019, Doral Academy High School successfully completed its 18th year of operation, serving 1,800 students in grades 9-12. The school received a letter grade of "A" for the 12th consecutive year, ranking among the top performing high schools in Miami Dade County, the State of Florida and the nation.

Doral Academy High School provides its students with a rigorous college preparatory curriculum, through a model academic environment which includes a unique Blended Learning component, as well as strong partnerships with institutions of higher learning such as the new Doral College. Doral High also offers a rich extra-curricular program of activities, including team sports and clubs. The school's award-winning facilities include fully-equipped classrooms, labs, art rooms, a band room, TV production rooms, ball fields, a state-of-the-art gymnasium, and a brand new, top-notch football field. Doral Academy High School's campus has been nominated for the American Institute of Architects People's Choice Awards for Best Design.

The school was recognized for various achievements this past year, some of which include:

- Baseball advanced for the first time to the State Championship
- Softball won regional semifinals and advanced to the State Championship
- Girls Tennis once again capturec the FHSAA class 3A State Championship
- Miami Herald All-Sports Awards:
    - Swimmer of the year - Adrian Aguar
    - Golf Coach of the Year- Arturo Gomez
    - Player of the year Basketball- Devin Carter
    - Softball Player of the year - Alyssa Zabala
    - Softball Coach of the year - Willie Viruet
    - Baseball Coach of the Year - Ralph Suarez
- Doral Academy Preparatory placed 7th in overall at the 2019 Mu Alpha Theta State Convention and received 27 awards and 3 Squirty Chickens
- The NEHS club volunteered for O'Miami's Jellyfish Jam Movements class event
- Members of FirebirdTV won 3 National Academy of Television Arts and Sciences Suncoast Emmys
- 13 Silver Knight Nominees were honored by Councilwoman Christi Fraga and the Doral City Council

Doral High has been listed as one of the "Best High Schools in America" by *U.S. News & World Report* magazine, and as one of "America's Top High Schools" by The *Daily Beast* in 2014. The school has been recognized by The ACT College & Career Readiness Campaign as the top winner in the state of Florida for Outstanding Achievement in College and Career Readiness, based on the passing rate of students on the AP exams. Graduates of Doral have been accepted to various prestigious colleges and universities such as Boston College, Duke, University of Miami, Florida International University, Cornell, Northwestern, and the University of Florida, among others. As part of the Doral Academy, Inc. network of high performing charter schools, Doral Academy High school is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported ending fund balance of $1,132,467. The fund balance unassigned and available for spending at the School's discretion is $964,849. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2019 amounts to $8,839,454 (net of accumulated depreciation). This investment in capital assets includes improvements, furniture, fixtures and computer equipment. As of June 30, 2019, the School had debt totaling $300,000 relating to the School's capital assets.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the Charter School adopted an annual budget. A budgetary comparison statement has been provided for the governmental fund to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
State capital outlay funding	$ 898,750	$ 1,079,750	$ 1,078,444
Federal sources	50,000	97,681	98,337
Lunch program	303,000	324,674	326,089
Lunch fees	100,000	111,000	111,250
General Revenues			
FTE nonspecific revenues	11,611,850	12,708,241	12,715,770
Charges for services	239,800	86,937	87,115
Charges and other revenues	721,907	294,945	297,835
Total Revenues	$ 13,925,307	$ 14,703,228	$ 14,714,840
CURRENT EXPENDITURES			
Instruction	$ 6,062,071	$ 6,396,258	$ 6,399,167
Student support services	421,366	429,036	428,856
Instructional staff training	62,062	32,634	23,324
Board	114,875	112,000	106,050
School administration	931,520	885,103	884,943
Fiscal services	269,625	315,000	315,000
Food services	410,000	468,091	467,605
Central services	356,625	340,000	338,497
Pupil transportation services	55,000	54,000	52,020
Operation of plant	3,399,818	3,093,978	3,090,261
Maintenance of plant	395,000	385,000	380,813
Administrative technology services	2,914	3,000	3,061
Total Current Expenditures	$ 12,480,876	$ 12,514,100	$ 12,489,597

Most variances occurred as a result of the Budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC 6340 Sunset Drive, Miami, Florida 33143.

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2019

	Governmental Activities
Assets	
Current assets:	
Cash and cash equivalents	$ 514,257
Investments	1,010,000
Prepaid expenses	167,618
Due from other agencies	170,627
Due from other divisions of The Doral Academy, Inc.	36,944
Total current assets	1,899,446
Capital assets, depreciable	18,076,939
Less: accumulated depreciation	(9,237,485)
	8,839,454
Deposits	30,551
Total Assets	10,769,451
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Accounts payable and accrued expenses	182,437
Salaries and wages payable	552,075
Total current liabilities	734,512
Due to other divisions of The Doral Academy, Inc., long-term	300,000
Total Liabilities	1,034,512
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets	8,839,454
Unrestricted	895,485
Total Net Position	$ 9,734,939

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

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2019

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 7,092,146	$ -	$ 48,322	$ -	$ (7,043,824)
Student support services	428,856	-	-	-	(428,856)
Instructional staff training	23,324	-	-	-	(23,324)
Board	106,050	-	-	-	(106,050)
School administration	885,921	-	-	-	(885,921)
Facilities acquisition	310,593	-	-	-	(310,593)
Fiscal services	315,000	-	-	-	(315,000)
Food services	471,486	111,250	326,089	-	(34,147)
Central services	338,497	-	-	-	(338,497)
Pupil transportation services	52,020	-	-	-	(52,020)
Operation of plant	3,186,381	87,115	-	1,078,444	(2,020,822)
Maintenance of plant	404,466	-	50,015	-	(354,451)
Administrative technology services	3,061	-	-	-	(3,061)
Total governmental activities	13,617,801	198,365	424,426	1,078,444	(11,916,566)

General revenues:	
FTE and other nonspecific revenues	12,715,770
Other revenues	297,835
Change in net position	1,097,039
Net position, beginning	8,637,900
Net position, ending	$ 9,734,939

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

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2019

	General Fund	Special Revenue Fund	Capital Projects Fund (Non-Major)	Total Governmental Funds
Assets				
Cash and cash equivalents	$ 481,790	$ 32,467	$ -	$ 514,257
Investments	1,010,000	-	-	1,010,000
Prepaid expenses	167,618	-	-	167,618
Due from other agencies	-	95,663	74,964	170,627
Due from fund	170,627	-	-	170,627
Due from other divisions of The Doral Academy, Inc.	36,944	-	-	36,944
Total Assets	1,866,979	128,130	74,964	2,070,073
Deferred Outflows of Resources	-	-	-	-
Liabilities				
Salaries and wages payable	552,075	-	-	552,075
Accounts payable and accrued expenses	182,437	-	-	182,437
Due to fund	-	95,663	74,964	170,627
Total Liabilities	734,512	95,663	74,964	905,139
Deferred Inflows of Resources	-	-	-	-
Fund balance				
Nonspendable, not in spendable form	167,618	-	-	167,618
Assigned	-	32,467	-	32,467
Unassigned	964,849	-	-	964,849
	1,132,467	32,467	-	1,164,934
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 1,866,979	$ 128,130	$ 74,964	$ 2,070,073

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

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2019

Total Fund Balance - Governmental Funds		$ 1,164,934
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets of $18,076,939 net of accumulated depreciation of $9,237,485 used in governmental activities are not financial resources and therefore are not reported in the fund.	8,839,454	
Long term liability not due and payable in the current period and, therefore, is not reported in the governmental funds.	(300,000)	
Deposits receivable of $30,551 are considered long term and are not financial resources and therefore are not reported in the governmental funds.	30,551	
Total Net Position - Governmental Activities		$ 9,734,939

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

Doral Academy High School

(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds

For the year ended June 30, 2019

	General Fund	Special Revenue Fund	Capital Projects Fund (Non-Major)	Total Governmental Funds
Revenues:				
State passed through local	$ 12,715,770	$ -	$ -	$12,715,770
State capital outlay funding	-	-	1,078,444	1,078,444
Federal school lunch program	-	326,089	-	326,089
Lunch fees	-	111,250	-	111,250
Federal sources	-	98,337	-	98,337
Charges for services	87,115	-	-	87,115
Other revenue	297,835	-	-	297,835
Total Revenues	13,100,720	535,676	1,078,444	14,714,840
Expenditures:				
Current				
Instruction	6,353,519	45,648	-	6,399,167
Student support services	428,856	-	-	428,856
Instructional staff training	23,324	-	-	23,324
Board	106,050	-	-	106,050
School administration	884,943	-	-	884,943
Food services	-	467,605	-	467,605
Fiscal services	315,000	-	-	315,000
Central services	338,497	-	-	338,497
Pupil transportation services	52,020	-	-	52,020
Operation of plant	2,011,817	-	1,078,444	3,090,261
Maintenance of plant	380,813	-	-	380,813
Administrative technology services	3,061	-	-	3,061
Capital Outlay:				
Other capital outlay	610,320	-	-	610,320
Total Expenditures	11,508,220	513,253	1,078,444	13,099,917
Excess of revenues over expenditures	1,592,500	22,423	-	1,614,923
Other financing sources (uses)				
Transfers in (out)	52,689	(52,689)	-	-
Repayment of Long term advances	(2,609,715)	-		(2,609,715)
Net change in fund balance	(964,526)	(30,266)	-	(994,792)
Fund Balance at beginning of year	2,096,993	62,733	-	2,159,726
Fund Balance at end of year	$ 1,132,467	$ 32,467	$ -	$ 1,164,934

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

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance of Governmental Funds to the Statement of Activities
For the year ended June 30, 2019

Net Change in Fund Balance - Governmental Funds		$ (994,792)
Amounts reported for governmental activities in the statement of activities are different because:		
	Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense of $1,128,204 exceeded capital outlays of $610,320.	(517,884)
	The proceeds from debt issuance provide current financial resources to governmental funds, but issuing debt increases long term liabilities in the statement of net position. Repayment of debt principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position. This is the amount by which repayments of $2,609,715 exceeded advances of $-0-.	2,609,715
Change in Net Position of Governmental Activities		$ 1,097,039

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

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Statement of Net Position - Fiduciary Funds
June 30, 2019

	Agency Funds
Assets	
Cash	231,285
Total Assets	231,285
Deferred Outflows of Resources	-
Liabilities	
Due to students and clubs	231,285
Total Liabilities	231,285
Deferred Inflows of Resources	-
Net position	$ -

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

Note 1 – Summary of Significant Accounting Policies

Reporting Entity

Doral Academy High School (the "School"), is a charter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The School's charter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of five members and also governs other charter schools. The board has determined that no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring district, the School Board of Miami-Dade County, Florida. The current charter expires on June 30, 2026 and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School is located in Doral, Florida for students from ninth through twelfth grades and is funded by the District. These financial statements are for the year ended June 30, 2019, when on average 1,800 students were enrolled for the school year.

Basis of Presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information for the School as a whole. Any internal inter-fund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Note 1 – Summary of Significant Accounting Policies (continued)

Program revenues include: (1) charges for services, such as food service and student activity fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants and contributions specific to capital outlay. Other revenue sources not properly included with program revenues are reported as general revenues.

Fund Financial Statements
Fund financial statements are provided for governmental funds and fiduciary funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflow of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major governmental funds with all non-major funds aggregated in a single column:

General Fund - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Special Revenue Fund – accounts for specific revenues, such as federal lunch program that are legally restricted to expenditures for particular purposes.

Additionally, the School reports separately the following fiduciary fund types:

Agency Fund – accounts for resources of the School's Internal Fund, which is used to administer monies collected at the schools in connection with school, student athletics, class, and club activities.

Measurement Focus and Basis of Accounting
The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available.

Note 1 – Summary of Significant Accounting Policies (continued)

Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. "Available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Agency fund assets and liabilities are accounted for on the accrual basis of accounting.

Budgets and Budgetary Accounting

In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments

Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Note 1 – Summary of Significant Accounting Policies (continued)

Due from Other Governments or Agencies
Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Inter-fund Transfers
Inter-fund receivables/payables are short-term balances that represent reimbursements between funds for payments made by on fund on behalf of another fund.

Capital Assets
The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Buildings and Improvements	20- 39 Years
Textbooks	3 Years
Furniture, Equipment and Software	3 - 5 Years

Deferred Outflows/Inflows of Resources
In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category. In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Note 1 – Summary of Significant Accounting Policies (continued)

Revenue Sources

Revenues for operations will be received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent ("FTE") students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the FTE students and related data to the Florida Department of Education ("FDOE") for funding through the FEFP.

Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made. In addition, the School receives an annual allocation of charter school capital outlay funds for leasing of school facilities.

The School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

The School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities. In addition, the School may receive a portion of the local capital improvement ad valorem tax revenues levied by the District.

Compensated Absences

The School grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days.

Note 1 – Summary of Significant Accounting Policies (continued)

GASB Codification Section C60, *Accounting for Compensated Absences*, provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years.

The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Net Position and Fund Balance Classifications

Government-wide financial statements
Equity is classified as net position and displayed in three (3) components:

a) Net investment in capital assets - consists of capital assets net of accumulated depreciation and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of net position with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments.
c) Unrestricted net position - all other net position that does not meet the definition of "restricted" or "net investment in capital asset".

Fund Financial Statements
Under GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable - includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balances associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned). All nonspendable fund balances at year end relate to not in spendable form assets.
b) Restricted - fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. There are no restricted net assets at year end.

Note 1 – Summary of Significant Accounting Policies (continued)

c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification are intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. Assigned fund balances are related to the lunch program.
e) Unassigned - portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Order of Fund Balance Spending Policy
The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First non-spendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including non-spendable amounts). Then any remaining fund balance amounts for the non-general funds are classified as unassigned fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

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

Income Taxes
The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Subsequent Events
In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through September 10, 2019 which is the date the financial statements were available to be issued.

Note 2 – Cash, Cash Equivalents and Investments

Deposits

The School maintains its cash and cash equivalents in two financial institutions. As of June 30, 2019, the School's deposits consisted of cash balances of $338,542.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2019, bank balances in potential excess of FDIC coverage was approximately $801,418; including fiduciary account bank balances.

Investments

The School categorizes its fair value measurements within the fair value hierarchy established by GASB Codification Section 3100 *Fair Value Measurement and Application*. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs.

At June 30, 2019, the School has the following recurring fair value measurements:

- Government money market mutual fund of $1,340,000 valued using Level 2 inputs.

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of July 31, 2019, maturities of the fund's portfolio holdings are approximately 81% within 30 days.

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2019, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Note 2 – Cash, Cash Equivalents and Investments (continued)

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 – Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2019:

	Balance 07/01/18	Additions	Reclassification	Balance 06/30/19
Capital Assets, depreciable:				
Buildings and improvements	$ 10,367,051	$ 9,500	$ -	$ 10,376,551
Computer equipment and software	289,741	9,530	-	299,271
Furniture, equipment and textbooks	6,809,827	591,290	-	7,401,117
Total Capital Assets, depreciable:	$ 17,466,619	$ 610,320	$ -	$ 18,076,939
Less Accumulated Depreciation:				
Buildings and improvements	(2,741,199)	(451,245)	-	(3,192,444)
Computer equipment and software	(937,140)	(204,696)	-	(1,141,836)
Furniture, equipment and textbooks	(4,430,942)	(472,263)	-	(4,903,205)
Total Accumulated Depreciation	$ (8,109,281)	$(1,128,204)	$ -	$ (9,237,485)
Capital Assets, net	$ 9,357,338	$ (517,884)	$ -	$ 8,839,454

For the fiscal year ended June 30, 2019, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	$ 692,979
Facilities acquisition	310,593
Operation of plan	96,120
Maintenance of plant	23,653
Food services	3,881
School administration	978
Total Depreciation Expense	$1,128,204

Note 4 – Education Service and Support Provider

Academica Dade, LLC, a professional charter school education service and support provider, offers administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting and virtual education services. The agreement between the School and the education service provider calls for a fee on a per student basis. The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2019, the School incurred $810,000 in fees.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida.

Note 5 – Transactions with other Divisions of The Doral Academy, Inc.

Charter Schools under The Doral Academy, Inc.
The School's facility is shared with Doral Academy Middle School, Doral Academy of Technology, and Doral Performing Arts and Entertainment Academy (charter schools under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student enrollment. In addition, the School holds the student activities fund of Doral Performing Arts and Entertainment Academy.

During 2019, the School charged Doral Academy Middle School for the use of shared facilities via a usage fee. Total usage fees charged totaled $80,492. Doral Academy Performing Arts reimbursed the School approximately $448,000 during the year in shared costs.

The School's lunch program is shared with various other charter schools under The Doral Academy, Inc. Revenues and expenses related to such program have been allocated based on FTE equivalent for purposes of presentation in the financial statements.

The following schedule provides a summary of changes in long-term debt to other charter schools for the year ended June 30, 2019.

	Balance 07/01/18	Additions	Repayments	Balance 06/30/19
The Doral Academy, Inc.	$ 1,859,715	$ -	$(1,859,715)	$ -
Doral Academy of Performing Arts	550,000	-	(250,000)	300,000
Doral Academy Middle School	500,000	-	(500,000)	-
Total long-term debt	$ 2,909,715	$ -	$(2,609,715)	$ 300,000

Note 5 – Transactions with other Divisions of The Doral Academy, Inc. (continued)

The Doral Academy, Inc.
The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The School paid The Doral Academy, Inc. approximately $360,000 in connection with these charges during the year.

Note 6 – Transactions with other Organizations

Doral College, Inc.
During 2011, the School made a long-term, non-interest bearing advance of $400,000 to Doral College, Inc. (the "College"). On June 30, 2012, the School awarded the $400,000 under a recoverable grant agreement to the College. The purpose of the grant is for the College to develop a fully integrated dual enrollment program for the benefit of the School's students. Under the terms of the grant, the College would repay the School in the event the College reflects a surplus in its operating budget for any period ending December 31, following the execution of the agreement. During the year ended June 30, 2013, the School received repayments of $200,000 of the recoverable grant from the College.

On August 31, 2015, the College and Doral Academy, Inc., on behalf of the School, entered into an amendment to the recoverable grant agreement to establish a repayment plan. Per the repayment plan, the $200,000 outstanding balance of the recoverable grant shall be paid as follows: $10,000 per annum, with the first payment due by December 31 of each calendar year commencing on December 31, 2015 through December 31, 2020 and $30,000 per annum commencing on December 31, 2021 through 2025.

During the year ended June 30, 2019, the College repaid $10,000 to the School. The repayments are included in other revenue on the statement of activities and the statement of revenues, expenditures, and changes in fund balance. As of June 30, 2019, the College has repaid a total $240,000 to the School and the remaining balance to be collected is $160,000.

The School provides office and classroom space used by the Doral College, Inc. under a usage agreement. For the year ending June 30, 2019, the College paid a usage fee to the School of approximately $6,600. The total estimated the fair market value of the space was approximately $28,000.

Other
Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of 2% of the qualifying revenues of the School. For the year ended June 30, 2019, administrative fees withheld by the School District totaled $32,648.

Note 7 – Commitments, Contingencies, and Concentrations

Lease Agreement

The School entered into a lease and security agreement ("agreement"), as amended, with School Development, LLC (the "Landlord", an affiliate of the School's education service provider – Note 4) for its 57,000 square foot building including all ancillary facilities, outdoor areas and other improvements. Fixed annual payments under this agreement are based on a rate of $30.23 per square footage of the building, which amounted to $1,722,842 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through August 2036 with an option to renew for an additional five-year term.

With the Landlord's consent, the School made additional improvements to the leased premises with its own funds, generally described as a cafeteria building and other improvements. The landlord has agreed that no additional fixed rent is due in connection with these tenant improvements, however the School will pay any items of additional rent affected by the tenant improvements, including utilities and insurance. Upon expiration of the existing lease and security agreement, as so long as there is no material default at such time under the lease, the Landlord will make a contribution to the School in an amount equal to the unamortized original cost of the tenant improvements. Timely payment of such amount is unconditionally and irrevocably guaranteed in full by the landlord's members. Based on this understanding, the School is depreciating these particular tenant improvements using a 39-year useful life.

For 2019, rent expense totaled $1,452,301. Lease payments are allocated among the School and Doral Academy Performing Arts based on enrollment and usage of facility. The allocation used for 2019, was approximately 18% for Doral Academy Performing Arts and 82% for the School.

Future minimum payments under these leases are as follows:

Year	
2020	$1,796,000
2021	$1,796,000
2022	$1,796,000
2023	$1,796,000
2024	$1,796,000
2025-2029	$8,980,000 (Total for a five year period)
2030-2034	$8,980,000 (Total for a five year period)
2035-2036	$3,592,000 (Total for a two year period)

Note 7 – Commitments, Contingencies, and Concentrations (continued)

Bond Issue and Repayment

On January 4, 2018, Miami-Dade County Industrial Development Authority issued tax-exempt revenue bonds of $22,045,000 on behalf of The Doral Academy, Inc. (the Organization), to be secured by a first mortgage on the land owned by the Organization as well as revenues of Doral Academy Charter High School, Doral Performing Arts & Entertainment Academy, Doral Academy Charter Middle School and Doral Academy of Technology (the "Four Schools"). The proceeds of the bond issue have been used to finance or refinance all or a portion of the cost of the acquisition, design, construction, installation and equipping of a 91,000 square foot, six story building known as the Doral Hall Educational Facility ("Doral Hall"), fund a debt service reserve fund, and pay costs of the bond issuance.

Through a Usage Fee Agreement approved by the Board of Directors of the Organization, all Capital and Operating costs as defined herein will be due on a monthly basis commencing on the first day of the first full calendar month following the date on which the Organization receives a temporary certificate of occupancy for Doral Hall. All costs of the acquisition, design, permitting, construction, equipping ("Capital Costs") and operations including interest expense, ongoing financing fees, all insurance, all taxes, property management fees, utilities, maintenance, repairs, replacements ("Operating Costs") of Doral Hall, together with an annual administrative fee of 5% of the sum of the Capital and Operating Costs each year, shall be shared among the Four Schools in proportion to their relative annual student enrollments. The certificate of occupancy was obtained on April 11, 2019. Usage fee in relation to this agreement for the year ended June 30, 2019 was $154,479. The allocation used for 2019, was approximately 82% for the School and 18% for Doral Performing Arts.

The School's debt agreements contain various covenants, restrictions and financial test requirements. In the event an instance of default is not remedied, the maturity can be accelerated and / or the underlying collateral may be subject to foreclosure.

The debt service on the tax-exempt bond financing for the Organization (which will be allocated between the Four Schools through the Usage Fee) is as follows:

Year	Principal	Interest	Total	
2020	$ 350,000	$ 1,087,250	$ 1,437,250	
2021	$ 365,000	$ 1,069,750	$ 1,434,750	
2022	$ 385,000	$ 1,051,500	$ 1,436,500	
2023	$ 405,000	$ 1,032,250	$ 1,437,250	
2024	$ 425,000	$ 1,012,000	$ 1,437,000	
2025-2029	$ 2,460,000	$ 4,719,500	$ 7,179,500	(total for five year period)
2030-2034	$ 3,145,000	$ 4,039,250	$ 7,334,000	(total for five year period)
2035-2039	$ 4,005,000	$ 3,171,500	$ 6,976,250	(total for five year period)
2040-2044	$ 5,110,000	$ 2,065,250	$ 7,175,250	(total for five year period)
2045-2048	$ 5,095,000	$ 652,750	$ 5,747,750	(total for four year period)

Note 7 – Commitments, Contingencies and Concentrations (continued)

Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations. Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Note 8 – Inter-fund Transfers

Inter-fund transfers in governmental funds as of June 30, 2019 consist of the following:

	General Fund	Special Revenue Fund	Capital Projects Fund (Non-Major)
Reimbursement from Restart Grant for prior period expenditures	$ 50,015	$ (50,015)	$ -
Reimbursement from Temporary Aid for Displaced Students prior period expenditures	2,674	(2,674)	-
Total Transfers, net	$ 52,689	$ (52,689)	$ -
Due to General Fund from Capital Projects Fund for capital outlay	$ 74,964	$ -	$ (74,964)
Due to General Fund from Special Revenue Fund for Restart Grant	50,015	(50,015)	-
Due to General Fund from Special Revenue Fund for Title IV	45,648	(45,648)	-
Total Due from/(Due to)	$ 170,627	$ (95,663)	$ (74,964)

Note 9 – Risk Management

The School is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage in the past. In addition, there were no reductions in insurance coverage from those in the prior year.

The School has entered into a strategic relationship with ADP TotalSource, Inc., a human resource management firm, typically known as "Professional Employer Organization" (PEO). Under a co-employment agreements, the PEO is the employer of record and is responsible for administering payroll, payroll taxes, provide employee benefits and assist with human resources and risk management. Accordingly, certain human resource related risks are transferred to the PEO. Nevertheless, the School may be subject to risks, including loss, penalties and fines related to employment practices, administrative error and omissions.

Note 10 – Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School approved a match of 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $125,483 for the year ended June 30, 2019. The School does not exercise any control or fiduciary responsibility over the Plan's assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2019

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 11,611,850	$ 12,708,241	$ 12,715,770
Charges for services	239,800	86,937	87,115
Other revenue	721,907	294,945	297,835
Total Revenues	12,573,557	13,090,123	13,100,720
EXPENDITURES			
Current:			
Instruction	6,019,071	6,350,258	6,353,519
Student support services	421,366	429,036	428,856
Instructional Staff Training	62,062	32,634	23,324
Board	114,875	112,000	106,050
School Administration	931,520	885,103	884,943
Fiscal Services	269,625	315,000	315,000
Central Services	356,625	340,000	338,497
Pupil transportation services	55,000	54,000	52,020
Operation of Plant	2,501,068	2,014,228	2,011,817
Maintenance of Plant	395,000	385,000	380,813
Administrative technology services	2,914	3,000	3,061
Total Current Expenditures	11,129,126	10,920,259	10,897,900
Excess of Revenues Over Current Expenditures	1,444,431	2,169,864	2,202,820
Capital Outlay			
Other Capital Outlay	375,000	612,000	610,320
Total Expenditures	11,504,126	11,532,259	11,508,220
Excess of Revenues Over Expenditures	1,069,431	1,557,864	1,592,500
Other financing sources (uses):			
Transfers in (out)	-	19,264	52,689
Repayment of Long term advances	-	(2,609,715)	(2,609,715)
Net change in fund balance	1,069,431	(1,032,587)	(964,526)
Fund Balance at beginning of year	2,096,993	2,096,993	2,096,993
Fund Balance at end of year	$ 3,166,424	$ 1,064,406	$ 1,132,467

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

Doral Academy High School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2019

	Special Revenue Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Federal sources	$ 50,000	$ 97,681	$ 98,337
Federal school lunch program	303,000	324,674	326,089
Lunch fees	100,000	111,000	111,250
Total Revenues	453,000	533,355	535,676
EXPENDITURES			
Current:			
Instruction	43,000	46,000	45,648
Food services	410,000	468,091	467,605
Total Current Expenditures	453,000	514,091	513,253
Excess of Revenues Over Current Expenditures	-	19,264	22,423
Other financing sources (uses) Transfers in (out)		(19,264)	(52,689)
Net change in fund balance	-	-	(30,266)
Fund Balance at beginning of year	62,733	62,733	62,733
Fund Balance at end of year	$ 62,733	$ 62,733	$ 32,467

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

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CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors of
Doral Academy High School
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy High School (the "School") as of, and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon September 10, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matter that were reported to management in a separate management letter dated September 10, 2019 pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 10, 2019

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

Board of Directors of
Doral Academy High School
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of Doral Academy High School, Doral, Florida, as of and for the fiscal year ended June 30, 2019 and have issued our report thereon dated September 10, 2019.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reporting Requirements

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedules, which are dated September 10, 2019, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report.

There were no findings and recommendations made in the preceding annual financial audit report.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity and the school code assigned by the Florida Department of Education be disclosed in this management letter. The official title and the school code assigned by the Florida Department of Education of the entity is Doral Academy High School, 7020.

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Financial Condition and Management

Sections 10.854(1)(e)2 and 10.855(11), Rules of the Auditor General, require us to apply appropriate procedures and communicate whether or not Doral Academy High School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identify the specific condition(s) met. In connection with our audit, we determined that Doral Academy High School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Doral Academy High School. It is management's responsibility to monitor Doral Academy High School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we have the following recommendations:

ML – 19-01 CAPITAL ASSETS

Criteria: The School is required to maintain an inventory of capital assets purchased with public funds in accordance with local, state or federal regulations.

Condition: We noted that the School does not have a formal process for reconciling the capital assets inventory report to the capital assets of the Schools trial balance.

Cause: The condition results from school personnel not consistently performing an inventory of all fixed assets and reconciling to the Schools trial balance.

Effect: Failure to perform the procedures mentioned above could result in a misstated Annual Property Inventory.

Recommendation: We recommend that the School perform an annual inventory of all capital assets and reconcile to the capital asset ledgers recorded on the School's books.

Views of Responsible Officials: Management will adhere to auditor's recommendation. The ESSP is assisting the schools with identifying the proper support to ensure schools are in full compliance with inventory requirements.

Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require us to apply appropriate procedures and communicate the results of our determination as to whether Doral Academy High School maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Doral Academy High School maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Additional Matters

Section 10.854(1)(e)4., Rules of the Auditor General, requires us to communicate noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but warrants the attention of those charged with governance. In connection with our audit, we did note any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

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CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 10, 2019

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Doral Academy Charter Middle School
WL # 6030
(A Charter School under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditor's Report

June 30, 2019

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Doral Academy Charter Middle School

W/L #: 6030

2601 NW 112 Avenue
Doral, FL 33172

2018-2019

BOARD OF DIRECTORS

Angela Ramos, Director, President and Chair
Rene Rovirosa, Secretary and Treasurer, Director
Kim Guilarte, Director
Ana Guimaraes, Director and Student Alumni Representative
Fabiana Campos, Director and Parent Representative

SCHOOL ADMINISTRATION

Carlos Ferralls, Principal

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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Doral Academy Charter Middle School
Doral, Florida

We have audited the accompanying financial statements of the governmental activities and each major fund of Doral Academy Charter Middle School (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

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Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Doral Academy Charter Middle School as of June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of Doral Academy Charter Middle School as of June 30, 2019, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purport to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2019 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 9 and 31 through 33 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated September 10, 2019, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control over financial reporting and compliance.

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Coral Gables, Florida
September 10, 2019

Management's Discussion and Analysis
Doral Academy Middle School
(A Charter School Under The Doral Academy, Inc.)
June 30, 2019

The corporate officers of the Doral Academy Charter Middle School (the "School") have prepared this narrative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2019.

Financial Highlights

1. The net position of the School at June 30, 2019 was $11,768,333.
2. At year-end, the School had current assets on hand of $6,630,946.
3. The net position of the School increased by $2,761,343 during the year.
4. The unassigned fund balance at year end was $6,170,050.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2019 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities, deferred inflows of resources. The difference between the four is reported as *net position*. Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 10 - 11 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its major governmental funds. A budgetary comparison statement has been provided for the major governmental funds to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 12 - 16 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 17 – 30 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, assets exceeded liabilities by $11,768,333 at the close of the fiscal year. A summary of the School's net position as of June 30, 2019 and 2018 are as follows:

	2019	2018
Cash and cash equivalents	$ 194,636	$ 248,849
Investments	6,154,000	2,080,000
Prepaid expenses	146,373	134,954
Deposits receivable	32,137	32,137
Due from other agencies	135,937	18,457
Due from other divisions of The Doral Academy, Inc., current	-	125,922
Due from other charter schools, long-term	3,860,644	4,960,644
Capital assets, net	1,559,129	1,751,090
Total Assets	12,082,856	9,352,053
Deferred outflows of resources	-	-
Accounts payable and accrued liabilities	26,936	-
Salaries and wages payable	287,587	345,063
Total Liabilities	314,523	345,063
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets and long term receivables	5,419,773	6,711,734
Unrestricted	6,348,560	2,295,256
Total Net Position	$ 11,768,333	$ 9,006,990

At the end of both fiscal years, the School is able to report positive balances in total net position.

A summary and analysis of the School's revenues and expenses for the years ended June 30, 2019 and 2018 follows:

	2019	2018
REVENUES		
Program Revenues		
Operating grants and contributions	$ 72,510	$ -
Capital outlay funding	868,023	686,841
Lunch program	323,789	300,851
General Revenues		
Local sources (FTE and other non specific)	9,655,657	7,845,815
Charges for services	3,245	3,064
Investment earnings and other revenue	77,292	33,116
Total Revenues	$11,000,516	$8,869,687
EXPENSES		
Instruction	$ 3,510,820	$3,463,420
Student support services	191,675	344,742
Instructional staff training	9,607	9,388
Board	63,401	59,144
School administration	827,771	652,948
Facilities acquisition	136,921	136,921
Fiscal services	237,694	178,575
Food services	357,864	319,035
Central services	237,939	197,715
Pupil transportation services	17,100	9,185
Operation of plant	2,432,559	2,233,672
Maintenance of plant	87,255	123,397
Administrative technology services	86,608	32,575
Community services	41,959	-
Total Expenses	8,239,173	7,760,717
Increase in Net Position	2,761,343	1,108,970
Net Position at Beginning of Year	9,006,990	7,898,020
Net Position at End of Year	$11,768,333	$9,006,990

During the year, Doral Academy Middle School's revenues and expenses increased by $2,130,829 and $478,456, respectively, as a result of increased enrollment. The School had an increase in its net position of $2,761,343 during the year.

School Location and Lease of Facility

The School leases a facility located at 2601 N.W. 112th Avenue, Doral, Florida 33172. The facility abuts the neighboring Doral Academy Charter High School.

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

Accomplishments

In 2019, Doral Academy High School successfully completed its 18th year of operation, serving 1,800 students in grades 9-12. The school received a letter grade of "A" for the 12th consecutive year, ranking among the top performing high schools in Miami Dade County, the State of Florida and the nation.

Doral Academy High School provides its students with a rigorous college preparatory curriculum, through a model academic environment which includes a unique Blended Learning component, as well as strong partnerships with institutions of higher learning such as the new Doral College. Doral High also offers a rich extra-curricular program of activities, including team sports and clubs. The school's award-winning facilities include fully-equipped classrooms, labs, art rooms, a band room, TV production rooms, ball fields, a state-of-the-art gymnasium, and a brand new, top-notch football field. Doral Academy High School's campus has been nominated for the American Institute of Architects People's Choice Awards for Best Design.

The school was recognized for various achievements this past year, some of which include:

- Baseball advanced for the first time to the State Championship
- Softball won regional semifinals and advanced to the State Championship
- Girls Tennis once again capturec the FHSAA class 3A State Championship
- Miami Herald All-Sports Awards:
    - Swimmer of the year - Adrian Aguar
    - Golf Coach of the Year- Arturo Gomez
    - Player of the year Basketball- Devin Carter
    - Softball Player of the year - Alyssa Zabala
    - Softball Coach of the year - Willie Viruet
    - Baseball Coach of the Year - Ralph Suarez
- Doral Academy Preparatory placed 7th in overall at the 2019 Mu Alpha Theta State Convention and received 27 awards and 3 Squirty Chickens
- The NEHS club volunteered for O'Miami's Jellyfish Jam Movements class event
- Members of FirebirdTV won 3 National Academy of Television Arts and Sciences Suncoast Emmys
- 13 Silver Knight Nominees were honored by Councilwoman Christi Fraga and the Doral City Council

Doral High has been listed as one of the "Best High Schools in America" by *U.S. News & World Report* magazine, and as one of "America's Top High Schools" by The *Daily Beast* in 2014. The school has been recognized by The ACT College & Career Readiness Campaign as the top winner in the state of Florida for Outstanding Achievement in College and Career Readiness, based on the passing rate of students on the AP exams. Graduates of Doral have been accepted to various prestigious colleges and universities such as Boston College, Duke, University of Miami, Florida International University, Cornell, Northwestern, and the University of Florida, among others.

As part of the Doral Academy, Inc. network of high performing charter schools, Doral Academy High school is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported a fund balance of $6,316,423. The fund balance unassigned and available for spending at the School's discretion is $6,170,050. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2019 amounts to $1,559,129 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures and computer equipment. As of June 30, 2019, the School had no long-term debt associated to its working capital.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the Charter School adopted an annual budget. A budgetary comparison statement has been provided for the governmental fund to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
State capital outlay funding	$ 740,750	$ 869,128	$ 868,023
Federal sources	20,000	72,209	72,510
Lunch program	316,000	321,274	323,789
Charges for services	2,216	2,216	3,245
General Revenues			
FTE and other nonspecific revenues	9,663,017	9,649,864	9,655,657
Charges and other revenues	98,600	76,139	77,292
Total Revenues	$ 10,840,583	$ 10,990,830	$ 11,000,516
CURRENT EXPENDITURES			
Instruction	$ 3,932,806	$ 3,233,610	$ 3,229,105
Student support services	280,052	195,504	191,675
Instructional staff training	14,056	14,056	9,607
Board	73,925	63,990	63,401
School administration	947,119	831,556	827,771
Fiscal services	215,700	237,694	237,694
Food services	320,000	358,600	357,732
Central services	215,700	242,625	237,939
Pupil transportation services	-	22,000	17,100
Operation of plant	3,280,493	2,427,932	2,424,186
Maintenance of plant	126,400	90,000	86,505
Administrative technology services	78,132	90,680	86,608
Community Services	-	40,000	41,959
Total Current Expenditures	$ 9,484,383	$ 7,848,247	$ 7,811,282

Most variances occurred as a result of the Budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC, 6340 Sunset Drive, Miami, Florida 33143.

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2019

	Governmental Activites
Assets	
Current assets:	
Cash and cash equivalents	$ 194,636
Investments	6,154,000
Prepaid expenses	146,373
Due from other agencies	135,937
Total current assets	6,630,946
Capital assets, depreciable	4,778,404
Less: accumulated depreciation	(3,219,275)
	1,559,129
Due from other divisions of Doral Academy, Inc., long-term	3,860,644
Deposits	32,137
Total Assets	12,082,856
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Accounts payable and accrued expenses	26,936
Salaries and wages payable	287,587
Total Liabilities	314,523
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets and long term receivables	5,419,773
Unrestricted	6,348,560
Total Net Position	$ 11,768,333

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2019

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 3,510,820	$ -	$ 39,826	$ -	$ (3,470,994)
Student support services	191,675	-	-	-	(191,675)
Instructional staff training	9,607	-	-	-	(9,607)
Board	63,401	-	-	-	(63,401)
School administration	827,771	-	-	-	(827,771)
Facilities acquisition	136,921	-	-	-	(136,921)
Fiscal services	237,694	-	-	-	(237,694)
Food services	357,864	96,623	227,166	-	(34,075)
Central services	237,939	-	-	-	(237,939)
Pupil transportation services	17,100	-	-	-	(17,100)
Operation of plant	2,432,559	3,245	-	868,023	(1,561,291)
Maintenance of plant	87,255	-	32,684	-	(54,571)
Administrative technology services	86,608	-	-	-	(86,608)
Community services	41,959	-	-	-	(41,959)
Total governmental activities	8,239,173	99,868	299,676	868,023	(6,971,606)

General revenues:	
FTE and other nonspecific revenues	9,655,657
Investment earnings	77,292
Change in net position	2,761,343
Net position, beginning	9,006,990
Net position, ending	$ 11,768,333

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2019

	General Fund	Special Revenue Fund	Capital Projects Fund	Total Governmental Funds
Assets				
Cash and cash equivalents	$ 194,636	$ -	$ -	$ 194,636
Investments	6,154,000	-	-	6,154,000
Prepaid expenses	146,373	-	-	146,373
Due from other agencies	-	69,837	66,100	135,937
Due from fund	135,937	-	-	135,937
Total Assets	6,630,946	69,837	66,100	6,766,883
Deferred Outflows of Resources	-	-	-	-
Liabilities				
Salaries and wages payable	287,587	-	-	287,587
Accounts payable and accrued expenses	26,936	-	-	26,936
Due to fund	-	69,837	66,100	135,937
Total Liabilities	314,523	69,837	66,100	450,460
Deferred Inflows of Resources	-	-	-	-
Fund balance				
Nonspendable, not in spendable form	146,373	-	-	146,373
Unassigned	6,170,050	-	-	6,170,050
	6,316,423	-	-	6,316,423
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 6,630,946	$ 69,837	$ 66,100	$ 6,766,883

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2019

Total Fund Balance - Governmental Funds	$ 6,316,423
Amounts reported for governmental activities in the statement of net position are different because:	
Capital assets of $4,778,404 net of accumulated depreciation of $3,219,275 used in governmental activities are not financial resources and therefore are not reported in the fund.	1,559,129
Long term receivables in governmental activities are not financial resources and therefore are not reported in the governmental funds.	3,860,644
Deposits receivable of $32,137 are considered long term and are not financial resources and therefore are not reported in the governmental funds.	32,137
Total Net Position - Governmental Activities	$ 11,768,333

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2019

	General Fund	Special Revenue Fund	Capital Projects Fund	Total Governmental Funds
Revenues:				
State capital outlay funding	$ -	$ -	$ 868,023	$ 868,023
State passed through local	9,655,657	-	-	9,655,657
Federal school lunch program	-	227,166	-	227,166
Charges for services	3,245	96,623	-	99,868
Federal sources	-	72,510	-	72,510
Investment earnings and other revenue	77,292	-	-	77,292
Total Revenues	9,736,194	396,299	868,023	11,000,516
Expenditures:				
Current				
Instruction	3,191,954	37,151	-	3,229,105
Student support services	191,675	-	-	191,675
Instructional staff training	9,607	-	-	9,607
Board	63,401	-	-	63,401
School administration	827,771	-	-	827,771
Food services	-	357,732	-	357,732
Facilities acquisition	-	-	-	-
Fiscal services	237,694	-	-	237,694
Central services	237,939	-	-	237,939
Pupil transportation services	17,100	-	-	17,100
Operation of plant	1,556,163	-	868,023	2,424,186
Maintenance of plant	86,505	-	-	86,505
Administrative technology services	86,608		-	86,608
Community services	41,959	-	-	41,959
Capital Outlay:				
Other capital outlay	235,930	-	-	235,930
Total Expenditures	6,784,306	394,883	868,023	8,047,212
Excess of revenues over expenditures	2,951,888	1,416	-	2,953,304
Other financing sources (uses)				
Transfers in (out)	1,416	(1,416)	-	-
Collections from other divisions of Doral Academy, Inc.	1,100,000	-	-	1,100,000
Net change in fund balance	4,053,304	-	-	4,053,304
Fund Balance at beginning of year	2,263,119	-	-	2,263,119
Fund Balance at end of year	$ 6,316,423	$ -	$ -	$ 6,316,423

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures an Changes in Fund Balance
of Governmental Funds to the Statement of Activities
For the year ended June 30, 2019

Net Change in Fund Balance - Governmental Funds	$ 4,053,304
Amounts reported for governmental activities in the statement of activities are different because:	
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense of $427,891 exceeded capital outlays of $235,930.	(191,961)
Issuance of long term receivables represents a financial expenditure to governmental funds, but increases long-term assets in the statement of net position. Increase in long term receivables is an expenditure in the governmental funds, but a decrease or collections of such receivables reduces long-term assets in the statement of net position. This is the amount by which advances of $0 differed collections of 1,100,000 in long term receivables the in the current period.	(1,100,000)
Change in Net Position of Governmental Activities	$ 2,761,343

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

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Net Position - Fiduciary Funds
June 30, 2019

Assets	**Agency Funds**
Cash	$ 116,465
Total Assets	116,465
Deferred Outflows of Resources	-
Liabilities	
Due to students and clubs	116,465
Total Liabilities	116,465
Deferred Inflows of Resources	-
Net position	$ -

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

Note 1 – Summary of Significant Accounting Policies

Doral Academy Charter Middle School (the "School"), is a charter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The School's charter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of five members and also governs other charter schools. The board has determined no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring district, the School Board of Miami-Dade County, Florida. The current charter expires on June 30, 2028 and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School is located in Doral, Florida for students from sixth through eighth grades. These financial statements are for the year ended June 30, 2019, when on average 1,442 students were enrolled during the school year.

Basis of Presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information for the School as a whole. Any internal interfund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Note 1 – Summary of Significant Accounting Policies (continued)

Program revenues include: (1) charges for services, such as food service and student activity fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. Other revenue sources not properly included with program revenues are reported as general revenues.

Fund Financial Statements
Fund financial statements are provided for governmental and fiduciary funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major governmental funds with all non-major funds aggregated in a single column:

General Fund - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Special Revenue Fund – accounts for specific revenues, such as federal lunch program that are legally restricted to expenditures for particular purposes.

Capital Projects Fund – accounts for state and local capital outlay as authorized by Charter School Capital Outlay, Section 1013.62, Florida Statutes mainly for capital outlay and maintenance purposes.

Additionally, the School reports the following fiduciary funds:

Agency Fund – accounts for resources of the School's Internal Fund, which is used to administer monies collected at the schools in connection with school, student athletics, class, and club activities.

Measurement Focus and Basis of Accounting
The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available. Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Note 1 – Summary of Significant Accounting Policies (continued)

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. "Available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Agency fund assets and liabilities are accounted for on the accrual basis of accounting.

Budgets and Budgetary Accounting
In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments
Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Due from Other Governments or Agencies
Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Inter-fund Transfers
Inter-fund receivables/payables are short-term balances that represent reimbursements between funds for payments made by one fund on behalf of another fund.

Note 1 – Summary of Significant Accounting Policies (continued)

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Improvements	10-39 Years
Furniture, Equipment, and Computers	5 Years
Textbooks and Software	3 Years

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Revenue Sources

Revenues for operations will be received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent (FTE) students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP.

Note 1 – Summary of Significant Accounting Policies (continued)

Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made.

The School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities. In addition, the School may receive a portion of the local capital improvement ad valorem tax revenues levied by the District.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Compensated Absences

The School grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days.

GASB Codification Section C60, *Accounting for Compensated Absences*, provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years. The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Note 1 – Summary of Significant Accounting Policies (continued)

Income Taxes
The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Net Position and Fund Balance Classifications
Government-wide financial statements
Equity is classified as net position and displayed in three (3) components:

a) Net investment in capital assets and long term receivables - consists of long term receivables and capital assets net of accumulated depreciation and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of net position with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments.
c) Unrestricted net position - all other net position that do not meet the definition of "restricted" or "net investment in capital assets and long term receivables."

Fund financial statements
Under GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable - includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned). All nonspendable fund balances at year end relate to not in spendable form assets.
b) Restricted - fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. There are no restricted fund balances at year end.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification are intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. There are no assigned fund balances at year end.

Note 1 – Summary of Significant Accounting Policies (continued)

e) Unassigned - portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Order of Fund Balance Spending Policy

The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First non-spendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including non-spendable amounts). Then any remaining fund balance amounts for the non-general funds are classified as unassigned fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

Use of Estimates

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

Subsequent Events

In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through September 10, 2019 which is the date the financial statements were available to be issued.

Note 2 – Cash, Cash Equivalents and Investments

Deposits
The School maintains its cash and cash equivalents in two financial institutions. As of June 30, 2019, the School's deposits consisted of cash balances of $210,488.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2019, bank balances in potential excess of FDIC coverage was approximately $368,152; including fiduciary account bank balances.

Investments
The School categorizes its fair value measurements within the fair value hierarchy established by GASB Codification Section 3100 *Fair Value Measurement and Application*. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs

At June 30, 2019, the School has the following recurring fair value measurements:

- Government money market mutual fund of $6,630,000 valued using Level 2 inputs.

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of July 31, 2019, maturities of the fund's portfolio holdings are approximately 81% within 30 days.

Credit Risk
Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2019, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Note 2 – Cash, Cash Equivalents and Investments (continued)

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 – Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2019:

	Balance 07/01/18	Additions	Retirements / Reclassification	Balance 06/30/19
Capital Assets:				
Buildings and improvements	$ 2,262,457	$ -	$ -	$ 2,262,457
Computer equipment and software	635,214	3,816	-	639,030
Furniture, equipment and textbooks	1,644,803	232,114	-	1,876,917
Total Capital Assets	4,542,474	235,930	-	4,778,404
Less Accumulated Depreciation:				
Buildings and improvements	(880,344)	(199,522)	-	(1,079,866)
Computer equipment and software	(476,472)	(69,096)	-	(545,568)
Furniture, equipment and textbooks	(1,434,568)	(159,273)	-	(1,593,841)
Total Accumulated Depreciation	(2,791,384)	(427,891)	-	(3,219,275)
Capital Assets, net	$ 1,751,090	$ (191,961)	$ -	$ 1,559,129

For the fiscal year ended June 30, 2019, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	$ 281,715
Facilities acquisition	136,921
Operation of plant	8,373
Maintenance of plant	750
Food services	132
Total Depreciation Expense	$ 427,891

Note 4 – Education Service and Support Provider

Academica Dade, LLC, an education service and support provider, offers administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting, financial reporting and virtual education services. The agreement between the School and the education service provider calls for a fee on a per student basis.

The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2019, the School incurred $648,675, in fees.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida.

Note 5 –Transactions with other divisions of Doral Academy, Inc.

Charter Schools under The Doral Academy, Inc.
The School's facility is shared with Doral Academy of Technology, Doral Performing Arts and Entertainment Academy and Doral Academy High School (charter schools under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student enrollment and usage of facilities and staff to these schools. In addition, the School holds the student activities fund of Doral Academy of Technology.

In addition during 2019, the School was charged by Doral Academy High School for the use of shared facilities. Total usage fees paid totaled approximately $80,000.

The School's lunch program is shared with various other charter schools under The Doral Academy, Inc. Revenues and expenses related to such program have been allocated based on FTE equivalent for purposes of presentation in the financial statements.

The following schedule provides a summary of changes in long-term receivables for the year ended June 30, 2019.

	Balance 07/01/2018	Additions	Collections	Balance 06/30/2019
The Doral Academy, Inc.	$4,460,644	$ -	$ (600,000)	$3,860,644
Doral Academy High School	500,000	-	(500,000)	-
Total Long Term Receivable	$4,960,644	$ -	$(1,100,000)	$3,860,644

Note 5 – Transactions with other divisions of Doral Academy, Inc. (continued)

The Doral Academy, Inc.
The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The School paid The Doral Academy, Inc. approximately $194,000 in connection with these charges during the year.

Note 6 – Commitments, Contingencies, and Concentrations

The School entered into a lease and security agreement, as amended, with School Development II, LLC (the "Landlord", an affiliate of the School's education service provider – Note 4) for its 65,164 square feet building including all ancillary facilities, outdoor areas and other improvements. Fixed annual payments under the amended agreement are based on a rate of $23.83 per square footage of the building, which amount to approximately $1,553,000 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through June 30, 2036 with an option to renew for two additional five year terms.

With the Landlord's consent, the School made additional improvements to the leased premises with its own funds, generally described as a cafeteria building and other improvements. The landlord has agreed that no additional fixed rent is due in connection with these tenant improvements, however the School will pay any items of additional rent affected by the tenant improvements, including utilities and insurance. Upon expiration of the existing lease and security agreement, as so long as there is no material default at such time under the lease, the Landlord will make a contribution to the School in an amount equal to the unamortized original cost of the tenant improvements. Timely payment of such amount is unconditionally and irrevocably guaranteed in full by the landlord's members. Based on this understanding, the School is depreciating these particular tenant improvements using a 39-year useful life.

For 2019, rent expense totaled $1,324,847. Lease payments are allocated among School and Doral Academy of Technology based on enrollment and usage of facility. The allocation used for 2019, was approximately 17% for Doral Academy of Technology and 83% for the School.

Note 6 – Commitments, Contingencies, and Concentrations (continued)

Future minimum payments under these leases are as follows:

Year	
2020	$1,619,000
2021	$1,619,000
2022	$1,619,000
2023	$1,619,000
2024	$1,619,000
2025-2029	$8,093,000 (Total for a five year period)
2030-2034	$8,093,000 (Total for a five year period)
2035-2036	$3,238,000 (Total for a two year period)

Bond Issue and Repayment

On January 4, 2018, Miami-Dade County Industrial Development Authority issued tax-exempt revenue bonds), of $22,045,000, on behalf of The Doral Academy, Inc. (the Organization), to be secured by a first mortgage on the land owned by the Organization as well as revenues of Doral Academy Charter Middle School, Doral Academy Charter High School, Doral Performing Arts & Entertainment Academy, and Doral Academy of Technology (the "Four Schools"). The proceeds of the bond issue have been used to fund the acquisition, design, construction, installation and equipping of a 91,000 square foot, six story building known as the Doral Hall Educational Facility ("Doral Hall"), fund a debt service reserve fund, and pay costs of the bond issuance.

Through a Usage Fee Agreement approved by the Board of Directors of the Organization, all Capital and Operating costs as defined herein will be due on a monthly basis commencing on the first day of the first full calender month following the date on which the Organization receives a temporary certificate of occupancy for Doral Hall. All costs of the acquisition, design, permitting, construction, equipping ("Capital Costs") and operations including interest expense, ongoing financing fees, all insurance, all taxes, property management fees, utilities, maintenance, repairs, replacements ("Operating Costs") of Doral Hall, together with an annual administrative fee of 5% of the sum of the Capital and Operating Costs each year, shall be shared among the Four Schools in proportion to their relative annual student enrollments. The certificate of occupancy was obtained on April 11, 2019. Usage fee in relation to this agreement for the year ended June 30, 2019 was $120,897. The allocation used for 2019, was approximately 83% for the School and 17% for Doral Academy of Technology.

The School's debt agreements contain various covenants, restrictions and financial test requirements. In the event an instance of default is not remedied, the maturity can be accelerated and / or the underlying collateral may be subject to foreclosure.

Note 6 – Commitments, Contingencies, and Concentrations (continued)

The debt service on the tax-exempt bond financing for the Organization (which will be allocated between the Four Schools) is as follows:

Year	Principal	Interest	Total	
2020	$ 350,000	$ 1,087,250	$ 1,437,250	
2021	$ 365,000	$ 1,069,750	$ 1,434,750	
2022	$ 385,000	$ 1,051,500	$ 1,436,500	
2023	$ 405,000	$ 1,032,250	$ 1,437,250	
2024	$ 425,000	$ 1,012,000	$ 1,437,000	
2025-2029	$ 2,460,000	$ 4,719,500	$ 7,179,500	(total for five year period)
2030-2034	$ 3,145,000	$ 4,039,250	$ 7,334,000	(total for five year period)
2035-2039	$ 4,005,000	$ 3,171,500	$ 6,976,250	(total for five year period)
2040-2044	$ 5,110,000	$ 2,065,250	$ 7,175,250	(total for five year period)
2045-2048	$ 5,095,000	$ 652,750	$ 5,747,750	(total for four year period)

Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations. Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of 2% of the qualifying revenues of the School. For the year ended June 30, 2019, administrative fees withheld by the School District totaled $33,042.

Note 7 – Risk Management

The School is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage for the past years. In addition, there were no reductions in insurance coverage from those in the prior year.

Note 7 – Risk Management (continued)

The School has entered into a strategic relationship with ADP TotalSource, Inc., a human resource management firm, typically known as "Professional Employer Organization" (PEO). Under a co-employment agreements, the PEO is the employer of record and is responsible for administering payroll, payroll taxes, provide employee benefits and assist with human resources and risk management. Accordingly, certain human resource related risks are transferred to the PEO. Nevertheless, the School may be subject to risks, including loss, penalties and fines related to employment practices, administrative error and omissions.

Note 8 – Interfund Transfers

Interfund transfers in governmental funds as of June 30, 2019 consist of the following:

	General Fund	Special Revenue Fund	Capital Projects Fund
To fund lunch deficit	$ (33,943)	$ 33,943	$ -
Reimbursement from Restart Grant for prior period expenditures	32,685	(32,685)	-
Reimbursement from Temporary Aid for Displaced Students for prior period expenditures	2,674	(2,674)	-
Total Transfers, net	$ 1,416	$ (1,416)	$ -

Due to General Fund from Capital Projects Fund for capital outlay	$ 66,100	$ -	$ (66,100)
Due to General Fund from Special Revenue Fund for Restart Grant	32,685	(32,685)	-
Due to General Fund from Special Revenue Fund for Title IV	37,152	(37,152)	-
Total Due from/(Due to)	$ 135,937	$ (69,837)	$ (66,100)

Note 9 – Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School approved a match of 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $87,470 for the year ended June 30, 2019. The School does not exercise any control or fiduciary responsibility over the Plans' assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2019

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 9,663,017	$ 9,649,864	$ 9,655,657
Charges for services	2,216	2,216	3,245
Other revenue	98,600	76,139	77,292
Total Revenues	9,763,833	9,728,219	9,736,194
EXPENDITURES			
Current:			
Instruction	3,916,806	3,195,936	3,191,954
Student support services	280,052	195,504	191,675
Instructional staff training	14,056	14,056	9,607
Board	73,925	63,990	63,401
School administration	947,119	831,556	827,771
Fiscal services	215,700	237,694	237,694
Central services	215,700	242,625	237,939
Pupil transportation services	-	22,000	17,100
Operation of plant	2,539,743	1,558,804	1,556,163
Maintenance of plant	126,400	90,000	86,505
Administrative technology services	78,132	90,680	86,608
Community Services	-	40,000	41,959
Total Current Expenditures	8,407,633	6,582,845	6,548,376
Excess of Revenues Over Current Expenditures	1,356,200	3,145,374	3,187,818
Capital Outlay	260,000	240,525	235,930
Total Expenditures	8,667,633	6,823,370	6,784,306
Excess of Revenues Over Expenditures	1,096,200	2,904,849	2,951,888
Other financing sources (uses):			
Transfers in (out)	-	(2,791)	1,416
Advances to other divisions of Doral Academy, Inc.	-	1,100,000	1,100,000
Net change in fund balance	1,096,200	4,002,058	4,053,304
Fund Balance at beginning of year	2,263,119	2,263,119	2,263,119
Fund Balance at end of year	$ 3,359,319	$ 6,265,177	$ 6,316,423

Notes to Budgetary Comparison Schedule
An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2019

	Special Revenue Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Federal sources	$ 20,000	$ 72,209	$ 72,510
Federal school lunch program	226,000	226,274	227,166
Lunch program	90,000	95,000	96,623
Total Revenues	336,000	393,483	396,299
EXPENDITURES			
Current:			
Instruction	16,000	37,674	37,151
Food services	320,000	358,600	357,732
Total Current Expenditures	336,000	396,274	394,883
Excess (Deficit) of Revenues Over Current Expenditures	-	(2,791)	1,416
Capital Outlay	-	-	-
Total Expenditures	336,000	396,274	394,883
Excess (Deficit) of Revenues Over Expenditures	-	(2,791)	1,416
Other financing sources (uses)			
Transfers in (out)	-	2,791	(1,416)
Net change in fund balance	-	-	-
Fund Balance at beginning of year	-	-	-
Fund Balance at end of year	$ -	$ -	$ -

Notes to Budgetary Comparison Schedule
An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

Doral Academy Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2019

	Capital Projects Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State capital outlay funding	$ 740,750	$ 869,128	$ 868,023
Total Revenues	740,750	869,128	868,023
EXPENDITURES			
Current:			
Operation of Plant	740,750	869,128	868,023
Total Current Expenditures	740,750	869,128	868,023
Capital Outlay	-	-	-
Total Expenditures	740,750	869,128	868,023
Excess of Revenues Over Expenditures	-	-	-
Other financing sources (uses)			
Transfers in (out)	-	-	-
Net change in fund balance	-	-	-
Fund Balance at beginning of year	-	-	-
Fund Balance at end of year	$ -	$ -	$ -

Notes to Budgetary Comparison Schedule
An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors of
Doral Academy Charter Middle School
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Doral Academy Charter Middle School (the "School") as of, and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 10, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that were reported to management in a separate management letter pursuant to Chapter 10.850, Rules of Auditor General dated September 10, 2019.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 10, 2019

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

Board of Directors of
Doral Academy Charter Middle School
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of Doral Academy Charter Middle School, Doral, Florida, as of and for the fiscal year ended June 30, 2019 and have issued our report thereon dated September 10, 2019.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reporting Requirements

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedules, which are dated September 10, 2019, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report.

There were no findings and recommendations made in the preceding annual financial audit report.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity and the school code assigned by the Florida Department of Education be disclosed in this management letter. The official title and the school code assigned by the Florida Department of Education of the entity is Doral Academy Charter Middle School, 6030.

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Financial Condition and Management

Sections 10.854(1)(e)2 and 10.855(11), Rules of the Auditor General, require us to apply appropriate procedures and communicate whether or not Doral Academy Charter Middle School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identify the specific condition(s) met. In connection with our audit, we determined that Doral Academy Charter Middle School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Doral Academy Charter Middle School. It is management's responsibility to monitor Doral Academy Charter Middle School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we have the following recommendations:

ML – 19-01 CAPITAL ASSETS

Criteria: The School is required to maintain an inventory of capital assets purchased with public funds in accordance with local, state or federal regulations.

Condition: We noted that the School does not have a formal process for reconciling the capital assets inventory report to the capital assets of the Schools trial balance.

Cause: The condition results from school personnel not consistently performing an inventory of all fixed assets and reconciling to the Schools trial balance.

Effect: Failure to perform the procedures mentioned above could result in a misstated Annual Property Inventory.

Recommendation: We recommend that the School perform an annual inventory of all capital assets and reconcile to the capital asset ledgers recorded on the School's books.

Views of Responsible Officials: Management will adhere to auditor's recommendation. The ESSP is assisting the schools with identifying the proper support to ensure schools are in full compliance with inventory requirements.

Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require us to apply appropriate procedures and communicate the results of our determination as to whether Doral Academy Charter Middle School maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Doral Academy Charter Middle School maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Additional Matters

Section 10.854(1)(e)4., Rules of the Auditor General, requires us to communicate noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but warrants the attention of those charged with governance. In connection with our audit, we did not note any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 10, 2019

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Doral Performing Arts and Entertainment Academy
WL# 7009
(A charter school under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditors' Report

June 30, 2019

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Doral Performing Arts and Entertainment Academy

W/L#: 7009

11100 NW 27th Street
Doral, FL 33172

2018-2019

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SCHOOL ADMINISTRATION

Carlos Ferralls, Principal

HLB GRAVIER, LLP
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INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Doral Performing Arts and Entertainment Academy
Doral, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Performing Arts and Entertainment Academy (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

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Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Performing Arts and Entertainment Academy as of June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of Doral Performing Arts and Entertainment Academy as of June 30, 2019, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purport to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2019 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 9 and 28 through 29 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 10, 2019 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 10, 2019

Management's Discussion and Analysis
Doral Performing Arts and Entertainment Academy
(A Charter School Under The Doral Academy, Inc.)
June 30, 2019

The corporate officers of the Doral Performing Arts and Entertainment Academy have prepared this narrative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2019.

Financial Highlights

1. The net position of the School at June 30, 2019 was $4,560,527.
2. At year-end, the School had current assets on hand of $2,485,240.
3. The net position of the School had an increase in its net position of $914,188 for the year ended June 30, 2019.
4. The unassigned fund balance at year end was $2,296,171.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2019 are presented under GASB 34. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference is reported as *net position*. Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 10 - 11 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 12 – 15 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 16 – 27 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the net position was $4,560,527 at the close of the fiscal year. A summary of the School's net position as of June 30, 2019 and 2018 are as follows:

	2019	2018
Cash and cash equivalents	$ 4,277	$ 9,611
Investments	2,407,000	614,000
Prepaid expenses	36,197	39,759
Due from other agencies	37,766	5,606
Due from other divisions of The Doral Academy, Inc.	2,200,000	3,050,000
Capital assets, net	28,159	15,828
Total Assets	4,713,399	3,734,804
Deferred outflows of resources	-	-
Accounts payable and accrued liabilities	115,928	88,465
Due to other divisions of The Doral Academy, Inc.	36,944	
Total Liabilities	152,872	88,465
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets and long-term receivables	2,228,159	3,065,828
Unrestricted	2,332,368	580,511
Total Net Position	$4,560,527	$3,646,339

At the end of both fiscal years, the School is able to report positive balances in total net position.

A summary and analysis of the School's revenues and expenses for the years ended June 30, 2019 and 2018 follows:

	2019	2018
REVENUES		
Program Revenues		
Operating grants and contributions	$ 22,055	$ -
Capital outlay funding	215,099	204,524
Lunch program	96,001	99,103
General Revenues		
Local sources (FTE and other non specific)	2,882,282	2,766,351
Other revenue	33,534	19,212
Total Revenues	$3,248,971	$3,089,190
EXPENSES		
Instruction	$1,133,021	$1,144,351
Student support services	47,262	82,570
Instructional staff training	30	1,718
Board	29,350	28,900
School administration	258,743	252,024
Fiscal services	70,125	58,950
Food services	103,617	83,698
Central services	68,703	66,921
Pupil transportation services	4,070	-
Operation of plant	612,019	733,795
Maintenance of plant	7,843	1,111
Administrative technology services	-	527
Total Expenses	2,334,783	2,454,565
Increase in Net Position	914,188	634,625
Net Position at Beginning of Year	3,646,339	3,011,714
Net Position at End of Year	$4,560,527	$3,646,339

In the current year, Doral Performing Arts & Entertainment Academy's revenue increased by $159,781 and expenses decreased by $119,782, respectively. Doral Performing Arts & Entertainment Academy had an increase in net position of $914,188 for the year.

School Location

The School occupies a facility located at 11100 NW 27th Street, Doral, Florida 33172. The facility is shared with Doral Academy Charter High School under a usage agreement and is also approved to operate at 2601 NW 112 Ave, Doral Florida, 33172.

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported ending fund balance of $2,332,368. The fund balance unassigned and available for spending at the School's discretion is $2,296,171. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2019 amounts to $28,159 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures and computer equipment. The School has no outstanding debt associated to capital assets.

Accomplishments

In 2019, Doral Performing Arts and Entertainment Academy completed its 13th year of operations, enrolling 401 students in grades 9-12. This past year, the school received a letter grade of "A" for the 11th consecutive year. Results on the Collegeboard's Advanced Placement (AP) Examinations demonstrate that Doral Performing Arts and Entertainment Academy is one of the premier "College Prep" schools in the country.

The school was nationally recognized as a Blue Ribbon School by the U.S. Department of Education. This award recognizes public and private schools for their overall academic excellence or for progress in closing achievement gaps, demonstrating that all students can achieve at high levels. Doral Performing Arts and Entertainment Academy has ranked among

"America's Top 100 High Schools" by *The Daily Beast,* as well as one of the "Best Highs Schools" in the country by *U.S. News and World Report.*

Doral Performing Arts and Entertainment Academy provides its students with a rigorous college preparatory curriculum with a focus on Arts and Entertainment, as well as a rich extra-curricular program of activities, including team sports and clubs. Doral High has been upgrading its facilities, which now include additional classroom facilities, labs, art rooms, a band room, and production rooms, a state-of-the-art gymnasium, a brand new, top-notch football field, and other ball fields.

The school was recognized for various accomplishments including:

- Firebird Thespians performed a production of The Addams Family
- Senior, Maria Pelayo placed Honorable Mention in the Latino Art Beat Competition
- Photography student, Sabrina Martínez, was awarded 3rd & 4th place in Jostens + Photogfest photo competition in the Graduation Category
- Firebird Singers, Wind Ensemble and Rubies Dance Team participated in the United We Make Music and Dance production at FIU
- Firebird thespians attended the 2019 Florida State Thespian competition in Tampa representing District 8 troupe 6358. 4 of the pieces taken to compete received a superior and 2 received an excellent.
- The Firebird Singers and The Lady Firebirds received Straight Superiors at their annual competition

As part of the Doral Academy, Inc. network of high performing charter schools, Doral Performing Arts and Entertainment Academy is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the School adopted an annual budget. A budgetary comparison statement has been provided for the governmental funds to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State capital outlay funding	$ 203,750	$ 215,485	$ 215,099
Lunch program	70,900	71,300	71,580
Federal sources	21,500	21,955	22,055
Charges for services	23,718	24,120	24,421
General Revenues			
FTE nonspecific revenues	2,874,607	2,880,485	2,882,282
Charges and other revenues	26,000	32,300	33,534
Total Revenues	$ 3,220,475	$ 3,245,645	$ 3,248,971
CURRENT EXPENDITURES			
Instruction	$ 1,436,127	$ 1,118,644	$ 1,115,388
Student support services	60,230	51,881	47,262
Instructional staff training	-	100	30
Board	38,275	32,623	29,350
School administration	142,392	260,981	257,765
Fiscal services	61,125	70,125	70,125
Food services	104,000	103,850	103,617
Central services	71,625	70,167	68,703
Pupil transportation services	1,000	5,167	4,070
Operation of plant	482,439	597,626	611,697
Maintenance of plant	40,000	8,000	7,843
Total Current Expenditures	$ 2,437,213	$ 2,319,164	$ 2,315,850

Most variances occurred as a result of the budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC 6340 Sunset Drive, Miami, Florida 33143.

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2019

	Governmental Activities
Assets	
Current assets:	
Cash and cash equivalents	$ 4,277
Investments	2,407,000
Prepaid expenses	36,197
Due from other agencies	37,766
Total current assets	2,485,240
Capital assets, depreciable	433,695
Less: accumulated depreciation	(405,536)
	28,159
Due from other divisions of The Doral Academy, Inc., long-term	2,200,000
Total Assets	4,713,399
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	115,928
Due to other divisions of The Doral Academy, Inc.	36,944
Total current liabilities	152,872
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets and long-term receivables	2,228,159
Unrestricted	2,332,368
Total Net Position	$ 4,560,527

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

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2019

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 1,133,021	$ -	$ 10,220	$ -	$ (1,122,801)
Student support services	47,262	-	-	-	(47,262)
Instructional staff training	30	-	-	-	(30)
Board	29,350	-	-	-	(29,350)
School administration	258,743	-	-	-	(258,743)
Fiscal services	70,125	-	-	-	(70,125)
Food services	103,617	24,421	71,580	-	(7,616)
Central services	68,703	-	-	-	(68,703)
Pupil transportation services	4,070	-	-	-	(4,070)
Operation of plant	612,019	-	-	215,099	(396,920)
Maintenance of plant	7,843	-	11,835	-	3,992
Total governmental activities	2,334,783	24,421	93,635	215,099	(2,001,628)

General revenues:	
FTE and other nonspecific revenues	2,882,282
Other revenues	33,534
Change in net position	914,188
Net position, beginning	3,646,339
Net position, ending	$ 4,560,527

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

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2019

	General Fund	Special Revenue Fund	Capital Projects Fund (Non-Major)	Total Governmental Funds
Assets				
Cash and cash equivalents	$ 4,277	$ -	$ -	$ 4,277
Investments	2,407,000	-	-	2,407,000
Prepaid expenses	36,197	-	-	36,197
Due from other agencies	-	22,055	15,711	37,766
Due from fund	37,766	-	-	37,766
Total Assets	2,485,240	22,055	15,711	2,523,006
Deferred Outflows of Resources	-	-	-	-
Liabilities				
Salaries and wages payable	115,928	-	-	115,928
Due to fund	-	22,055	15,711	37,766
Due to other divisions of The Doral Academy, Inc.	36,944	-	-	36,944
Total Liabilities	152,872	22,055	15,711	190,638
Deferred Inflows of Resources	-	-	-	-
Fund balance				
Nonspendable, not in spendable form	36,197	-	-	36,197
Unassigned	2,296,171	-	-	2,296,171
	2,332,368	-	-	2,332,368
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$2,485,240	$ 22,055	$ 15,711	$ 2,523,006

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

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2019

Total Fund Balance - Governmental Funds	$ 2,332,368
Amounts reported for governmental activities in the statement of net position are different because:	
Capital assets of $433,695 net of accumulated depreciation of $405,536 used in governmental activities are not financial resources and therefore are not reported in the fund.	28,159
Long term receivables in governmental activities are not financial resources and therefore are not reported in the govermental funds.	2,200,000
Total Net Position - Governmental Activities	$ 4,560,527

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

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2019

	General Fund	Special Revenue Fund	Capital Projects Fund (Non-Major)	Total Governmental Funds
Revenues:				
State passed through local	$2,882,282	$ -	$ -	$ 2,882,282
State capital outlay funding	-	-	215,099	215,099
Federal school lunch program	-	71,580	-	71,580
Lunch fees	-	24,421	-	24,421
Federal sources	-	22,055	-	22,055
Other revenue	33,534	-	-	33,534
Total Revenues	2,915,816	118,056	215,099	3,248,971
Expenditures:				
Current				
Instruction	1,105,168	10,220	-	1,115,388
Student support services	47,262	-	-	47,262
Instructional staff training	30	-	-	30
Board	29,350	-	-	29,350
School administration	257,765	-	-	257,765
Food services	-	103,617	-	103,617
Fiscal services	70,125	-	-	70,125
Central services	68,703	-	-	68,703
Pupil transportation services	4,070	-	-	4,070
Operation of plant	396,598	-	215,099	611,697
Maintenance of plant	7,843	-	-	7,843
Capital Outlay:				
Other capital outlay	31,264	-	-	31,264
Total Expenditures	2,018,178	113,837	215,099	2,347,114
Excess of revenues over expenditures	897,638	4,219	-	901,857
Other financing sources (uses)				
Transfers in (out)	4,219	(4,219)	-	-
Long term collections	850,000	-	-	850,000
Net change in fund balance	1,751,857	-	-	1,751,857
Fund Balance at beginning of year	580,511	-	-	580,511
Fund Balance at end of year	$2,332,368	$ -	$ -	$ 2,332,368

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

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance
of Governmental Funds to the Statement of Activities
For the year ended June 30, 2019

Net Change in Fund Balance - Governmental Funds	$ 1,751,857
Amounts reported for governmental activities in the statement of activities are different because:	
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which capital outlays of $31,264 exceeded depreciation expense of $18,933.	12,331
Issuance of long-term receivables represents a financial expenditure to governmental funds, but increases long-term assets in the statement of net position. Increase in long-term receivables is an expenditure in the governmental funds, but a decrease or collection of such receivables reduces long-term assets in the statement of net position. This is the amount by which collections of $850,000 exceeded advances of long-term receivables in the current period of $-0-.	(850,000)
Change in Net Position of Governmental Activities	$ 914,188

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

Note 1 – Summary of Significant Accounting Policies

Reporting Entity

Doral Performing Arts and Entertainment Academy (the "School"), is a charter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The Schools charter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of five members and also governs other charter schools. The board has determined no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring District, the School Board of Miami-Dade County, Florida. The former charter between the district and Doral College, Inc. was amended and renewed under Doral Academy, Inc. for the remainder of the term. The current charter expires on June 30, 2030 and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School is located in Doral, Florida for students from ninth through twelfth grades. These financial statements are for the year ended June 30, 2019, when on average 399 students were enrolled for the school year.

Basis of Presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information for the School as a whole. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Note 1 – Summary of Significant Accounting Policies (continued)

Program revenues include: (1) charges for services which report fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. Other revenue sources not properly included with program revenues are reported as general revenues.

Fund Financial Statements
Fund financial statements are provided for governmental funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred income of resources, equity, revenues and expenditures. The School reports the major governmental funds with all non-major funds aggregated in a single column.

General Fund - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Special Revenue Fund – accounts for specific revenue, such as federal lunch program and other grants that are legally restricted to expenditures for particular purposes.

Measurement Focus and Basis of Accounting
The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available. Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions.

Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied. Donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined.

Note 1 – Summary of Significant Accounting Policies (continued)

"Available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Budgets and Budgetary Accounting

In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments

Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Inter-fund Transfers

Inter-fund receivables/payables are short-term balances that represent reimbursements between funds for payments made by one fund on behalf of another fund.

Due from Other Governments or Agencies

Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more.

Note 1 – Summary of Significant Accounting Policies (continued)

Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized.

The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Furniture and Equipment	5 Years
Textbooks	3 Years

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Revenue Sources

Revenues for operations will be received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent (FTE) students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP. Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made.

Note 1 – Summary of Significant Accounting Policies (continued)

The School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities. In addition, the School may receive a portion of the local capital improvement ad valorem tax revenues levied by the District.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Income Taxes

The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Order of Fund Balance Spending Policy

The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First non-spendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including non-spendable amounts). Then any remaining fund balance amounts for the non-general funds are classified as unassigned fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

Net Position and Fund Balance Classifications

Government-wide financial statements

Equity is classified as net position and displayed in three (3) components:

a) Net investment in capital assets and long-term receivables - consists of capital assets net of accumulated depreciation and long-term receivables, and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of net position with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments.
c) Unrestricted net position - all other net position that does not meet the definition of "restricted" or "net investment in capital assets and long-term receivables".

Note 1 – Summary of Significant Accounting Policies (continued)

Fund financial statements
Under GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable - includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned).
b) Restricted - fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification are intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. There are no assigned fund balances at year end.
e) Unassigned - portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

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

Subsequent Events
In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure September 10, 2019, which is the date the financial statements were available to be issued.

Note 2 – Cash, Cash Equivalents and Investments

Deposits

The School maintains its cash and cash equivalents in one financial institutions. As of June 30, 2019, the School's deposits consisted of cash balances of $4,632.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2019, bank balances in potential excess of FDIC coverage was approximately $4,632.

Investments

The School categorizes its fair value measurements within the fair value hierarchy established by GASB Codification Section 3100 *Fair Value Measurement and Application*. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs.

At June 30, 2019, the School has the following recurring fair value measurements:

- Government money market mutual fund of $2,740,000 valued using Level 2 inputs.

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of July 31, 2019, maturities of the fund's portfolio holdings are approximately 81% within 30 days.

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2019, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Note 2 – Cash, Cash Equivalents and Investments (continued)

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 –Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2019:

	Balance 07/01/18	Additions	Retirements	Balance 06/30/19
Capital Assets:				
Furniture, equipment and textbooks	$ 402,431	$ 31,264	$ -	$ 433,695
Total Capital Assets	402,431	31,264	-	433,695
Less Accumulated Depreciation:				
Furniture, equipment and textbooks	(386,603)	(18,933)	-	(405,536)
Total Accum. Depreciation	$(386,603)	$ (18,933)	$ -	$(405,536)
Capital Assets, net	$ 15,828	$ 12,331	$ -	$ 28,159

For the fiscal year ended June 30, 2019, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	$ 17,633
Operation of plant	322
School administration	978
Total Depreciation Expense	$ 18,933

Note 4 – Education Service and Support Provider

Academica Dade, LLC, a professional charter school education service and support provider, provides administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting, financial reporting and virtual services. The agreement with the education service provider calls for a fee on a per student basis. The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2019, the School incurred $180,450 in fees.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida 33143.

Note 5 – Transactions with other Divisions of The Doral Academy, Inc.

During 2019, the School was located on the premises of Doral Academy High School (a charter school under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student enrollment. In addition, Doral Academy High School holds the student activities fund of the School. The School reimbursed Doral Academy High School approximately $448,000 during the year in connection with these shared costs.

The School's lunch program is shared with various other charter schools under The Doral Academy, Inc. Revenues and expenses related to such program have been allocated based on FTE equivalent for purposes of presentation in the financial statements.

The following schedule provides a summary of changes in long-term receivables for the year ended June 30, 2019:

	Balance 07/01/18	Additions	Repayments	Balance 06/30/19
The Doral Academy, Inc.	$2,500,000	$ -	$(600,000)	$1,900,000
Due from Doral Academy High School	550,000	-	(250,000)	300,000
Long-term receivables	$3,050,000	$ -	$(850,000)	$2,200,000

The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The School paid The Doral Academy, Inc. $80,200 in connection with these charges during the year.

Note 6 – Commitments, Contingencies, and Concentrations

The School entered into a lease and security agreement ("agreement") with School Development, LLC (the "Landlord", an affiliate of the School's education service and support provider – Note 4) for its 57,000 square foot building including all ancillary facilities, outdoor areas and other improvements. Fixed initial annual payments under this agreement were based on a rate of $30.23 per square footage of the building, which amounted to $1,722,842 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through August 2024 with an option to renew for an additional five-year term

Note 6 – Commitments, Contingencies and Concentrations (continued)

For 2019, rent expense totaled $318,798. Lease payments are allocated among School and Doral Academy High School based on enrollment and usage of facility. The allocation used for 2019, was approximately 18% for the School and 82% for Doral Academy High School.

Future minimum payments under these leases are as follows:

Year	
2020	$1,796,000
2021	$1,796,000
2022	$1,796,000
2023	$1,796,000
2024	$1,796,000
2025-2029	$8,980,000 (Total for a five year period)
2030-2034	$8,980,000 (Total for a five year period)
2035-2036	$3,592,000 (Total for a two year period)

Bond Issue and Repayment

On January 4, 2018, Miami-Dade County Industrial Development Authority issued tax-exempt revenue bonds of $22,045,000 on behalf of The Doral Academy, Inc. (the Organization), to be secured by a first mortgage on the land owned by the Organization as well as revenues of Doral Academy Charter Middle School, Doral Academy Charter High School, Doral Performing Arts & Entertainment Academy, and Doral Academy of Technology (the "Four Schools"). The proceeds of the bond issue have been used to fund the acquisition, design, construction, installation and equipping of a 91,000 square foot, six story building known as the Doral Hall Educational Facility ("Doral Hall"), fund a debt service reserve fund, and pay costs of the bond issuance.

Through a Usage Fee Agreement approved by the Board of Directors of the Organization, all Capital and Operating costs as defined herein will be due on a monthly basis commencing on the first day of the first full calender month following the date on which the Organization receives a temporary certificate of occupancy for Doral Hall.

Note 6 – Commitments, Contingencies, and Concentrations (continued)

All costs of the acquisition, design, permitting, construction, equipping ("Capital Costs") and operations including interest expense, ongoing financing fees, all insurance, all taxes, property management fees, utilities, maintenance, repairs, replacements ("Operating Costs") of Doral Hall, together with an annual administrative fee of 5% of the sum of the Capital and Operating Costs each year, shall be shared among the Four Schools in proportion to their relative annual student enrollments. The certificate of occupancy was obtained on Aprill 11, 2019. Usage fee in relation to this agreement for the year ended June 30, 2019 was $33,582. The allocation used for 2019, was approximately 18% for the School and 82% for Doral Academy High School.

The School's debt agreements contain various covenants, restrictions and financial test requirements. In the event an instance of default is not remedied, the maturity can be accelerated and / or the underlying collateral may be subject to foreclosure.

The debt service on the tax-exempt bond financing for the Organization (which will be allocated between the Four Schools) is as follows:

Year	Principal	Interest	Total	
2020	$ 350,000	$ 1,087,250	$ 1,437,250	
2021	$ 365,000	$ 1,069,750	$ 1,434,750	
2022	$ 385,000	$ 1,051,500	$ 1,436,500	
2023	$ 405,000	$ 1,032,250	$ 1,437,250	
2024	$ 425,000	$ 1,012,000	$ 1,437,000	
2025-2029	$ 2,460,000	$ 4,719,500	$ 7,179,500	(total for five year period)
2030-2034	$ 3,145,000	$ 4,039,250	$ 7,334,000	(total for five year period)
2035-2039	$ 4,005,000	$ 3,171,500	$ 6,976,250	(total for five year period)
2040-2044	$ 5,110,000	$ 2,065,250	$ 7,175,250	(total for five year period)
2045-2048	$ 5,095,000	$ 652,750	$ 5,747,750	(total for four year period)

Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs.

The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations.

Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Note 6 – Commitments, Contingencies, and Concentrations (continued)

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of 2% of the qualifying revenues of the School. For the year ended June 30, 2019, administrative fees withheld by the School District totaled $32,604.

Note 7 – Inter-fund Transfers

Inter-fund transfers in governmental funds as of June 30, 2019 consist of the following:

	General Fund	Special Revenue Fund	Capital Projects Fund (Non-Major)
To fund lunch deficit	$ (7,616)	$ 7,616	$ -
Reimbursement from Restart Grant for prior period expenditures	11,835	(11,835)	-
Total Transfers, net	$ 4,219	$ (4,219)	$ -
Due to General Fund from Capital Projects Fund for capital outlay	$ 15,711	$ -	$ (15,711)
Due to General Fund from Special Revenue Fund for Restart Grant	11,835	(11,835)	-
Due to General Fund from Special Revenue Fund for Title IV	10,220	(10,220)	-
Total Due from/(Due to)	$ 37,766	$ (22,055)	$ (15,711)

Note 8 – Risk Management

The School is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage in the past. In addition, there were no reductions in insurance coverage from those in the prior year.

The School has entered into a strategic relationship with ADP TotalSource, Inc., a human resource management firm, typically known as "Professional Employer Organization" (PEO). Under a co-employment agreements, the PEO is the employer of record and is responsible for administering payroll, payroll taxes, provide employee benefits and assist with human resources and risk management. Accordingly, certain human resource related risks are transferred to the PEO. Nevertheless, the School may be subject to risks, including loss, penalties and fines related to employment practices, administrative error and omissions.

Note 9 – Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School approved a match of 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $30,875 for the year ended June 30, 2019. The School does not exercise any control or fiduciary responsibility over the Plan's assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2019

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 2,874,607	$ 2,880,485	$ 2,882,282
Other revenue	26,000	32,300	33,534
Total Revenues	2,900,607	2,912,785	2,915,816
EXPENDITURES			
Current:			
Instruction	1,424,009	1,107,144	1,105,168
Student support services	60,230	51,881	47,262
Instructional staff training	-	100	30
Board	38,275	32,623	29,350
School administration	142,392	260,981	257,765
Fiscal services	61,125	70,125	70,125
Central services	71,625	70,167	68,703
Pupil transportation services	1,000	5,167	4,070
Operation of plant	278,689	382,141	396,598
Maintenance of plant	40,000	8,000	7,843
Total Current Expenditures	2,117,345	1,988,329	1,986,914
Excess of Revenues Over Current Expenditures	783,262	924,456	928,902
Capital Outlay	75,000	32,600	31,264
Total Expenditures	2,192,345	2,020,929	2,018,178
Excess of Revenues Over Expenditures	708,262	891,856	897,638
Other financing sources (uses):			
Transfers in (out)	-	2,025	4,219
Long term collections	-	850,000	850,000
Net change in fund balance	708,262	1,743,881	1,751,857
Fund Balance at beginning of year	580,511	580,511	580,511
Fund Balance at end of year	$ 1,288,773	$ 2,324,392	$ 2,332,368

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

Doral Performing Arts and Entertainment Academy
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2019

	Special Revenue Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Federal sources	$ 21,500	$ 21,955	$ 22,055
Federal school lunch program	70,900	71,300	71,580
Lunch fees	23,718	24,120	24,421
Total Revenues	116,118	117,375	118,056
EXPENDITURES			
Current:			
Instruction	12,118	11,500	10,220
Food services	104,000	103,850	103,617
Total Current Expenditures	116,118	115,350	113,837
Excess of Revenues Over Current Expenditures	-	2,025	4,219
Capital Outlay	-	-	-
Total Expenditures	116,118	115,350	113,837
Excess of Revenues Over Expenditures	-	2,025	4,219
Other financing sources (uses)			
Transfers in (out)	-	(2,025)	(4,219)
Net change in fund balance	-	-	-
Fund Balance at beginning of year	-	-	-
Fund Balance at end of year	$ -	$ -	$ -

Notes to Budgetary Comparison Schedule
An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors of
Doral Performing Arts and Entertainment Academy
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Performing Arts and Entertainment Academy (the "School") as of, and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report September 10, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that were reported to management in a separate management letter September 10, 2019, pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 10, 2019

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

Board of Directors of
Doral Performing Arts and Entertainment Academy
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of Doral Performing Arts and Entertainment Academy, Doral, Florida, as of and for the fiscal year ended June 30, 2019 and have issued our report thereon dated September 10, 2019.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reporting Requirements

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedules, which are dated September 10, 2019, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report.

There were no findings and recommendations made in the preceding annual financial audit report.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity and the school code assigned by the Florida Department of Education be disclosed in this management letter. The official title and the school code assigned by the Florida Department of Education of the entity is Doral Performing Arts and Entertainment Academy, 7009.

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Financial Condition and Management

Sections 10.854(1)(e)2 and 10.855(11), Rules of the Auditor General, require us to apply appropriate procedures and communicate whether or not Doral Performing Arts and Entertainment Academy has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identify the specific condition(s) met. In connection with our audit, we determined that Doral Performing Arts and Entertainment Academy did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Doral Performing Arts and Entertainment Academy. It is management's responsibility to monitor Doral Performing Arts and Entertainment Academy's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we have the following recommendations:

ML – 19-01 CAPITAL ASSETS

Criteria:	The School is required to maintain an inventory of capital assets purchased with public funds in accordance with local, state or federal regulations.
Condition:	We noted that the School does not have a formal process for reconciling the capital assets inventory report to the capital assets of the Schools trial balance.
Cause:	The condition results from school personnel not consistently performing an inventory of all fixed assets and reconciling to the Schools trial balance.
Effect:	Failure to perform the procedures mentioned above could result in a misstated Annual Property Inventory.
Recommendation:	We recommend that the School perform an annual inventory of all capital assets and reconcile to the capital asset ledgers recorded on the School's books.
Views of Responsible Officials:	Management will adhere to auditor's recommendation. The ESSP is assisting the schools with identifying the proper support to ensure schools are in full compliance with inventory requirements.

Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require us to apply appropriate procedures and communicate the results of our determination as to whether Doral Performing Arts and Entertainment Academy maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Doral Performing Arts and Entertainment Academy maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Additional Matters

Section 10.854(1)(e)4., Rules of the Auditor General, require us to communicate noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but warrants the attention of those charged with governance. In connection with our audit, we did not note any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 10, 2019

HLB GRAVIER, LLP
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Just Arts and Management Charter Middle School
W/L#: 6083
(A charter school under The Doral Academy, Inc.)

Doral, Florida

Financial Statements and
Independent Auditor's Report

June 30, 2019

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Just Arts and Management Charter Middle School
A charter school under The Doral Academy, Inc.)

W/L#: 6083

2450 NW 97th Avenue
Doral, FL 33172

2018-2019

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SCHOOL ADMINISTRATION

Eleonora Cuesta, Principal

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Just Arts and Management Charter Middle School
Doral, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund informaiton of Just Arts and Management Charter Middle School (the "School"), a charter school under The Doral Academy, Inc., as of, and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprises the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

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Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate of remaining fund information of Just Arts and Management Charter Middle School as of June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of Just Arts and Management Charter Middle School as of June 30, 2019, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of The Doral Academy, Inc. These financial statements do not purport to and do not present fairly the financial position of The Doral Academy, Inc. as of June 30, 2019 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 9 and 28 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 10, 2019, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 10, 2019

Management's Discussion and Analysis
Just Arts and Management Charter Middle School
(A Charter School Under The Doral Academy, Inc.)
June 30, 2019

The corporate officers of Just Arts and Management Charter Middle School (the "School") have prepared this narrative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2019.

Financial Highlights

1. The net position of the School at June 30, 2019 was $656,812.
2. At year-end, the School had current assets on hand of $831,540.
3. The net position of the School decreased by ($17,670) during the year.
4. The unassigned fund balance at year end was $559,567.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2019 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference between the four is reported as *net position*. Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 10 - 11 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 12 - 15 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 16 – 27 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the net position was $656,812 at the close of the fiscal year. A summary of the School's net position as of June 30, 2019 and 2018 are as follows:

	2019	2018
Cash and cash equivalents	$ 11,286	$ 2,096
Investments	774,000	681,000
Prepaid expenses	24,998	5,236
Due from other agencies	21,256	3,071
Due from other charter school	-	2,125
Capital assets, net	72,247	35,065
Total Assets	903,787	728,593
Deferred outflows of resources	-	-
Accounts payable and accrued salaries and wages	68,123	54,111
Due to other charter schools	178,852	-
Total Liabilities	246,975	54,111
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets	72,247	35,065
Unrestricted	584,565	639,417
Total Net Position	$ 656,812	$ 674,482

At the end of the fiscal year, the School is able to report positive balances in total net position. A summary and analysis of the School's revenues and expenses for the years ended June 30, 2019 and 2018 is as follows:

	2019	2018
REVENUES		
Program Revenues		
Operating grants and contributions	$ 5,858	$ -
Capital outlay funding	112,099	83,421
Lunch program	79,851	93,507
General Revenues		
Local sources (FTE and other non specific)	1,556,374	1,199,308
Other revenue	18,814	6,159
Total Revenues	$ 1,772,996	$ 1,382,395
EXPENSES		
Instruction	$ 858,083	$ 633,041
Instructional staff training	21,023	13,292
Board	16,944	13,100
School administration	148,359	131,998
Fiscal services	34,575	26,400
Food services	86,867	84,272
Central services	39,458	27,590
Operation of plant	564,445	256,149
Maintenance of plant	16,484	92
Administrative technology services	8,761	-
Total Expenses	1,794,999	1,185,934
(Decrease) increase in Net Position	(22,003)	196,461
Net Position at Beginning of Year	674,482	478,021
Net Position at End of Year	$ 652,479	$ 674,482

The School's revenue and expenditures increased by $394,934 and $609,065, respectively, as a result of increased enrollment. The School had a decrease in its net position of ($17,670) for the year.

School Location and Lease of Facility
The School leases a facility located at 2450 NW 97th Avenue, Doral, Florida 33172. The School is located within The Doral Academy campus.

Capital Improvement Requirements
The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

Accomplishments

In 2019, Just Arts and Management (JAM) Charter Middle School successfully completed its fifth year of operation, serving over 231 students in grades 6-8. The school earned a letter grade of "A" and ranked as one the highest performing middle school in Miami-Dade County.

Throughout the year, JAM students participated in various community service projects (benefiting charities such as St. Jude Children's Research Hospital, Jump-rope for Heart, as well as school-based fundraisers (Scholastic Book Fair, Great American, World's Finest Chocolates). In addition, JAM students participated in various performances aligned to the mission and vision of the school. JAM students did not only perform at these venues, but they were also an integral part of production of these shows. From creating budgets, to designing all advertisement, their involvement was remarkable.

JAM students also participated in various clubs and team sports, including Spanish Club, Art Club, Guitar Club, Morning Announcements, Chorus, Dance, Theater, Robotics and Safety Patrols. Students also participated in school-based events such as Career Day, Hispanic Heritage Celebration, Gallery Night, Field Day, and FSA Pep Rally.

The mission of JAM is to prepare students for secondary studies and beyond through an innovative, in-depth, thematic educational program that emphasizes the entrepreneurial and business aspects of the Music industry by exposing students to a curriculum centered on the performing arts. JAM is a school where teachers and administrators spiritedly collaborate, where parents and community members enthusiastically participate, and where young adolescents eagerly engage in the learning and discovery of meaningful content. As part of the Project Based Learning approach educators and community members collaborate to plan interdisciplinary thematic units based upon core curricular standards and instructional methodologies reflecting best practices in middle school education.

JAM students participate in various community service projects each year, benefiting charities such as Autism Speaks and St. Jude Children's Research Hospital. School-based fundraisers (Scholastic Book Fair, Great American, World's Finest Chocolates) are also organized.

In addition, JAM students participate in various performances aligned to the mission and vision of the school. JAM students did not only perform at these venues, but they were also an integral part of production of these shows. From creating budgets, to designing all advertisement, their involvement was remarkable.

This past year JAM on Pointe students participated in the production of Coppelia Ballet. In addition, the JAM Vocal Ensemble represented MDCPS during the DCMEA Honors Showcase at FIU School of Music. JAM students also participated in various clubs and team sports, including Spanish Club, Art Club, Guitar Club, Morning Announcements, Chorus, Dance, Theater, Robotics and Safety Patrols. Students also participated in school-based events such as Career Day, Hispanic Heritage Celebration, Gallery Night, Field Day, and FSA Pep Rally. As part of the Doral Academy, Inc. network of high performing charter schools, JAM is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported a fund balance of $584,565. The fund balance unassigned and available for spending at the School's discretion is $559,567. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2019 amounts to $72,247 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures and computer equipment. As of June 30, 2019, the School had no debt associated to its capital assets and working capital.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the Charter School adopted an annual budget. A budgetary comparison statement has been provided for the governmental fund to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
State capital outlay funding	$ 119,000	$ 112,497	$ 112,099
Federal sources	10,000	10,000	10,191
Federal school lunch program	42,500	42,633	43,674
Charges for services	35,420	35,960	36,177
General Revenues			
FTE and other nonspecific revenues	1,550,808	1,555,774	1,556,374
Charges and other revenues	10,707	17,583	18,814
Total Revenues	$ 1,768,435	$ 1,774,447	$ 1,777,329
CURRENT EXPENDITURES			
Instruction	$ 1,031,355	$ 831,227	$ 827,767
Instructional staff training	12,408	22,000	21,023
Board	18,925	18,663	16,944
School administration	117,412	153,328	148,359
Fiscal services	35,700	34,575	34,575
Food services	88,000	88,000	86,867
Central services	37,200	39,650	39,458
Operation of plant	339,534	566,455	563,499
Maintenance of plant	1,500	18,000	16,484
Administrative technology services	-	9,500	8,761
Total Current Expenditures	$ 1,682,034	$ 1,781,398	$ 1,763,737

Most variances occurred as a result of the Budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Dade, LLC, 6340 Sunset Drive, Miami, Florida 33143.

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Net Position
June 30, 2019

	Governmental Activities
Assets	
Current assets:	
Cash and cash equivalents	$ 11,286
Investments	774,000
Prepaid expenses and other assets	24,998
Due from other agencies	21,256
Total current assets	831,540
Capital assets, depreciable	376,326
Less: accumulated depreciation	(304,079)
	72,247
Total Assets	903,787
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	68,010
Accounts payable and accrued expenses	113
Due to other divisions from Doral Academy, Inc.	178,852
Total Liabilities	246,975
Deferred Inflows of Resources	-
Net Position:	
Net investment in capital assets	72,247
Unrestricted	584,565
Total Net Position	$ 656,812

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

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Activities
For the year ended June 30, 2019

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 858,083	$ -	$ 5,858	$ -	$ (852,225)
Instructional staff training	21,023	-	-	-	(21,023)
Board	16,944	-	-	-	(16,944)
School administration	148,359	-	-	-	(148,359)
Fiscal services	34,575	-	-	-	(34,575)
Food services	86,867	36,177	43,674	-	(7,016)
Central services	39,458	-	-	-	(39,458)
Operation of plant	564,445	-	-	112,099	(452,346)
Maintenance of plant	16,484	-	4,333	-	(12,151)
Administrative technology services	8,761	-	-	-	(8,761)
Total governmental activities	1,794,999	36,177	53,865	112,099	(1,592,858)

General revenues:	
FTE and other nonspecific revenues	1,556,374
Investment earnings	18,814
Change in net position	(17,670)
Net position, beginning	674,482
Net position, ending	$ 656,812

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

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2019

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
Assets			
Cash and cash equivalents	$ 11,286	$ -	$ 11,286
Investments	774,000	-	774,000
Prepaid expenses	24,998	-	24,998
Due from other agencies	-	21,256	21,256
Due from fund	21,256	-	21,256
Total Assets	831,540	21,256	852,796
Deferred Outflows of Resources	-	-	-
Liabilities			
Salaries and wages payable	68,010	-	68,010
Accounts payable and accrued expenses	113	-	113
Due to other divisions from Doral Academy, Inc.	178,852	-	178,852
Due to fund	-	21,256	21,256
Total Liabilities	246,975	21,256	268,231
Deferred Inflows of Resources	-	-	-
Fund balance			
Nonspendable, not in spendable form	24,998	-	24,998
Unassigned	559,567	-	559,567
	584,565	-	584,565
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 831,540	$ 21,256	$ 852,796

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

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2019

Total Fund Balance - Governmental Funds		$ 584,565
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets net of accumulated depreciation used in governmental activities are not financial resources and therefore are not reported in the fund.		
Capital assets, depreciable	376,326	
Less: accumulated depreciation	(304,079)	72,247
Total Net Position - Governmental Activities		$ 656,812

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

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2019

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
Revenues:			
State capital outlay funding	$ -	$ 112,099	$ 112,099
State passed through local	1,556,374	-	1,556,374
Federal school lunch program	-	43,674	43,674
Charges for services	-	36,177	36,177
Federal sources / other grants	-	10,191	10,191
Other revenue	18,814	-	18,814
Total Revenues	1,575,188	202,141	1,777,329
Expenditures:			
Current			
Instruction	821,909	5,858	827,767
Instructional staff training	21,023	-	21,023
Board	16,944	-	16,944
School administration	148,359	-	148,359
Food services	-	86,867	86,867
Fiscal services	34,575	-	34,575
Central services	39,458	-	39,458
Operation of plant	451,400	112,099	563,499
Maintenance of plant	16,484	-	16,484
Administrative technology services	8,761	-	8,761
Capital Outlay:			
Other capital outlay	68,444	-	68,444
Total Expenditures	1,627,357	204,824	1,832,181
Excess (deficit) of revenues over expenditures	(52,169)	(2,683)	(54,852)
Other financing sources (uses)			
Transfers in (out)	(2,683)	2,683	-
Net change in fund balance	(54,852)	-	(54,852)
Fund Balance at beginning of year	639,417	-	639,417
Fund Balance at end of year	$ 584,565	$ -	$ 584,565

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

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures an Changes in Fund Balance
of Governmental Funds to the Statement of Activities
For the year ended June 30, 2019

Net Change in Fund Balance - Governmental Funds		$(54,852)
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense exceeded capital outlays.		
Capital expenditures	(31,262)	
Depreciation expense	68,444	37,182
Change in Net Position of Governmental Activities		$(17,670)

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

Note 1 – Summary of Significant Accounting Policies

Reporting Entity

Just Arts and Management Charter Middle School (the "School"), is a charter school sponsored by the School Board of Miami-Dade County, Florida (the "District"). The School's charter is held by The Doral Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of The Doral Academy, Inc., which is composed of five members and also governs other charter schools. The board has determined that no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring district, the School Board of Miami-Dade County, Florida. The current charter expires on June 30, 2032, and it can be renewed in accordance with law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School is located in Doral, Florida for students from sixth through eighth grades. These financial statements are for the year ended June 30, 2019, when on average 231 sixth through eighth grade students were enrolled for the school year.

Basis of Presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information for the School as a whole. Any internal interfund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements also do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity.

Note 1 – Summary of Significant Accounting Policies (continued)

Program revenues include: (1) charges for services, such as food service and student activity fees (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. Other revenue sources not properly included with program revenues are reported as general revenues

Fund Financial Statements
Fund financial statements are provided for governmental funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major governmental funds with all non-major funds aggregated in a single column:

> *General Fund* - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Measurement Focus and Basis of Accounting
The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. On the accrual basis, revenues from grants and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied.

The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available. Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Note 1 – Summary of Significant Accounting Policies (continued)

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. "Available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Budgets and Budgetary Accounting

In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments

Cash and cash equivalents are considered to be cash on hand, demand deposits, non-marketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School has adopted GASB Codification Section 3100 *Fair Value Measurement and Application* (see Note 2).

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations.

Note 1 – Summary of Significant Accounting Policies (continued)

Estimated useful lives, in years, for depreciable assets are as follows:

Furniture, Equipment, and Computers	5 Years
Textbooks and Software	3 Years

Inter-fund Transfers
Interfund receivables/payables are short-term balances that represent reimbursements between funds for payments made by one fund on behalf of another fund.

Due from Other Governments or Agencies
Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Deferred Outflows/Inflows of Resources
In addition to assets, the statement of financial position will sometimes report a separate section fro deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Revenue Sources
Revenues for operations will be received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent (FTE) students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP. Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature.

Note 1 – Summary of Significant Accounting Policies (continued)

Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made.

The School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities. In addition, the School may receive a portion of the local capital improvement ad valorem tax revenues levied by the District.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Compensated Absences

The School grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days.

GASB Codification Section C60, *Accounting for Compensated Absences*, provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years.

The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Income Taxes

The Doral Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Note 1 – Summary of Significant Accounting Policies (continued)

Net Position and Fund balance classifications

Government-wide financial statements

Equity is classified as net position and displayed in three components:

a) Net investment in capital assets - consists of capital assets net of accumulated depreciation and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of balances with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments.
c) Unrestricted net position - all other balances that do not meet the definition of "restricted" or "net investment in capital assets."

Fund financial statements

Under GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories list below:

a) Nonspendable - includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balances associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned). All nonspendable fund balances at year end relate to not in spendable form assets.
b) Restricted - fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. There are no restricted fund balances at year end.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification are intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. There are no assigned fund balances at year end.
e) Unassigned - portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Order of Fund Balance Spending Policy

The School's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First Non-spendable fund balances are determined.

Note 1 – Summary of Significant Accounting Policies (continued)

Then restricted fund balances for specific purposes are determined (not including non-spendable amounts).Then any remaining fund balance amounts for the non-general funds are classified as unassigned fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

Use of Estimates

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

Subsequent Events

In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through September 10, 2019 which is the date the financial statements were available to be issued.

Note 2 – Cash, Cash Equivalents and Investments

Deposits

The School maintains its cash and cash equivalents in one financial institution. As of June 30, 2019, the School's deposits consisted of cash balances of $8,001.

Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Doral Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Doral Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2019, bank balances in potential excess of FDIC coverage was $8,001.

Note 2 – Cash, Cash Equivalents and Investments (continued)

Investments

The School categorizes its fair value measurements within the fair value hierarchy established by GASB Codification Section 3100 *Fair Value Measurement and Application*. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs.

At June 30, 2019, the School has the following recurring fair value measurements:

- Government money market mutual fund of $1,120,000 valued using Level 2 inputs.

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of July 31, 2019, maturities of the fund's portfolio holdings are approximately 81% within 30 days.

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The School manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the School will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the School will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. At June 30, 2019, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 – Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2019:

	Balance 07/01/18	Additions	Retirements	Balance 06/30/19
Capital Assets:				
Computer equipment and software	$ 87,454	$ -	$ -	$ 87,454
Furniture, equipment and textbooks	220,428	68,444	-	288,872
Total Capital Assets	307,882	68,444	-	376,326
Less Accumulated Depreciation:				
Computer equipment and software	(81,157)	(3,339)	-	(84,496)
Furniture, equipment and textbooks	(191,660)	(27,923)	-	(219,583)
	(272,817)	(31,262)	-	(304,079)
Capital Assets, net	$ 35,065	$ 37,182	$ -	$ 72,247

For the fiscal year ended June 30, 2019, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	$ 30,316
Operation of plant	946
Total Depreciation Expense	$ 31,262

Note 4 – Education Service and Support Provider

Academica Dade, LLC, an education service provider, provides administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting and virtual services. The agreement between the School and the education service provider calls for a fee on a per student basis. The agreement is with Doral Academy, Inc. for a period of five years, through June 30, 2021, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2019, the School incurred $103,725, in fees related to this agreement.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida 33143.

Note 5 – Transactions with other divisions of Doral Academy, Inc.

During 2019, the School's facility was located on the premises of The Doral Academy ("Doral Academy", a school under The Doral Academy, Inc.). Management allocates a proportionate share of leases, salaries, lunch receipts, food and supplies, and other expenses to each school individually based on student enrollment. As of June 31, 2019, the School has approximately $179,000 due to Doral Academy for rent expense and usage of shared facilities.

The School's lunch program is shared with various charter schools under school under The Doral Academy, Inc. Revenues and expenses related to such program have been allocated based on FTE equivalent for purposes of presentation in the financial statements.

The Doral Academy, Inc. charges all its affiliated schools an assessment for shared corporate costs and accreditation expenses. The School paid The Doral Academy, Inc. $34,575 in connection with these charges during the year.

Note 6 – Interfund Transfers

Interfund transfers in governmental funds as of June 30, 2019 consist of the following:

	General Fund	Special Revenue Fund Non-Major	Capital Projects Fund Non-Major
To fund lunch deficit	$ (7,016)	$ 7,016	$ -
Reimbursement from Restart Grant for prior period expenditures	4,333	(4,333)	-
Total Transfers, net	$ (2,683)	$ 2,683	$ -

	General Fund	Special Revenue Fund	Capital Projects Fund
Due to General Fund from Capital Projects Fund for capital outlay	$ 11,065	$ -	$ (11,065)
Due to General Fund from Special Revenue Fund for Title IV	5,858	(5,858)	-
Due to General Fund from Special Revenue Fund for Restart Grant	4,333	(4,333)	-
Total Due from/(Due to)	$ 21,256	$ (10,191)	$ (11,065)

Note 7 – Commitments, Contingencies, and Concentrations

The School entered into a lease agreement with Carlos Albizu University for its 44,585 square feet building including all ancillary facilities, outdoor areas and other improvements. The lease was subsequently amended on April 1, 2012 and September 1, 2012 for an additional 15,000 and 13,500 square feet, respectively, to continue through the term of the lease. The rent for the additional space is calculated at $20.00 per square foot.

Note 7 – Commitments, Contingencies, and Concentrations (continued)

The lease continues through July 31, 2020, as extended, with an option for three additional five-year terms. The annual minimum rent during the current option term is $1,605,000. In the event that the term of the lease is extended for the second option term (from August 1, 2020 through July 31, 2025) the annual minimum rent will be $1,653,150.

Lease payments are allocated among the School and Doral Academy based on enrollment and usage of facility. The allocation used for 2019, was approximately 18% for the School and 82% for Doral Academy.

For 2019, rent expense related to the facility lease totaled $292,744.

Future minimum payments under this lease, to be shared with Doral Academy, are as follows:

Year	
2019 - 2020	$ 1,605,000

Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations.

Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of 2% of the qualifying revenues of the School. For the year ended June 30, 2019, administrative fees withheld by the School District totaled $30,653.

Note 8 – Risk Management

The School is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; administrative errors and omissions; personal injury; workers compensation and natural disasters for which the School carries commercial insurance.

The School has entered into a strategic relationship with ADP TotalSource, Inc., a human resource management firm, typically known as "Professional Employer Organization" (PEO). Under a co-employment agreements, the PEO is the employer of record and is responsible for administering payroll, payroll taxes, provide employee benefits and assist with human resources and risk management. Accordingly, certain human resource related risks are transferred to the PEO. Nevertheless, the School may be subject to risks, including loss, penalties and fines related to employment practices, administrative error and omissions.

Note 9 – Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School matches 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed to the Plan $21,751 for the year ended June 30, 2019. The School does not exercise any control or fiduciary responsibility over the Plan's assets, which are administered by Voya.

REQUIRED SUPPLEMENTARY INFORMATION

Just Arts and Management Charter Middle School
(A charter school under The Doral Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2019

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 1,550,808	$ 1,555,774	$ 1,556,374
Other revenue	10,707	17,583	18,814
Total Revenues	1,561,515	1,573,357	1,575,188
EXPENDITURES			
Current:			
Instruction	1,025,355	825,227	821,909
Instructional staff training	12,408	22,000	21,023
Board	18,925	18,663	16,944
School administration	117,412	153,328	148,359
Fiscal services	35,700	34,575	34,575
Central services	37,200	39,650	39,458
Operation of plant	220,534	453,455	451,400
Maintenance of plant	1,500	18,000	16,484
Administrative technology services	-	9,500	8,761
Total Current Expenditures	1,469,034	1,574,398	1,558,913
Excess (deficit) of Revenues Over Current Expenditures	92,481	(1,041)	16,275
Capital Outlay	20,000	70,000	68,444
Total Expenditures	1,489,034	1,644,398	1,627,357
Excess (deficit) of Revenues Over Expenditures	72,481	(71,041)	(52,169)
Other financing sources (uses):			
Transfers in (out)	(6,080)	(5,910)	(2,683)
Net change in fund balance	66,401	(76,951)	(54,852)
Fund Balance at beginning of year	639,417	639,417	639,417
Fund Balance at end of year	$ 705,818	$ 562,466	$ 584,565

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

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CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors of
Just Arts and Management Charter Middle School
Doral, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Just Arts and Management Charter Middle School (the "School") as of, and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 10, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

We noted certain matters that were reported to management in a separate management letter dated September 10, 2019 pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 10, 2019

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

To the Board of Directors of
Just Arts and Management Charter Middle School
Doral, Florida

Report on the Financial Statements

We have audited the financial statements of Just Arts and Management Charter Middle School, Doral, Florida, as of and for the year ended June 30, 2019 and have issued our report thereon dated September 10, 2019.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reporting Requirements

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedules, which are dated September 10, 2019, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report.

There were no findings and recommendation made in the preceding annual financial audit report.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity and the school code assigned by the Florida Department of Education be disclosed in this management letter. The official title and school code assigned by the Florida Department of education of the entity is Just Arts and Management Charter Middle School, 6083.

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Financial Condition and Management

Sections 10.854(1)(e)2 and 10.855(11), Rules of the Auditor General, require us to apply appropriate procedures and communicate whether or not Just Arts and Management Charter Middle School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identify the specific condition(s) met. In connection with our audit, we determined that Just Arts and Management Charter Middle School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Just Arts and Management Charter Middle School. It is management's responsibility to monitor Just Arts and Management Charter Middle School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we communicate any recommendation to improve financial management. In connection with our audit, we had the following recommendations:

ML – 19-01 CAPITAL ASSETS

Criteria:	The School is required to maintain an inventory of capital assets purchased with public funds in accordance with local, state or federal regulations.
Condition:	We noted that the School does not have a formal process for reconciling the capital assets inventory report to the capital assets of the Schools trial balance.
Cause:	The condition results from school personnel not consistently performing an inventory of all fixed assets and reconciling to the Schools trial balance.
Effect:	Failure to perform the procedures mentioned above could result in a misstated Annual Property Inventory.
Recommendation:	We recommend that the School perform an annual inventory of all capital assets and reconcile to the capital asset ledgers recorded on the School's books.
Views of Responsible officials:	Management will adhere to auditor's recommendation. The ESSP is assisting the schools with identifying the proper support to ensure schools are in full compliance with inventory requirements.

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Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require us to report the results of our determination as to whether Just Arts and Management Charter Middle School maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Just Arts and Management Charter Middle School maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Additional Matters

Section 10.854(1)(e)4., Rules of the Auditor General, requires us to communicate noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not note any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Miami-Dade County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 10, 2019

ASSETS	
CURRENT ASSETS	
Checking/Savings	
Regions Bank	
1100-0001 - Operating	23,576,107.26
Total Regions Bank	23,576,107.26
Wells Fargo	
1101-0002 - Lunch	711,350.87
1101-0004 - Internal	773,040.89
1101-0005 - Pre-K	356,494.35
1101-0027 - Doral Academy Aftercare	97,625.83
1101-0104 - Doral Middle Aftercare (NEW)	101,666.86
Total Wells Fargo	2,040,178.80
Self Help Credit Union	
Total Bank	
Total Total Bank	0.00
Centennial Bank	
Total Centennial Bank	0.00
JPMorgan Chase	
Total JPMorgan Chase	0.00
PNC Bank	
Total PNC Bank	0.00
Sabadell Bank & Trust	
Total Sabadell Bank & Trust	0.00
Bank of America	
Total Bank of America	0.00
FifthThird Bank	
Total Fifth Third Bank	0.00
Suntrust	
Total Suntrust	0.00
Mainstreet Community Bank	
Total Mainstreet Community Bank	0.00

FMB Bank	
Total FMB Bank	0.00
Zion's Bank	
1113-0001 - Zions Restricted Escrow	3,704,359.50
Total Zion's Bank	3,704,359.50
Legacy Bank of Florida	
Total Legacy Bank of Florida	0.00
Total Checking/Savings	29,320,645.56
Total Accounts Receivable	0.00
OTHER CURRENT ASSETS	
1215-0007 - Due from District	187,597.69
1215-0041 - Due from Doral, Inc. NSLP (Current)	1,345.00
1215-0044 - Due from Doral Tamarac	1,940.56
1215-0053 - Due from Doral Middle (Current)	230,757.25
1215-0085 - Due from Doral Perf Arts (Current)	84,518.75
1215-0092 - Due from JAM (current)	178,852.00
1215-0167 - Due from Doral Academy of North Carolina (Cu	33,376.62
1215-0179 - Due from Doral Nevada	209,129.08
1215-0207 - Due From Doral Austin	5,046.17
1215-0208 - Due from Doral Michigan	3,774.23
1250-0000 - Security Deposit	65,638.22
Total Other Current Assets	1,001,975.57
Total Current Assets	30,322,621.13
FIXED ASSETS	
Capital Outlay	
0610-0000 - Capitalized Library Books	202,818.17
Total Cap. Library Books	202,818.17
0620-0000 - Audio-Visual Materials	(765.00)
0620-0621 - Capitalized Audio Visual Materials	274,081.51
0620-1329 - Accum Dep Audio Visual	(432,214.80)
Total Cap. Audio Visual	(158,898.29)
0630-0000 - Buildings and Fixed Equipment	959,751.07
0630-0631 - Capitalized Buildings & Fixed Equip	32,821,269.72
0630-1339 - Accum Dep Building	(3,480,488.88)
Total Cap. Building & Equipment	30,300,531.91
Total Cap. Landscaping & Fencing	0.00
0640-0000 - Furniture, Fixtures & Equipment	9,982.00
0640-0641 - Capitalized Furniture, Fixtures & Equipment	8,602,977.02

	Nov 2019
0640-0642 - Capitalized Textbooks	3,379,835.94
0640-0643 - Capitalized Computer Hardware	3,288,005.17
0640-0645 - Capitalized Kitchen Equipment	216,054.77
0640-1342 - Accum Dep. Textbooks	(1,824,569.90)
0640-1343 - Accum Dep. Computer Hardware	(2,200,272.64)
0640-1345 - Accum Dep. Kitchen Equipment	(3,569.65)
0640-1349 - Accum Dep. Furniture Fixtures Equipment	(7,246,754.02)
0640-1359 - Accum Dep. Leases	(104,412.78)
Total Cap. Furniture Fixtures & Equipment	4,117,275.91
0670-0000 - Improvements (Not Buildings)	373,808.82
0670-0671 - Capitalized Improvements (Not Bldgs)	200,035.75
0670-1379 - Accum. Dep. Improv. (Not Bldgs)	(136,524.71)
Total Improvements (Not Buildings)	437,319.86
0680-0000 - Remodeling and Renovations	2,323,190.41
0680-0681 - Capitalized Remodeling & Renovations	1,601,469.61
0680-1389 - Accu. Deprec. Remodeling & Renovations	(4,041,572.70)
Total Cap. Remodeling & Renovations	(116,912.68)
0690-0000 - Computer Software	10,953.94
0690-0691 - Capitalized Computer Software	512,363.74
0690-1399 - Accu. Dep. Computer Software	(505,799.54)
Total Cap. Computer Software	17,518.14
1360-0000 - Construction in Progress	2,601,682.95
1360-0044 - Doral Corner Lot	12,529.98
Total Construction in Progress	2,614,212.93
Total Work in Progress	0.00
0650-0000 - Motor Vehicles	4,850.00
0650-1359 - Accum. Dep. Motor Vehicles	(1,697.49)
Total Motor Vehicles	3,152.51
0660-0000 - Land	1,579,768.45
Total Land	1,579,768.45
Total Intangible Assets	0.00
Total Fixed Assets	38,996,786.91
OTHER ASSETS	
1330-0000 - Security Deposit	74,390.84
1350-0028 - Due from Doral High (LT)	300,000.00
1350-0042 - Due from Doral Technology (LT)	47,748.38
1350-0044 - Due from Doral Academy, Inc. (LT)	5,919,090.00
1350-0193 - Due from Austin TX	6,751.80
1350-0223 - Due from Doral Arizona	771.00
Total Other Assets	6,348,752.02

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TOTAL ASSETS	75,668,160.06
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
2000-0000 - Accounts Payable	532,642.35
Total Current Liabilities	532,642.35
Other Current Liabilities	
2125-0000 - Internal Fund Liability	436,498.72
2128-0001 - Due to Doral Academy	178,852.00
2128-0013 - Due to Vendor	827,557.00
2128-0030 - Due to Doral High (Current)	363,024.38
2135-0000 - Accrued Payroll	1,225,871.94
2136-0000 - Accrued Benefits	207,392.58
2137-0000 - Accrued Sick/Vac. Cashed Days	71,190.66
Total Other Current Liabilities	3,310,387.28
Long Term Liabilities	
2310-0032 - Due to Doral Middle (LT)	3,860,644.00
2310-0041 - Due to Doral Performing Arts (LT)	2,200,000.00
2310-0044 - Due to Doral High (LT)	58,446.00
2310-0055 - Bond Payable	22,751,799.01
2314-0058 - Due to Doral Technology (LT)	100,000.00
2315-0001 - Accrued Interest Payable	450,665.00
Total Long Term Liabilities	29,421,554.01
TOTAL LIABILITIES	33,264,583.64
EQUITY	
3800-0000 - Prior Year Retained Earnings	40,318,770.86
- Current Year Net Income	2,084,805.56
TOTAL EQUITY	42,403,576.42
TOTAL LIABILITIES & EQUITY	75,668,160.06

	Current Period 1 Month Thru: Nov 2019	Year-To-Date 5 Months Nov 2019
ORDINARY INCOME/EXPENSE		
Income		
4100-0000 - Capital Outlay Funds	224,852.00	898,870.00
4200-0000 - FEFP Funding	2,948,260.00	15,150,592.00
4204-0000 - Teacher Classroom Supply Assistance	0.00	70,110.00
4215-0000 - Education Facilities Grant (Safety and	0.00	1,881.00
4950-0000 - E-Rate	0.00	34,431.46
TOTAL INCOME	3,173,112.00	16,155,884.46
Expense		
Salaries and Benefits		
Salaries		
0100-0110 - Principal & Administrator	176,554.27	757,669.88
0100-0115 - IT	14,951.70	57,992.77
0100-0120 - Classroom Teacher	1,224,749.37	4,380,430.76
0100-0130 - Other Certified	31,012.08	130,715.88
0100-0131 - Counselor	61,043.52	250,770.88
0100-0140 - Substitute Teacher	32,620.42	63,998.13
0100-0150 - Teacher's Aide	64,885.84	210,330.35
0100-0155 - Tutoring	25,618.59	109,150.65
0100-0160 - Other Support Personnel	194,807.87	621,114.17
0100-0170 - Cafeteria	61,536.55	183,449.63
Total Salaries	1,887,780.21	6,765,623.10
Employee Benefits		
0200-0210 - Retirement	38,797.44	148,736.04
0200-0230 - Group Insurance	130,161.31	609,215.50
0200-0290 - Other Employee Benefits	178,212.51	642,813.42
Total Employee Benefits	347,171.26	1,400,764.96
Total Salaries and Benefits	2,234,951.47	8,166,388.06
Purchased/Contract Services		
Professional/Technical Services		
0310-0311 - Audit & Tax	16,470.00	87,690.00
0310-0312 - Legal	0.00	21,136.58
0310-0313 - Speech Therapy	5,500.63	9,314.38
0310-0314 - ESSP Fees	195,187.50	975,937.50
0310-0315 - Other	2,449.71	13,643.71
0310-0316 - Dual Enrollment	39,942.92	133,066.96
0310-0318 - Security Services/OD Police Officers	23,000.46	55,703.65
0310-0320 - Virtual Fees	0.00	16,013.00
Total Professional/Technical Services	282,551.22	1,312,505.78
0320-0000 - Insurance and Bond Premiums	0.00	435,493.51
0330-0000 - Travel	3,012.48	17,299.41
0350-0000 - Repairs and Maintenance	83,766.60	404,085.39
0390-0000 - Other Purchased Services	0.00	3,920.00
	86,779.08	860,798.31

	Thru:	Current Period 1 Month Nov 2019	Year-To-Date 5 Months Nov 2019
Total Purchased/Contract Services		369,330.30	2,173,304.09
Rent and Utilities			
0360-0000 - Rentals		540,292.65	2,701,463.25
0360-0001 - Other Rentals		3,175.40	43,977.10
0370-0000 - Communications		3,377.47	49,553.52
0371-0000 - Phones		9,118.14	49,177.20
0372-0000 - Advertising		0.00	1,997.50
0380-0000 - Public Utility Services		14,163.51	68,219.12
0400-0430 - Electricity		49,722.65	178,464.43
Total Rent and Utilities		619,849.82	3,092,852.12
Materials and Supplies			
Supplies			
0510-0511 - Administration		1,622.73	38,718.71
0510-0512 - Instructional		12,270.47	619,977.06
0510-0513 - Maintenance		4,898.13	21,673.67
Non Capitalized Items			
0510-0621 - Noncapitalized Audio Visual		2,875.25	2,875.25
0510-0641 - Noncapitalized Furniture, Fixtures & E		508.22	508.22
0510-0681 - Noncapitalized Remodeling and Renov		0.00	2,723.17
Workbooks and Licenses			
0520-0521 - Workbooks		0.00	5,975.91
0520-0522 - Licenses		3,570.00	172,667.06
0570-0000 - Food		75,308.36	151,340.16
Total Materials and Supplies		101,053.16	1,016,459.21
0700-9720 - Interest Expense		0.00	360,028.91
0700-9730 - Dues and Fees		10,520.10	122,432.11
0700-9732 - Dues and Fees: ADP (EZLM)		0.00	3,525.50
0700-9780 - Depreciation Expense		0.00	503,515.49
Total Other Expenses		10,520.10	989,502.01
TOTAL EXPENSE		3,335,704.85	15,438,505.49
NET ORDINARY INCOME		(162,592.85)	717,378.97
OTHER INCOME/EXPENSE			
OTHER INCOME			
8600-3030 - Doral Academy Aftercare Income		9,150.00	32,910.01
8600-6030 - Doral Middle Aftercare Income		0.00	32,797.00
8601-6030 - Doral Middle Aftercare Income		14,320.00	50,124.73
Total Aftercare Income		23,470.00	115,831.74
Program Fee Income			
Total Program Fee Income		0.00	0.00

	Current Period 1 Month Thru: Nov 2019	Year-To-Date 5 Months Nov 2019
Other Income		
0800-8830 - Fundraiser	49,333.21	58,123.27
0800-8840 - Miscellaneous Income	50.00	20,527.18
0800-8845 - Interest Income	34,163.72	189,778.24
0800-8850 - Rental Income	383,803.11	641,671.85
0800-8870 - Pre-K Income	96,190.00	416,131.00
0800-8881 - Student Deposits	36,886.99	175,749.64
0800-8882 - Breakfast	6,072.98	8,028.60
0800-8883 - Lunch	187,060.23	230,108.34
Total Other Income	793,560.24	1,740,118.12
0700-9970 - Pre-K Expense	89,676.07	428,321.13
0700-9975 - Athletics Expense	0.00	501.80
9600-3030 - Doral Academy Aftercare Exp	2,500.76	6,450.65
9600-6030 - Doral Middle Aftercare Exp	5,445.65	19,301.03
9601-6030 - Doral Middle Aftercare Expense	4,116.46	33,948.66
TOTAL OTHER EXPENSE	101,738.94	488,523.27
NET OTHER INCOME	691,821.30	1,251,594.85
NET INCOME	552,698.45	2,084,805.56

ASSETS	
CURRENT ASSETS	
Checking/Savings	
Regions Bank	
1100-0001 - Operating	6,408,421.06
Total Regions Bank	6,408,421.06
Wells Fargo	
1101-0002 - Lunch	276,446.24
1101-0004 - Internal	122,065.54
1101-0005 - Pre-K	356,494.35
Total Wells Fargo	755,006.13
Self Help Credit Union	
Total Bank	
Total Total Bank	0.00
Centennial Bank	
Total Centennial Bank	0.00
JPMorgan Chase	
Total JPMorgan Chase	0.00
PNC Bank	
Total PNC Bank	0.00
Sabadell Bank & Trust	
Total Sabadell Bank & Trust	0.00
Bank of America	
Total Bank of America	0.00
FifthThird Bank	
Total Fifth Third Bank	0.00
Suntrust	
Total Suntrust	0.00
Mainstreet Community Bank	
Total Mainstreet Community Bank	0.00
FMB Bank	

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Total FMB Bank	0.00
Zion's Bank	
Total Zion's Bank	0.00
Legacy Bank of Florida	
Total Legacy Bank of Florida	0.00
Total Checking/Savings	7,163,427.19
Total Accounts Receivable	0.00
OTHER CURRENT ASSETS	
1215-0007 - Due from District	41,703.04
1215-0092 - Due from JAM (current)	178,852.00
Total Other Current Assets	220,555.04
Total Current Assets	7,383,982.23
FIXED ASSETS	
Capital Outlay	
Total Cap. Library Books	0.00
0620-0000 - Audio-Visual Materials	(765.00)
0620-0621 - Capitalized Audio Visual Materials	56,284.06
0620-1329 - Accum Dep Audio Visual	(42,598.94)
Total Cap. Audio Visual	12,920.12
0630-0000 - Buildings and Fixed Equipment	10,959.02
0630-0631 - Capitalized Buildings & Fixed Equip	2,391,129.03
0630-1339 - Accum Dep Building	(885,450.81)
Total Cap. Building & Equipment	1,516,637.24
Total Cap. Landscaping & Fencing	0.00
0640-0000 - Furniture, Fixtures & Equipment	4,390.00
0640-0641 - Capitalized Furniture, Fixtures & Equipment	1,599,948.69
0640-0642 - Capitalized Textbooks	844,711.47
0640-0643 - Capitalized Computer Hardware	647,607.61
0640-0645 - Capitalized Kitchen Equipment	120,970.79
0640-1342 - Accum Dep. Textbooks	(597,541.78)
0640-1343 - Accum Dep. Computer Hardware	(434,872.86)
0640-1345 - Accum Dep. Kitchen Equipment	(1,849.75)
0640-1349 - Accum Dep. Furniture Fixtures Equipment	(1,443,520.51)
0640-1359 - Accum Dep. Leases	(104,413.22)
Total Cap. Furniture Fixtures & Equipment	635,430.44
0670-0671 - Capitalized Improvements (Not Bldgs)	198,160.75
0670-1379 - Accum. Dep. Improv. (Not Bldgs)	(34,958.99)

	Nov 2019
Total Improvements (Not Buildings)	163,201.76
0680-0000 - Remodeling and Renovations	2,072,813.38
0680-0681 - Capitalized Remodeling & Renovations	471,593.59
0680-1389 - Accu. Deprec. Remodeling & Renovations	(2,247,881.06)
Total Cap. Remodeling & Renovations	296,525.91
0690-0000 - Computer Software	4,748.32
0690-0691 - Capitalized Computer Software	85,718.23
0690-1399 - Accu. Dep. Computer Software	(84,202.46)
Total Cap. Computer Software	6,264.09
Total Construction in Progress	0.00
Total Work in Progress	0.00
0650-0000 - Motor Vehicles	4,850.00
0650-1359 - Accum. Dep. Motor Vehicles	(1,697.49)
Total Motor Vehicles	3,152.51
Total Land	0.00
Total Intangible Assets	0.00
Total Fixed Assets	2,634,132.07
OTHER ASSETS	
1330-0000 - Security Deposit	42,254.04
Total Other Assets	42,254.04
TOTAL ASSETS	10,060,368.34
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Total Current Liabilities	0.00
Other Current Liabilities	
2125-0000 - Internal Fund Liability	88,748.64
2135-0000 - Accrued Payroll	354,817.90
2136-0000 - Accrued Benefits	64,482.31
2137-0000 - Accrued Sick/Vac. Cashed Days	9,459.52
Total Other Current Liabilities	517,508.37
Long Term Liabilities	
Total Long Term Liabilities	0.00

	Nov 2019
TOTAL LIABILITIES	517,508.37
EQUITY	
3800-0000 - Prior Year Retained Earnings	9,445,517.02
- Current Year Net Income	97,342.95
TOTAL EQUITY	9,542,859.97
TOTAL LIABILITIES & EQUITY	10,060,368.34

	Thru:	Current Period 1 Month Nov 2019	Year-To-Date 5 Months Nov 2019
ORDINARY INCOME/EXPENSE			
Income			
4100-0000 - Capital Outlay Funds		44,443.00	177,667.00
4200-0000 - FEFP Funding		633,581.00	3,213,957.00
4204-0000 - Teacher Classroom Supply Assistance		0.00	17,100.00
4215-0000 - Education Facilities Grant (Safety and		0.00	1,881.00
4950-0000 - E-Rate		0.00	10,575.94
TOTAL INCOME		678,024.00	3,421,180.94
Expense			
Salaries and Benefits			
Salaries			
0100-0110 - Principal & Administrator		51,196.60	184,439.08
0100-0115 - IT		4,886.05	17,957.47
0100-0120 - Classroom Teacher		347,968.07	1,218,372.29
0100-0130 - Other Certified		5,682.00	32,495.97
0100-0131 - Counselor		11,600.07	46,668.19
0100-0140 - Substitute Teacher		7,078.93	15,217.04
0100-0150 - Teacher's Aide		41,004.09	89,768.50
0100-0160 - Other Support Personnel		37,705.83	120,227.36
0100-0170 - Cafeteria		18,765.95	56,445.40
Total Salaries		525,887.59	1,781,591.30
Employee Benefits			
0200-0210 - Retirement		11,102.22	39,771.97
0200-0230 - Group Insurance		34,421.74	180,720.03
0200-0290 - Other Employee Benefits		49,325.01	167,681.52
Total Employee Benefits		94,848.97	388,173.52
Total Salaries and Benefits		620,736.56	2,169,764.82
Purchased/Contract Services			
Professional/Technical Services			
0310-0311 - Audit & Tax		16,470.00	31,770.00
0310-0313 - Speech Therapy		5,500.63	7,963.13
0310-0314 - ESSP Fees		38,700.00	193,500.00
0310-0315 - Other		2,469.32	0.00
0310-0318 - Security Services/OD Police Officers		23,000.46	26,187.68
Total Professional/Technical Services		86,140.41	259,420.81
0320-0000 - Insurance and Bond Premiums		0.00	46,996.27
0330-0000 - Travel		0.00	4,237.75
0350-0000 - Repairs and Maintenance		33,595.89	104,813.34
		33,595.89	156,047.36
Total Purchased/Contract Services		119,736.30	415,468.17
Rent and Utilities			

	Thru:	Current Period 1 Month Nov 2019	Year-To-Date 5 Months Nov 2019
0360-0000 - Rentals		117,700.00	588,500.00
0360-0001 - Other Rentals		2,763.15	9,855.75
0370-0000 - Communications		3,009.62	15,892.04
0371-0000 - Phones		3,197.31	14,652.46
Total Rent and Utilities		126,670.08	628,900.25
Materials and Supplies			
Supplies			
0510-0511 - Administration		1,622.73	20,162.97
0510-0512 - Instructional		8,992.99	72,705.73
0510-0513 - Maintenance		305.43	7,856.73
Non Capitalized Items			
Workbooks and Licenses			
0520-0521 - Workbooks		0.00	5,661.45
0520-0522 - Licenses		0.00	15,618.39
0570-0000 - Food		9,405.64	49,720.87
Total Materials and Supplies		20,326.79	171,726.14
0700-9730 - Dues and Fees		260.32	30,234.54
0700-9732 - Dues and Fees: ADP (EZLM)		0.00	3,499.40
0700-9780 - Depreciation Expense		0.00	125,144.45
Total Other Expenses		260.32	158,878.39
TOTAL EXPENSE		887,730.05	3,544,737.77
NET ORDINARY INCOME		(209,706.05)	(123,556.83)
OTHER INCOME/EXPENSE			
OTHER INCOME			
Total Aftercare Income		0.00	0.00
Program Fee Income			
Total Program Fee Income		0.00	0.00
Other Income			
0800-8830 - Fundraiser		29,234.87	13,860.81
0800-8845 - Interest Income		9,433.02	52,562.64
0800-8850 - Rental Income		4,000.00	10,000.00
0800-8870 - Pre-K Income		96,190.00	416,131.00
0800-8881 - Student Deposits		25,033.49	89,951.19
0800-8882 - Breakfast		6,072.98	7,050.79
0800-8883 - Lunch		48,166.09	59,664.48
Total Other Income		218,130.45	649,220.91
0700-9970 - Pre-K Expense		89,676.07	428,321.13

	Thru:	**Current Period** 1 Month Nov 2019	**Year-To-Date** 5 Months Nov 2019
TOTAL OTHER EXPENSE		89,676.07	428,321.13
NET OTHER INCOME		128,454.38	220,899.78
NET INCOME		(81,251.67)	97,342.95

ASSETS	
CURRENT ASSETS	
Checking/Savings	
Regions Bank	
1100-0001 - Operating	685,399.42
Total Regions Bank	685,399.42
Wells Fargo	
1101-0002 - Lunch	284,753.96
1101-0004 - Internal	508,016.68
Total Wells Fargo	792,770.64
Self Help Credit Union	
Total Bank	
Total Total Bank	0.00
Centennial Bank	
Total Centennial Bank	0.00
JPMorgan Chase	
Total JPMorgan Chase	0.00
PNC Bank	
Total PNC Bank	0.00
Sabadell Bank & Trust	
Total Sabadell Bank & Trust	0.00
Bank of America	
Total Bank of America	0.00
FifthThird Bank	
Total Fifth Third Bank	0.00
Suntrust	
Total Suntrust	0.00
Mainstreet Community Bank	
Total Mainstreet Community Bank	0.00
FMB Bank	

	Nov 2019
Total FMB Bank	0.00
Zion's Bank	
Total Zion's Bank	0.00
Legacy Bank of Florida	
Total Legacy Bank of Florida	0.00
Total Checking/Savings	1,478,170.06
Total Accounts Receivable	0.00
OTHER CURRENT ASSETS	
1215-0007 - Due from District	54,008.64
1215-0053 - Due from Doral Middle (Current)	230,757.25
1215-0085 - Due from Doral Perf Arts (Current)	84,518.75
1250-0000 - Security Deposit	30,551.44
Total Other Current Assets	399,836.08
Total Current Assets	1,878,006.14
FIXED ASSETS	
Capital Outlay	
0610-0000 - Capitalized Library Books	30,656.36
Total Cap. Library Books	30,656.36
0620-0621 - Capitalized Audio Visual Materials	153,581.71
0620-1329 - Accum Dep Audio Visual	(140,803.41)
Total Cap. Audio Visual	12,778.30
0630-0000 - Buildings and Fixed Equipment	948,792.05
0630-0631 - Capitalized Buildings & Fixed Equip	8,285,296.29
0630-1339 - Accum Dep Building	(1,809,780.37)
Total Cap. Building & Equipment	7,424,307.97
Total Cap. Landscaping & Fencing	0.00
0640-0000 - Furniture, Fixtures & Equipment	5,592.00
0640-0641 - Capitalized Furniture, Fixtures & Equipment	3,998,350.62
0640-0642 - Capitalized Textbooks	1,696,059.55
0640-0643 - Capitalized Computer Hardware	1,788,294.32
0640-0645 - Capitalized Kitchen Equipment	48,070.55
0640-1342 - Accum Dep. Textbooks	(998,668.69)
0640-1343 - Accum Dep. Computer Hardware	(1,021,202.65)
0640-1345 - Accum Dep. Kitchen Equipment	(1,532.55)
0640-1349 - Accum Dep. Furniture Fixtures Equipment	(3,889,398.75)
Total Cap. Furniture Fixtures & Equipment	1,625,564.40
0670-0671 - Capitalized Improvements (Not Bldgs)	1,875.00
0670-1379 - Accum. Dep. Improv. (Not Bldgs)	(1,410.00)

	Nov 2019
Total Improvements (Not Buildings)	465.00
0680-0000 - Remodeling and Renovations	46,613.16
0680-0681 - Capitalized Remodeling & Renovations	1,115,185.11
0680-1389 - Accu. Deprec. Remodeling & Renovations	(1,482,788.87)
Total Cap. Remodeling & Renovations	(320,990.60)
0690-0000 - Computer Software	5,428.87
0690-0691 - Capitalized Computer Software	176,941.74
0690-1399 - Accu. Dep. Computer Software	(176,990.04)
Total Cap. Computer Software	5,380.57
Total Construction in Progress	0.00
Total Work in Progress	0.00
Total Motor Vehicles	0.00
Total Land	0.00
Total Intangible Assets	0.00
Total Fixed Assets	8,778,162.00
OTHER ASSETS	
1350-0042 - Due from Doral Technology (LT)	47,748.38
1350-0044 - Due from Doral Academy, Inc. (LT)	58,446.00
Total Other Assets	106,194.38
TOTAL ASSETS	10,762,362.52
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
2000-0000 - Accounts Payable	70,644.26
Total Current Liabilities	70,644.26
Other Current Liabilities	
2125-0000 - Internal Fund Liability	231,284.61
2135-0000 - Accrued Payroll	460,183.93
2136-0000 - Accrued Benefits	67,246.41
2137-0000 - Accrued Sick/Vac. Cashed Days	24,645.31
Total Other Current Liabilities	783,360.26
Long Term Liabilities	
2310-0041 - Due to Doral Performing Arts (LT)	300,000.00
Total Long Term Liabilities	300,000.00

TOTAL LIABILITIES	1,154,004.52
EQUITY	
3800-0000 - Prior Year Retained Earnings	9,734,939.10
- Current Year Net Income	(126,581.10)
TOTAL EQUITY	9,608,358.00
TOTAL LIABILITIES & EQUITY	10,762,362.52

	Thru:	Current Period 1 Month Nov 2019	Year-To-Date 5 Months Nov 2019
ORDINARY INCOME/EXPENSE			
Income			
4100-0000 - Capital Outlay Funds		77,548.00	310,009.00
4200-0000 - FEFP Funding		992,333.00	5,063,937.00
4204-0000 - Teacher Classroom Supply Assistance		0.00	30,438.00
4950-0000 - E-Rate		0.00	23,855.52
TOTAL INCOME		1,069,881.00	5,428,239.52
Expense			
Salaries and Benefits			
Salaries			
0100-0110 - Principal & Administrator		50,494.54	223,896.34
0100-0115 - IT		4,046.98	10,080.24
0100-0120 - Classroom Teacher		453,528.58	1,645,613.27
0100-0130 - Other Certified		15,358.54	62,579.07
0100-0131 - Counselor		16,622.62	79,183.59
0100-0140 - Substitute Teacher		13,852.97	25,542.84
0100-0150 - Teacher's Aide		17,685.46	87,130.37
0100-0155 - Tutoring		18,141.31	76,329.81
0100-0160 - Other Support Personnel		67,859.37	236,848.78
0100-0170 - Cafeteria		21,095.04	64,729.97
Total Salaries		678,685.41	2,511,934.28
Employee Benefits			
0200-0210 - Retirement		12,754.47	49,368.59
0200-0230 - Group Insurance		49,646.35	210,183.35
0200-0290 - Other Employee Benefits		63,408.47	237,897.41
Total Employee Benefits		125,809.29	497,449.35
Total Salaries and Benefits		804,494.70	3,009,383.63
Purchased/Contract Services			
Professional/Technical Services			
0310-0311 - Audit & Tax		0.00	16,050.00
0310-0313 - Speech Therapy		0.00	401.09
0310-0314 - ESSP Fees		67,500.00	337,500.00
0310-0315 - Other		(19.61)	7,045.04
0310-0316 - Dual Enrollment		39,942.92	129,108.06
0310-0318 - Security Services/OD Police Officers		0.00	13,718.78
0310-0320 - Virtual Fees		0.00	13,145.00
Total Professional/Technical Services		107,423.31	516,967.97
0320-0000 - Insurance and Bond Premiums		0.00	174,512.38
0330-0000 - Travel		3,012.48	11,539.16
0350-0000 - Repairs and Maintenance		37,937.71	217,424.17
0390-0000 - Other Purchased Services		0.00	3,803.87
		40,950.19	407,279.58
Total Purchased/Contract Services		148,373.50	924,247.55

	Thru:	Current Period 1 Month Nov 2019	Year-To-Date 5 Months Nov 2019
Rent and Utilities			
0360-0000 - Rentals		178,301.33	891,506.67
0360-0001 - Other Rentals		337.45	11,346.28
0370-0000 - Communications		0.00	25,993.86
0371-0000 - Phones		2,910.93	17,959.27
0372-0000 - Advertising		0.00	1,770.50
0380-0000 - Public Utility Services		10,066.63	43,989.00
0400-0430 - Electricity		31,338.97	99,150.73
Total Rent and Utilities		222,955.31	1,091,716.31
Materials and Supplies			
Supplies			
0510-0511 - Administration		0.00	14,683.54
0510-0512 - Instructional		524.25	280,039.28
0510-0513 - Maintenance		2,718.01	10,529.83
Non Capitalized Items			
0510-0621 - Noncapitalized Audio Visual		2,718.30	2,718.30
0510-0641 - Noncapitalized Furniture, Fixtures & E		336.78	336.78
0510-0681 - Noncapitalized Remodeling and Renov		0.00	2,723.17
Workbooks and Licenses			
0520-0522 - Licenses		2,922.24	66,470.79
0570-0000 - Food		42,911.09	61,783.87
Total Materials and Supplies		52,130.67	439,285.56
0700-9730 - Dues and Fees		122.35	18,064.20
0700-9780 - Depreciation Expense		0.00	285,089.14
Total Other Expenses		122.35	303,153.34
TOTAL EXPENSE		1,228,076.53	5,767,786.39
NET ORDINARY INCOME		(158,195.53)	(339,546.87)
OTHER INCOME/EXPENSE			
OTHER INCOME			
Total Aftercare Income		0.00	0.00
Program Fee Income			
Total Program Fee Income		0.00	0.00
Other Income			
0800-8830 - Fundraiser		19,883.48	60,002.51
0800-8840 - Miscellaneous Income		0.00	6,410.18
0800-8845 - Interest Income		1,670.82	7,834.56

	Thru:	**Current Period** 1 Month Nov 2019	**Year-To-Date** 5 Months Nov 2019
0800-8850 - Rental Income		2,000.00	2,000.00
0800-8881 - Student Deposits		9,141.00	38,439.24
0800-8883 - Lunch		78,729.75	98,781.08
Total Other Income		111,425.05	213,467.57
0700-9975 - Athletics Expense		0.00	501.80
TOTAL OTHER EXPENSE		0.00	501.80
NET OTHER INCOME		111,425.05	212,965.77
NET INCOME		(46,770.48)	(126,581.10)

ASSETS	
CURRENT ASSETS	
Checking/Savings	
Regions Bank	
1100-0001 - Operating	7,799,721.59
Total Regions Bank	7,799,721.59
Wells Fargo	
1101-0002 - Lunch	150,150.67
1101-0004 - Internal	142,958.67
Total Wells Fargo	293,109.34
Self Help Credit Union	
Total Bank	
Total Total Bank	0.00
Centennial Bank	
Total Centennial Bank	0.00
JPMorgan Chase	
Total JPMorgan Chase	0.00
PNC Bank	
Total PNC Bank	0.00
Sabadell Bank & Trust	
Total Sabadell Bank & Trust	0.00
Bank of America	
Total Bank of America	0.00
FifthThird Bank	
Total Fifth Third Bank	0.00
Suntrust	
Total Suntrust	0.00
Mainstreet Community Bank	
Total Mainstreet Community Bank	0.00
FMB Bank	

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Total FMB Bank	0.00
Zion's Bank	
Total Zion's Bank	0.00
Legacy Bank of Florida	
Total Legacy Bank of Florida	0.00
Total Checking/Savings	8,092,830.93
Total Accounts Receivable	0.00
OTHER CURRENT ASSETS	
1215-0007 - Due from District	54,044.07
Total Other Current Assets	54,044.07
Total Current Assets	8,146,875.00
FIXED ASSETS	
Capital Outlay	
0610-0000 - Capitalized Library Books	347.85
Total Cap. Library Books	347.85
0620-0621 - Capitalized Audio Visual Materials	(0.46)
0620-1329 - Accum Dep Audio Visual	0.44
Total Cap. Audio Visual	(0.02)
0630-0631 - Capitalized Buildings & Fixed Equip	1,670,193.40
0630-1339 - Accum Dep Building	(703,994.11)
Total Cap. Building & Equipment	966,199.29
Total Cap. Landscaping & Fencing	0.00
0640-0641 - Capitalized Furniture, Fixtures & Equipment	1,251,398.18
0640-0642 - Capitalized Textbooks	581,903.64
0640-0643 - Capitalized Computer Hardware	401,606.14
0640-0645 - Capitalized Kitchen Equipment	47,013.43
0640-1342 - Accum Dep. Textbooks	(151,517.41)
0640-1343 - Accum Dep. Computer Hardware	(333,924.86)
0640-1345 - Accum Dep. Kitchen Equipment	(187.35)
0640-1349 - Accum Dep. Furniture Fixtures Equipment	(1,460,239.17)
Total Cap. Furniture Fixtures & Equipment	336,052.60
0670-0000 - Improvements (Not Buildings)	373,808.82
0670-1379 - Accum. Dep. Improv. (Not Bldgs)	(100,155.72)
Total Improvements (Not Buildings)	273,653.10
0680-0000 - Remodeling and Renovations	203,763.87
0680-0681 - Capitalized Remodeling & Renovations	14,690.91

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0680-1389 - Accu. Deprec. Remodeling & Renovations	(310,902.77)
Total Cap. Remodeling & Renovations	(92,447.99)
0690-0000 - Computer Software	776.75
0690-0691 - Capitalized Computer Software	246,184.77
0690-1399 - Accu. Dep. Computer Software	(243,629.54)
Total Cap. Computer Software	3,331.98
Total Construction in Progress	0.00
Total Work in Progress	0.00
Total Motor Vehicles	0.00
Total Land	0.00
Total Intangible Assets	0.00
Total Fixed Assets	1,487,136.81
OTHER ASSETS	
1330-0000 - Security Deposit	32,136.80
1350-0044 - Due from Doral Academy, Inc. (LT)	3,860,644.00
Total Other Assets	3,892,780.80
TOTAL ASSETS	13,526,792.61
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
2000-0000 - Accounts Payable	49,306.29
Total Current Liabilities	49,306.29
Other Current Liabilities	
2125-0000 - Internal Fund Liability	116,465.47
2128-0030 - Due to Doral High (Current)	230,757.25
2135-0000 - Accrued Payroll	215,685.89
2136-0000 - Accrued Benefits	45,197.52
2137-0000 - Accrued Sick/Vac. Cashed Days	26,703.11
Total Other Current Liabilities	634,809.24
Long Term Liabilities	
Total Long Term Liabilities	0.00
TOTAL LIABILITIES	684,115.53

EQUITY	
3800-0000 - Prior Year Retained Earnings	11,768,329.92
- Current Year Net Income	1,074,347.16
TOTAL EQUITY	12,842,677.08
TOTAL LIABILITIES & EQUITY	13,526,792.61

	Thru:	**Current Period** 1 Month Nov 2019	**Year-To-Date** 5 Months Nov 2019
ORDINARY INCOME/EXPENSE			
Income			
4100-0000 - Capital Outlay Funds		62,731.00	250,774.00
4200-0000 - FEFP Funding		787,361.00	4,359,489.00
4204-0000 - Teacher Classroom Supply Assistance		0.00	17,442.00
TOTAL INCOME		850,092.00	4,627,705.00
Expense			
Salaries and Benefits			
Salaries			
0100-0110 - Principal & Administrator		41,517.82	199,960.62
0100-0115 - IT		3,327.54	23,401.13
0100-0120 - Classroom Teacher		286,322.42	970,287.09
0100-0130 - Other Certified		6,708.14	23,905.13
0100-0131 - Counselor		30,420.82	107,349.96
0100-0140 - Substitute Teacher		11,688.52	23,238.25
0100-0150 - Teacher's Aide		893.04	18,578.57
0100-0155 - Tutoring		5,280.85	24,508.20
0100-0160 - Other Support Personnel		57,286.62	186,249.54
0100-0170 - Cafeteria		21,675.56	62,274.26
Total Salaries		465,121.33	1,639,752.75
Employee Benefits			
0200-0210 - Retirement		10,646.77	39,865.30
0200-0230 - Group Insurance		30,596.01	139,063.87
0200-0290 - Other Employee Benefits		44,752.71	158,836.40
Total Employee Benefits		85,995.49	337,765.57
Total Salaries and Benefits		551,116.82	1,977,518.32
Purchased/Contract Services			
Professional/Technical Services			
0310-0311 - Audit & Tax		0.00	14,970.00
0310-0313 - Speech Therapy		0.00	861.25
0310-0314 - ESSP Fees		54,187.50	270,937.50
0310-0315 - Other		0.00	3,333.65
0310-0318 - Security Services/OD Police Officers		0.00	11,775.42
0310-0320 - Virtual Fees		0.00	717.00
Total Professional/Technical Services		54,187.50	302,594.82
0320-0000 - Insurance and Bond Premiums		0.00	151,744.14
0330-0000 - Travel		0.00	829.21
0350-0000 - Repairs and Maintenance		7,151.07	45,830.34
		7,151.07	198,403.69
Total Purchased/Contract Services		61,338.57	500,998.51
Rent and Utilities			

	Thru:	Current Period 1 Month Nov 2019	Year-To-Date 5 Months Nov 2019
0360-0000 - Rentals		156,363.13	781,815.65
0360-0001 - Other Rentals		0.00	16,786.51
0370-0000 - Communications		0.00	624.28
0371-0000 - Phones		1,959.24	9,556.47
0372-0000 - Advertising		0.00	188.08
0380-0000 - Public Utility Services		1,545.62	12,219.73
0400-0430 - Electricity		9,476.08	47,505.45
Total Rent and Utilities		169,344.07	868,696.17
Materials and Supplies			
Supplies			
0510-0511 - Administration		0.00	1,682.27
0510-0512 - Instructional		0.00	151,281.98
0510-0513 - Maintenance		1,054.09	1,054.09
Non Capitalized Items			
0510-0641 - Noncapitalized Furniture, Fixtures & E		171.44	171.44
Workbooks and Licenses			
0520-0522 - Licenses		0.00	62,961.05
0570-0000 - Food		22,991.63	39,835.46
Total Materials and Supplies		24,217.16	256,986.29
0700-9730 - Dues and Fees		537.43	24,788.04
0700-9780 - Depreciation Expense		0.00	85,275.41
Total Other Expenses		537.43	110,063.45
TOTAL EXPENSE		806,554.05	3,714,262.74
NET ORDINARY INCOME		43,537.95	913,442.26
OTHER INCOME/EXPENSE			
OTHER INCOME			
Total Aftercare Income		0.00	0.00
Program Fee Income			
Total Program Fee Income		0.00	0.00
Other Income			
0800-8830 - Fundraiser		214.86	(15,740.05)
0800-8845 - Interest Income		10,827.30	56,645.15
0800-8881 - Student Deposits		2,712.50	47,359.21
0800-8882 - Breakfast		0.00	977.81
0800-8883 - Lunch		60,164.39	71,662.78
Total Other Income		73,919.05	160,904.90
TOTAL OTHER EXPENSE		0.00	0.00

	Thru:	**Current Period** 1 Month Nov 2019	**Year-To-Date** 5 Months Nov 2019
NET OTHER INCOME		73,919.05	160,904.90
NET INCOME		117,457.00	1,074,347.16

Nov 2019

ASSETS	
CURRENT ASSETS	
Checking/Savings	
Regions Bank	
1100-0001 - Operating	2,822,939.34
Total Regions Bank	2,822,939.34
Wells Fargo	
Total Wells Fargo	0.00
Self Help Credit Union	
Total Bank	
Total Total Bank	0.00
Centennial Bank	
Total Centennial Bank	0.00
JPMorgan Chase	
Total JPMorgan Chase	0.00
PNC Bank	
Total PNC Bank	0.00
Sabadell Bank & Trust	
Total Sabadell Bank & Trust	0.00
Bank of America	
Total Bank of America	0.00
FifthThird Bank	
Total Fifth Third Bank	0.00
Suntrust	
Total Suntrust	0.00
Mainstreet Community Bank	
Total Mainstreet Community Bank	0.00
FMB Bank	
Total FMB Bank	0.00

Zion's Bank	
Total Zion's Bank	0.00
Legacy Bank of Florida	
Total Legacy Bank of Florida	0.00
Total Checking/Savings	2,822,939.34
Total Accounts Receivable	0.00
OTHER CURRENT ASSETS	
1215-0007 - Due from District	18,447.10
Total Other Current Assets	18,447.10
Total Current Assets	2,841,386.44
FIXED ASSETS	
Capital Outlay	
0610-0000 - Capitalized Library Books	171,813.96
Total Cap. Library Books	171,813.96
0620-1329 - Accum Dep Audio Visual	(171,813.99)
Total Cap. Audio Visual	(171,813.99)
Total Cap. Building & Equipment	0.00
Total Cap. Landscaping & Fencing	0.00
0640-0641 - Capitalized Furniture, Fixtures & Equipment	167,426.39
0640-0642 - Capitalized Textbooks	61,925.54
0640-0643 - Capitalized Computer Hardware	29,009.62
0640-1342 - Accum Dep. Textbooks	(19,394.21)
0640-1343 - Accum Dep. Computer Hardware	(21,507.51)
0640-1349 - Accum Dep. Furniture Fixtures Equipment	(191,841.98)
Total Cap. Furniture Fixtures & Equipment	25,617.85
Total Improvements (Not Buildings)	0.00
Total Cap. Remodeling & Renovations	0.00
0690-0691 - Capitalized Computer Software	3,519.00
0690-1399 - Accu. Dep. Computer Software	(977.50)
Total Cap. Computer Software	2,541.50
Total Construction in Progress	0.00
Total Work in Progress	0.00
Total Motor Vehicles	0.00

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Total Land	0.00
Total Intangible Assets	0.00
Total Fixed Assets	28,159.32
OTHER ASSETS	
1350-0028 - Due from Doral High (LT)	300,000.00
1350-0044 - Due from Doral Academy, Inc. (LT)	1,900,000.00
Total Other Assets	2,200,000.00
TOTAL ASSETS	5,069,545.76
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
2000-0000 - Accounts Payable	60,774.10
Total Current Liabilities	60,774.10
Other Current Liabilities	
2128-0030 - Due to Doral High (Current)	84,518.75
2135-0000 - Accrued Payroll	94,910.76
2136-0000 - Accrued Benefits	14,655.90
2137-0000 - Accrued Sick/Vac. Cashed Days	6,360.65
Total Other Current Liabilities	200,446.06
Long Term Liabilities	
Total Long Term Liabilities	0.00
TOTAL LIABILITIES	261,220.16
EQUITY	
3800-0000 - Prior Year Retained Earnings	4,560,527.16
- Current Year Net Income	247,798.44
TOTAL EQUITY	4,808,325.60
TOTAL LIABILITIES & EQUITY	5,069,545.76

	Thru:	Current Period 1 Month Nov 2019	Year-To-Date 5 Months Nov 2019
ORDINARY INCOME/EXPENSE			
Income			
4100-0000 - Capital Outlay Funds		17,292.00	69,126.00
4200-0000 - FEFP Funding		218,339.00	1,111,762.00
4204-0000 - Teacher Classroom Supply Assistance		0.00	2,052.00
TOTAL INCOME		235,631.00	1,182,940.00
Expense			
Salaries and Benefits			
Salaries			
0100-0110 - Principal & Administrator		11,220.94	55,398.03
0100-0115 - IT		899.33	2,240.33
0100-0120 - Classroom Teacher		65,260.36	260,546.01
0100-0130 - Other Certified		1,813.00	6,788.41
0100-0131 - Counselor		0.00	4,592.73
0100-0150 - Teacher's Aide		0.00	4,525.40
0100-0155 - Tutoring		481.40	2,865.37
0100-0160 - Other Support Personnel		13,862.97	34,208.16
Total Salaries		93,538.00	371,164.44
Employee Benefits			
0200-0210 - Retirement		1,458.49	7,637.30
0200-0230 - Group Insurance		8,924.88	40,431.44
0200-0290 - Other Employee Benefits		8,959.51	35,049.78
Total Employee Benefits		19,342.88	83,118.52
Total Salaries and Benefits		112,880.88	454,282.96
Purchased/Contract Services			
Professional/Technical Services			
0310-0311 - Audit & Tax		0.00	9,300.00
0310-0313 - Speech Therapy		0.00	88.91
0310-0314 - ESSP Fees		14,962.50	74,812.50
0310-0315 - Other		0.00	526.67
0310-0316 - Dual Enrollment		0.00	3,958.90
0310-0318 - Security Services/OD Police Officers		0.00	1,585.19
Total Professional/Technical Services		14,962.50	90,272.17
0320-0000 - Insurance and Bond Premiums		0.00	32,019.47
0350-0000 - Repairs and Maintenance		2,457.99	27,217.72
0390-0000 - Other Purchased Services		0.00	116.13
		2,457.99	59,353.32
Total Purchased/Contract Services		17,420.49	149,625.49
Rent and Utilities			
0360-0000 - Rentals		39,523.46	197,617.30
0360-0001 - Other Rentals		74.80	2,515.08
0370-0000 - Communications		0.00	4,482.34

	Thru:	Current Period 1 Month Nov 2019	Year-To-Date 5 Months Nov 2019
0371-0000 - Phones		645.25	3,980.96
0380-0000 - Public Utility Services		2,231.44	9,497.58
0400-0430 - Electricity		6,946.81	21,978.42
Total Rent and Utilities		49,421.76	240,071.68
Materials and Supplies			
Supplies			
0510-0511 - Administration		0.00	1,841.83
0510-0512 - Instructional		2,753.23	83,387.36
0510-0513 - Maintenance		602.49	2,014.91
Non Capitalized Items			
0510-0621 - Noncapitalized Audio Visual		156.95	156.95
Workbooks and Licenses			
0520-0522 - Licenses		647.76	12,628.81
Total Materials and Supplies		4,160.43	100,029.86
0700-9730 - Dues and Fees		0.00	13,459.77
Total Other Expenses		0.00	13,459.77
TOTAL EXPENSE		183,883.56	957,469.76
NET ORDINARY INCOME		51,747.44	225,470.24
OTHER INCOME/EXPENSE			
OTHER INCOME			
Total Aftercare Income		0.00	0.00
Program Fee Income			
Total Program Fee Income		0.00	0.00
Other Income			
0800-8845 - Interest Income		4,032.48	22,328.20
Total Other Income		4,032.48	22,328.20
TOTAL OTHER EXPENSE		0.00	0.00
NET OTHER INCOME		4,032.48	22,328.20
NET INCOME		55,779.92	247,798.44

ASSETS	
CURRENT ASSETS	
Checking/Savings	
Regions Bank	
1100-0001 - Operating	2,754,030.85
Total Regions Bank	2,754,030.85
Wells Fargo	
Total Wells Fargo	0.00
Self Help Credit Union	
Total Bank	
Total Total Bank	0.00
Centennial Bank	
Total Centennial Bank	0.00
JPMorgan Chase	
Total JPMorgan Chase	0.00
PNC Bank	
Total PNC Bank	0.00
Sabadell Bank & Trust	
Total Sabadell Bank & Trust	0.00
Bank of America	
Total Bank of America	0.00
FifthThird Bank	
Total Fifth Third Bank	0.00
Suntrust	
Total Suntrust	0.00
Mainstreet Community Bank	
Total Mainstreet Community Bank	0.00
FMB Bank	
Total FMB Bank	0.00

Zion's Bank	
Total Zion's Bank	0.00
Legacy Bank of Florida	
Total Legacy Bank of Florida	0.00
Total Checking/Savings	2,754,030.85
Total Accounts Receivable	0.00
OTHER CURRENT ASSETS	
1215-0007 - Due from District	9,203.68
Total Other Current Assets	9,203.68
Total Current Assets	2,763,234.53
FIXED ASSETS	
Capital Outlay	
Total Cap. Library Books	0.00
0620-0621 - Capitalized Audio Visual Materials	64,216.20
0620-1329 - Accum Dep Audio Visual	(76,998.90)
Total Cap. Audio Visual	(12,782.70)
Total Cap. Building & Equipment	0.00
Total Cap. Landscaping & Fencing	0.00
0640-0641 - Capitalized Furniture, Fixtures & Equipment	1,760.00
0640-0642 - Capitalized Textbooks	66,679.99
0640-0643 - Capitalized Computer Hardware	334,033.46
0640-1342 - Accum Dep. Textbooks	(22,632.45)
0640-1343 - Accum Dep. Computer Hardware	(304,268.40)
0640-1349 - Accum Dep. Furniture Fixtures Equipment	(45,249.92)
0640-1359 - Accum Dep. Leases	0.44
Total Cap. Furniture Fixtures & Equipment	30,323.12
Total Improvements (Not Buildings)	0.00
Total Cap. Remodeling & Renovations	0.00
Total Cap. Computer Software	0.00
Total Construction in Progress	0.00
Total Work in Progress	0.00
Total Motor Vehicles	0.00

	Nov 2019
Total Land	0.00
Total Intangible Assets	0.00
Total Fixed Assets	17,540.42
OTHER ASSETS	
1350-0044 - Due from Doral Academy, Inc. (LT)	100,000.00
Total Other Assets	100,000.00
TOTAL ASSETS	2,880,774.95
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
2000-0000 - Accounts Payable	11,212.50
Total Current Liabilities	11,212.50
Other Current Liabilities	
2128-0030 - Due to Doral High (Current)	47,748.38
2135-0000 - Accrued Payroll	40,740.36
2136-0000 - Accrued Benefits	7,333.29
2137-0000 - Accrued Sick/Vac. Cashed Days	4,022.07
Total Other Current Liabilities	99,844.10
Long Term Liabilities	
Total Long Term Liabilities	0.00
TOTAL LIABILITIES	111,056.60
EQUITY	
3800-0000 - Prior Year Retained Earnings	2,445,881.29
- Current Year Net Income	323,837.06
TOTAL EQUITY	2,769,718.35
TOTAL LIABILITIES & EQUITY	2,880,774.95

	Thru:	Current Period 1 Month Nov 2019	Year-To-Date 5 Months Nov 2019
ORDINARY INCOME/EXPENSE			
Income			
4100-0000 - Capital Outlay Funds		12,915.00	51,628.00
4200-0000 - FEFP Funding		177,735.00	745,969.00
4204-0000 - Teacher Classroom Supply Assistance		0.00	1,026.00
TOTAL INCOME		190,650.00	798,623.00
Expense			
Salaries and Benefits			
Salaries			
0100-0110 - Principal & Administrator		8,975.45	45,129.39
0100-0115 - IT		719.46	1,791.33
0100-0120 - Classroom Teacher		5,272.58	54,855.02
0100-0130 - Other Certified		1,450.40	3,953.16
0100-0131 - Counselor		0.00	2,955.14
0100-0150 - Teacher's Aide		0.00	147.76
0100-0155 - Tutoring		491.71	3,816.18
0100-0160 - Other Support Personnel		11,166.86	27,256.28
Total Salaries		28,076.46	139,904.26
Employee Benefits			
0200-0210 - Retirement		539.06	3,477.99
0200-0230 - Group Insurance		1,361.01	13,398.39
0200-0290 - Other Employee Benefits		2,815.52	13,268.98
Total Employee Benefits		4,715.59	30,145.36
Total Salaries and Benefits		32,792.05	170,049.62
Purchased/Contract Services			
Professional/Technical Services			
0310-0311 - Audit & Tax		0.00	7,300.00
0310-0314 - ESSP Fees		11,212.50	56,062.50
0310-0315 - Other		0.00	538.35
0310-0318 - Security Services/OD Police Officers		0.00	2,436.58
Total Professional/Technical Services		11,212.50	66,337.43
0320-0000 - Insurance and Bond Premiums		0.00	21,592.35
0350-0000 - Repairs and Maintenance		2,623.94	8,799.82
		2,623.94	30,392.17
Total Purchased/Contract Services		13,836.44	96,729.60
Rent and Utilities			
0360-0000 - Rentals		32,354.73	161,773.63
0360-0001 - Other Rentals		0.00	3,473.48
0370-0000 - Communications		0.00	525.72
0371-0000 - Phones		405.41	1,977.43

	Thru:	Current Period 1 Month Nov 2019	Year-To-Date 5 Months Nov 2019
0372-0000 - Advertising		0.00	38.92
0380-0000 - Public Utility Services		319.82	2,512.81
0400-0430 - Electricity		1,960.79	9,829.83
Total Rent and Utilities		35,040.75	180,131.82
Materials and Supplies			
Supplies			
0510-0511 - Administration		0.00	348.10
0510-0512 - Instructional		0.00	28,661.26
0510-0513 - Maintenance		218.11	218.11
Non Capitalized Items			
Workbooks and Licenses			
0520-0522 - Licenses		0.00	11,927.52
Total Materials and Supplies		218.11	41,154.99
0700-9730 - Dues and Fees		0.00	8,318.05
Total Other Expenses		0.00	8,318.05
TOTAL EXPENSE		81,887.35	496,384.08
NET ORDINARY INCOME		108,762.65	302,238.92
OTHER INCOME/EXPENSE			
OTHER INCOME			
Total Aftercare Income		0.00	0.00
Program Fee Income			
Total Program Fee Income		0.00	0.00
Other Income			
0800-8840 - Miscellaneous Income		50.00	50.00
0800-8845 - Interest Income		3,811.06	21,548.14
Total Other Income		3,861.06	21,598.14
TOTAL OTHER EXPENSE		0.00	0.00
NET OTHER INCOME		3,861.06	21,598.14
NET INCOME		112,623.71	323,837.06

	Nov 2019
ASSETS	
CURRENT ASSETS	
Checking/Savings	
Regions Bank	
1100-0001 - Operating	997,258.73
Total Regions Bank	997,258.73
Wells Fargo	
Total Wells Fargo	0.00
Self Help Credit Union	
Total Bank	
Total Total Bank	0.00
Centennial Bank	
Total Centennial Bank	0.00
JPMorgan Chase	
Total JPMorgan Chase	0.00
PNC Bank	
Total PNC Bank	0.00
Sabadell Bank & Trust	
Total Sabadell Bank & Trust	0.00
Bank of America	
Total Bank of America	0.00
FifthThird Bank	
Total Fifth Third Bank	0.00
Suntrust	
Total Suntrust	0.00
Mainstreet Community Bank	
Total Mainstreet Community Bank	0.00
FMB Bank	
Total FMB Bank	0.00

Zion's Bank	
Total Zion's Bank	0.00
Legacy Bank of Florida	
Total Legacy Bank of Florida	0.00
Total Checking/Savings	997,258.73
Total Accounts Receivable	0.00
OTHER CURRENT ASSETS	
1215-0007 - Due from District	10,191.16
Total Other Current Assets	10,191.16
Total Current Assets	1,007,449.89
FIXED ASSETS	
Capital Outlay	
Total Cap. Library Books	0.00
Total Cap. Audio Visual	0.00
Total Cap. Building & Equipment	0.00
Total Cap. Landscaping & Fencing	0.00
0640-0641 - Capitalized Furniture, Fixtures & Equipment	160,316.99
0640-0642 - Capitalized Textbooks	128,555.75
0640-0643 - Capitalized Computer Hardware	87,454.02
0640-1342 - Accum Dep. Textbooks	(34,815.36)
0640-1343 - Accum Dep. Computer Hardware	(84,496.36)
0640-1349 - Accum Dep. Furniture Fixtures Equipment	(192,774.09)
Total Cap. Furniture Fixtures & Equipment	64,240.95
Total Improvements (Not Buildings)	0.00
Total Cap. Remodeling & Renovations	0.00
Total Cap. Computer Software	0.00
Total Construction in Progress	0.00
Total Work in Progress	0.00
Total Motor Vehicles	0.00
Total Land	0.00

	Nov 2019
Total Intangible Assets	0.00
Total Fixed Assets	64,240.95
OTHER ASSETS	
Total Other Assets	0.00
TOTAL ASSETS	1,071,690.84
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Total Current Liabilities	0.00
Other Current Liabilities	
2128-0001 - Due to Doral Academy	178,852.00
2135-0000 - Accrued Payroll	59,533.10
2136-0000 - Accrued Benefits	8,477.15
Total Other Current Liabilities	246,862.25
Long Term Liabilities	
Total Long Term Liabilities	0.00
TOTAL LIABILITIES	246,862.25
EQUITY	
3800-0000 - Prior Year Retained Earnings	656,812.73
- Current Year Net Income	168,015.86
TOTAL EQUITY	824,828.59
TOTAL LIABILITIES & EQUITY	1,071,690.84

	Thru:	Current Period 1 Month Nov 2019	Year-To-Date 5 Months Nov 2019
ORDINARY INCOME/EXPENSE			
Income			
4100-0000 - Capital Outlay Funds		9,923.00	39,666.00
4200-0000 - FEFP Funding		138,911.00	655,478.00
4204-0000 - Teacher Classroom Supply Assistance		0.00	2,052.00
TOTAL INCOME		148,834.00	697,196.00
Expense			
Salaries and Benefits			
Salaries			
0100-0110 - Principal & Administrator		11,237.26	38,226.45
0100-0115 - IT		1,072.34	2,522.27
0100-0120 - Classroom Teacher		66,397.36	230,757.08
0100-0130 - Other Certified		0.00	994.14
0100-0131 - Counselor		2,400.01	10,021.27
0100-0150 - Teacher's Aide		5,303.25	10,179.75
0100-0155 - Tutoring		1,223.32	1,631.09
0100-0160 - Other Support Personnel		6,926.22	16,324.05
Total Salaries		94,559.76	310,656.10
Employee Benefits			
0200-0210 - Retirement		2,253.97	8,360.12
0200-0230 - Group Insurance		4,994.52	24,586.88
0200-0290 - Other Employee Benefits		8,774.45	29,096.94
Total Employee Benefits		16,022.94	62,043.94
Total Salaries and Benefits		110,582.70	372,700.04
Purchased/Contract Services			
Professional/Technical Services			
0310-0311 - Audit & Tax		0.00	8,300.00
0310-0314 - ESSP Fees		8,625.00	43,125.00
0310-0320 - Virtual Fees		0.00	2,151.00
Total Professional/Technical Services		8,625.00	53,576.00
0320-0000 - Insurance and Bond Premiums		0.00	8,628.90
		0.00	8,628.90
Total Purchased/Contract Services		8,625.00	62,204.90
Rent and Utilities			
0360-0000 - Rentals		16,050.00	80,250.00
0370-0000 - Communications		331.38	1,162.76
0371-0000 - Phones		0.00	1,050.61
Total Rent and Utilities		16,381.38	82,463.37
Materials and Supplies			

	Thru:	Current Period 1 Month Nov 2019	Year-To-Date 5 Months Nov 2019
Supplies			
0510-0512 - Instructional		0.00	3,901.45
Non Capitalized Items			
Workbooks and Licenses			
0520-0521 - Workbooks		0.00	314.46
0520-0522 - Licenses		0.00	3,060.50
0570-0000 - Food		0.00	(0.04)
Total Materials and Supplies		0.00	7,276.37
0700-9730 - Dues and Fees		0.00	4,622.95
0700-9732 - Dues and Fees: ADP (EZLM)		0.00	26.10
0700-9780 - Depreciation Expense		0.00	8,006.49
Total Other Expenses		0.00	12,655.54
TOTAL EXPENSE		135,589.08	537,300.22
NET ORDINARY INCOME		13,244.92	159,895.78
OTHER INCOME/EXPENSE			
OTHER INCOME			
Total Aftercare Income		0.00	0.00
Program Fee Income			
Total Program Fee Income		0.00	0.00
Other Income			
0800-8845 - Interest Income		1,392.48	8,120.08
Total Other Income		1,392.48	8,120.08
TOTAL OTHER EXPENSE		0.00	0.00
NET OTHER INCOME		1,392.48	8,120.08
NET INCOME		14,637.40	168,015.86