

3030 SG Components Comparison 2015-2018

DORAL ACADEMY		2014-2015 Baseline	2015-2016	2016-2017	2017-2018
Proficiency	ELA	84	85	87	88
	Math	87	91	91	90
	Science	82	82	78	77
	Social Studies				
	Middle School Acceleration				
	Graduation				
	HS Acceleration				
	Total Points	253	258	256	255
Learning Gains	ELA LG		75	70	69
	ELALG 25		66	57	67
	Math LG		75	73	67
	MathLG 25		74	72	64
	Total Points		290	272	267
Total Points and Letter Grade	Total points	253	548	528	522
	Nr.of Components	3	7	7	7
	% Score	84%	78%	75%	75%
	Letter Grade	A	A	A	A
Ranked State Wide on % Score		15	17	18	19

2017	Letter	Earned Points
0%	F	0
32%	D	224
41%	C	287
54%	B	378
62%	A	434

ACADEMICA DADE 2015-2018		Third Graders							
% of Students attaining levels 3		Reading				Math			
Location	School	2015	2016	2017	2018	2015	2016	2017	2018
0	STATE	53	54	58	57	59	61	62	62
13	DADE COUNTY	53	54	58	61	60	65	65	67
3030	DORAL ACADEMY	83	81	93	95	84	90	95	91

ACADEMICA DADE 2015-18		Fourth Graders							
% of Students attaining levels :		Reading				Math			
Location	School	2015	2016	2017	2018	2015	2016	2017	2018
0	STATE	53	52	56	56	59	59	64	62
13	DADE COUNTY	54	53	57	60	62	61	68	68
3030	DORAL ACADEMY	86	90	84	90	95	93	95	90

ACADEMICA DADE 2015-18		Fifth Graders							
% of Students attaining level		Reading				Math			
Location	School	2015	2016	2017	2018	2015	2016	2017	2018
0	STATE	52	52	53	55	52	55	57	61
13	DADE COUNTY	54	54	54	59	54	58	60	66
3030	DORAL ACADEMY	79	83	83	80	83	91	83	87

ACADEMICA DADE 2012-2017		Fifth Graders			
% of Students attaining levels :		Science			
Location	School	2015	2016	2017	2018
0	STATE	53	51	51	55
13	DADE COUNTY	49	50	51	56
3030	DORAL ACADEMY	81	82	78	77

3029 SG Components Comparison 2015-2018

DORAL ACADEMY OF TECHNOLOGY		2014-2015 Baseline	2015-2016	2016-2017	2017-2018
Proficiency	ELA	98	99	100	99
	Math	98	99	99	100
	Science	97	98	99	98
	Social Studies	100	100	100	100
	Middle School Acceleration	97	99	81	93
	Graduation				
	HS Acceleration				
	Total Points	490	495	479	490
Learning Gains	ELA LG		80	80	79
	ELALG 25		81	88	80
	Math LG		85	91	84
	MathLG 25		89	98	82
	Total Points		335	357	325
Total Points and Letter Grade	Total points	490	830	836	815
	Nr.of Components	5	9	9	9
	% Score	98%	92%	93%	91%
	Letter Grade	A	A	A	A
Ranked State Wide on % Score		3	4	2	3

2017	Letter	Earned Points
0%	F	0
32%	D	288
41%	C	369
54%	B	486
62%	A	558

ACADEMICA DADE 2015-18		Sixth Graders							
% of Students attaining levels 3-5		Reading				Math			
Location	School	2015	2016	2017	2018	2015	2016	2017	2018
0	STATE	51	52	52	52	50	50	51	52
13	DADE COUNTY	49	51	53	53	49	49	52	56
3029	DORAL ACADEMY OF TECHNOLOGY	100	98	100	99	96	100	98	100

ACADEMICA DADE 2015-18		Seventh Graders							
% of Students attaining levels 3-5		Reading				Math			
Location	School	2015	2016	2017	2018	2015	2016	2017	2018
0	STATE	51	49	52	51	52	52	53	54
13	DADE COUNTY	50	48	52	54	46	47	49	52
3029	DORAL ACADEMY OF TECHNOLOGY	97	100	100	98	93	93	100	100

ACADEMICA DADE 2015-18		Eighth Graders							
% of Students attaining levels 3-5		Reading				Math			
Location	School	2015	2016	2017	2018	2015	2016	2017	2018
0	STATE	55	57	55	58	45	48	46	45
13	DADE COUNTY	55	56	55	59	38	41	39	38
3029	DORAL ACADEMY OF TECHNOLOGY	97	98	100	98			100	*

ACADEMICA DADE 2012-2017		Eight Graders			
% of Students attaining levels 3-5		Science			
Location	School	2015	2016	2017	2018
0	STATE	48	48	48	50
13	DADE COUNTY	41	42	42	44
3029	DORAL ACADEMY OF TECHNOLOGY	92		100	94

ACADEMICA DADE 2015-18		Middle and K-8			
% of Students attaining levels 3-5		Algebra I			
Location	School	2015	2016	2017	2018
0	STATE	81	86	88	89
13	DADE COUNTY	77	84	87	89
3029	DORAL ACADEMY OF TECHNOLOGY	100		100	100

ACADEMICA DADE 2015-18		Middle and K-8			
% of Students attaining levels 3-5		Geometry			
Location	School	2015	2016	2017	2018
0	STATE	93	94	94	95
13	DADE COUNTY	90	91	94	95
3029	DORAL ACADEMY OF TECHNOLOGY	99		100	100

ACADEMICA DADE 2015-18		Middle and K-8			
% of Students attaining levels 3-5		Biology			
Location	School	2015	2016	2017	2018
0	STATE	90	91	91	90
13	DADE COUNTY	88	89	90	91
3029	DORAL ACADEMY OF TECHNOLOGY	100		98	100

ACADEMICA DADE Civics Results 2015-18		Seventh Graders			
% of Students attaining levels 3-5		Civics			
Location	School	2015	2016	2017	2018
0	STATE	65	68	70	71
13	DADE COUNTY	61	64	69	72
3029	DORAL ACADEMY OF TECHNOLOGY	100	100	100	100

DAVIDSON AND JONES CONSTRUCTION COMPANY, INC

North Carolina Department of Education
Office of Charter Schools
Raleigh, NC 27699

September 27, 2018

RE: Doral Charter School Miami in Southeast Wake County

Dear NC Department of Education,

As a longtime resident of Wake County, I am happy to offer my support on behalf of Doral Academy for their Charter request for Southeast Wake County.

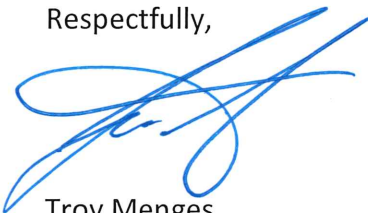
Having grown up in Southeast Wake County in the mid 1980's, I personally experienced what our Public School System had to offer. However, fast forward to 2018 and the growth our County has experienced, especially in Southeast Wake County has been and continues to be tremendous. Therefore, the need for education options is vitally important.

I have had the pleasure of meeting and learning about how Doral manages their schools and they types of curriculum they offer. Therefore, I am excited to know that we have the chance to bring Doral Academy into Southeast Wake County and give our growing population this wonder opportunity to experience an education with Doral.

I would not hesitate to grant Doral Academy the Charter they are requesting. My opinion, as a resident of Wake County, it would be a great benefit to have Doral in our market and show a sign of support to our parents and children, that we care and want what is best for our leaders of tomorrow.

I look forward to seeing Doral Academy educating our children in Southeast Wake County in the very near future.

Respectfully,



Troy Menges
Director
(d) 919.602.5144
(em) troy@dj1918.com



September 28, 2018

David Anderson
Chairman
ABC Board of Education
1234 Broad Street
Raleigh, NC 27606

Dear Mr. Anderson:

I am writing this letter in support of Doral Academy's application to open a charter school in or around the town of Garner, NC. Doral Academy Charter Schools are a nationally recognized, high-performing charter school. The Doral Academy of Technology, in Miami, FL, has consistently been rated an "A" school, since its opening in 2011. It has also been recognized by the Florida Department of Education as one of the highest performing schools in the state.

As you may be aware, there are currently thousands of charter school applicants on wait lists in North Carolina. Parents throughout the state are looking for high-quality options when it comes to educating their children. The town of Garner is no exception. Garner families can benefit from the addition of this exceptional STEM-based educational option in their community.

Legacy Funding Services fully supports Doral Academy's application to become a part of North Carolina's academic landscape. It is my hope that you will welcome this new addition and the potential it holds for Garner families and the surrounding community.

Howard Sowell
CEO



Appendix A1

The demographic results are provided below:

SCHOOL NAME	AMERICAN INDIAN PCT	ASIAN PC	BLACK PC	HISPANIC	PACIFIC ISLANDER	TWO OR MORE RACES PC	WHITE PCT	FR PERCENTAGE	LEP PERCENTAGE
Rand Road Elementary	0.00%	1.50%	16.20%	15.60%	0.00%	3.90%	62.80%	33.30%	7.60%
Vance Elementary	0.00%	1.90%	19.70%	19.50%	0.00%	2.70%	56.20%	39.20%	12.20%
Vandora Springs Elementary	0.40%	1.60%	27.60%	29.40%	0.40%	4.10%	36.50%	56.80%	18.30%
Washington Elementary	0.70%	33.20%	27.20%	14.00%	0.00%	2.60%	22.30%	35.10%	9.90%
Hunter Elementary	0.40%	9.90%	36.20%	8.70%	0.10%	4.50%	40.10%	36.40%	6.70%
Aversboro Elementary	0.40%	1.80%	36.10%	25.90%	0.00%	3.90%	31.80%	57.30%	10.40%
Timber Drive Elementary	0.50%	1.40%	34.40%	15.10%	0.00%	3.10%	45.60%	48.10%	10.50%
East Garner Elementary	0.60%	1.30%	56.30%	31.60%	0.50%	2.50%	7.20%	80.90%	19.70%
Barwell Road Elementary	0.30%	4.40%	56.00%	32.50%	0.70%	2.80%	3.20%	76.20%	23.60%
Walnut Creek Elementary	0.00%	0.90%	57.20%	34.40%	0.00%	2.10%	5.50%	71.20%	19.40%
Poe Elementary	0.30%	0.50%	57.20%	24.20%	0.00%	2.90%	14.90%	66.50%	14.90%
Smith Elementary	0.00%	2.40%	29.00%	52.70%	0.00%	2.80%	13.20%	78.10%	31.40%
Creech Road Elementary	0.40%	0.50%	46.90%	35.10%	0.00%	5.10%	12.00%	77.50%	18.80%
Bugg Elementary	0.00%	0.70%	76.10%	16.70%	0.00%	3.00%	3.40%	76.60%	11.60%
	0.29%	4.43%	41.15%	25.39%	0.12%	3.29%	25.34%	59.51%	15.36%
Ligon Middle	0.10%	9.10%	30.00%	11.90%	0.30%	4.80%	43.80%	31.30%	2.70%
Carnage Middle	0.30%	31.80%	37.10%	13.90%	0.40%	2.60%	13.90%	38.90%	3.30%
Moore Square Museum Magnet Middle	0.00%	1.30%	29.60%	15.10%	0.00%	2.30%	51.60%	62.40%	4.70%
Centennial Campus Middle	0.40%	5.70%	33.10%	28.00%	0.00%	4.90%	27.80%	30.00%	2.30%
North Garner Middle	0.60%	1.70%	31.60%	23.90%	0.00%	3.00%	39.10%	48.60%	8.70%
East Garner Middle	0.70%	1.30%	48.60%	29.50%	0.20%	3.60%	16.20%	51.20%	6.20%
	0.35%	8.48%	35.00%	20.38%	0.15%	3.53%	32.07%	43.73%	4.65%
Select Schools Total	0.32%	6.46%	38.08%	22.88%	0.14%	3.41%	28.70%	51.62%	10.00%
Wake District Totals	0.30%	8.80%	23.10%	17.70%	0.10%	3.80%	46.30%	38%	10%
North Carolina Totals	1.30%	3.00%	25.70%	16.50%	0%	3.80%	49.50%	57%	7%

As shown above, the area in which the school is to be opened, the population has a higher percentage of minority students than both Wake School District and the state of North Carolina. The free and reduced lunch population is higher than the surrounding Wake District and the students speaking other language is about the same as other Wake District schools, which is higher than the state average. It is anticipated that the school will serve a similar population as found in the selected schools.

SCHOOL CODE	SCHOOL NAME	SCHOOL LEVEL	CALENDAR	FREE-REDUCE	FR PERCENT	LEP	LEP PERCENT	TITLE1	ADM	Month2
920381	Connections Academy	M	T		15	93.80%	1	6.30% NO		14
920324	Longview School	S	T		40	83.30%	2	4.20% NO		48
920438	River Oaks Middle	S	T		50	83.30%	5	8.30% NO		59
920547	Rogers Lane Elementary	E	T		715	82.70%	246	28.40% NO		866
920508	Mount Vernon School	S	T		84	82.40%	4	3.90% NO		101
920403	East Garner Elementary	E	T		509	80.90%	124	19.70% YES		628
920528	Phillips High	S	T		90	79.70%	10	8.90% NO		114
920415	Fox Road Elementary	E	T		373	79.40%	119	25.30% YES		472
920560	Smith Elementary	E	T		396	78.10%	159	31.40% YES		505
920384	Creech Road Elementary	E	T		428	77.50%	104	18.80% YES		551
920446	Hodge Road Elementary	E	YR4		338	77.40%	177	40.50% YES		435
920597	Wakelon Elementary	E	T		407	76.80%	71	13.40% YES		531
920352	Bugg Elementary	E	T		311	76.60%	47	11.60% YES		411
920329	Barwell Road Elementary	E	YR4		516	76.20%	160	23.60% YES		672
920496	Millbrook Elementary	E	T		410	75.50%	106	19.50% YES		542
920336	Brentwood Elementary	E	T		312	75.20%	117	28.20% YES		414
920616	Wilbur Elementary	E	YR4		480	73.10%	159	24.20% YES		660
920408	East Millbrook Middle	M	T		567	72.10%	70	8.90% NO		786
920599	Walnut Creek Elementary	E	YR4		416	71.20%	113	19.40% YES		582
920464	Knightdale Elementary	E	T		414	71.00%	122	20.90% YES		584
920410	East Wake Middle	M	YR4		456	70.90%	74	11.50% NO		642
920549	River Bend Middle School	M	T		696	69.80%	101	10.10% NO		990
920632	Zebulon Elementary	E	T		379	68.70%	81	14.70% YES		547
920332	Beaverdam Elementary	E	T		504	67.50%	187	25.00% NO		745
920532	Poe Elementary	E	T		250	66.50%	56	14.90% YES		376
920440	Green Elementary	E	T		422	65.60%	149	23.20% YES		642
920636	Zebulon Middle	M	T		407	65.50%	22	3.50% NO		620
920476	Lincoln Heights Elementary	E	T		293	65.40%	75	16.70% YES		446
920302	River Bend Elementary	E	T		444	63.50%	124	17.70% YES		699
920362	Carver Elementary	E	MOD		276	63.00%	52	11.90% YES		437
920404	East Garner Middle	M	T		807	62.40%	61	4.70% NO		1,292
920601	Wendell Middle	M	T		541	61.60%	43	4.90% NO		878
920618	Wildwood Forest Elementary	E	T		404	61.20%	132	20.00% YES		655
920480	Lockhart Elementary	E	YR4		328	60.90%	86	16.00% YES		537
920413	Forestville Road Elementary	E	T		362	60.60%	108	18.10% YES		597
920562	Southeast Raleigh High	H	MOD		879	60.30%	129	8.90% NO		1,454
920393	Dillard Drive Elementary	E	T		399	58.20%	149	21.70% YES		687
920320	Aversboro Elementary	E	T		320	57.30%	58	10.40% YES		558
920488	Lynn Road Elementary	E	T		285	57.10%	49	9.80% YES		497

Doral Academy serves a primarily majority minority population as seen here:

White	4%
Black	0.3%
Hispanic	96%
FRL	48%
ELL	5%

Doral Academy chose the location for the school based on the history of performance with serving minority populations. The schools located within 5 miles of the proposed location have performance ratings as follows:

Rand Road Elementary	B
Ligon Middle	B
Vance Elementary	C
Vandora Springs Elementary	C
Washington Elementary	C
Hunter Elementary	C
Carnage Middle	C
Moore Square Museum Magnet Middle	C
Centennial Campus Middle	C
North Garner Middle	C
Aversboro Elementary	D
Timber Drive Elementary	D
East Garner Elementary	D
Barwell Road Elementary	D
Walnut Creek Elementary	D
Poe Elementary	D
Smith Elementary	D
East Garner Middle	D
Creech Road Elementary	F
Bugg Elementary	F

Doral Academy schools have a performance rating as follows: (Dade County School District is also listed as comparison data).

		Color Code >>>>> Below District Same or Above District																				
Results 2017-2018		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					6
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		13
3030	DORAL ACADEMY	88	69	67	90	67	64	77					522	7	75	A	A	NO	94.5	48.7		19
3029	DORAL ACADEMY OF TECHNOLOGY	99	79	80	100	84	82	98	100	93			815	9	91	A	A	NO	94	46.9		3
7009	DORAL PERFORMING ARTS & ENTERTAINMENT	95	75	75	95	80	90	84	95		99	84	872	10	87	A	A	NO	94.2	54.5		7
6083	JUST ARTS AND MANAGEMENT CHARTER MIDDLE	93	87	84	87	77	73	89	98	77			765	9	85	A	A	NO	97.2	55.1		9
2004	ISAAC: INTEGRATED SCIENCE AND ASIAN CULTURE	88	76		82	74		75					395	5	79	A	A	NO	91.8	62.9		15
6030	DORAL ACADEMY CHARTER MIDDLE SCHOOL	90	73	75	92	77	80	83	98	40			708	9	79	A	A	NO	96	56.9		15

3030 SG Components Comparison 2015-2018

DORAL ACADEMY		2014-2015 Baseline	2015-2016	2016-2017	2017-2018	Increase (Decrease)
Proficiency	ELA	84	85	87	88	1
	Math	87	91	91	90	(1)
	Science	82	82	78	77	(1)
	Social Studies					
	Middle School Acceleration					
	Graduation					
	HS Acceleration					
	Total Points	253	258	256	255	(1)
Learning Gains	ELA LG		75	70	69	(1)
	ELALG 25		66	57	67	10
	Math LG		75	73	67	(6)
	MathLG 25		74	72	64	(8)
	Total Points		290	272	267	(5)
Total Points and Letter Grade	Total points	253	548	528	522	(6)
	Nr.of Components	3	7	7	7	
	% Score	84%	78%	75%	75%	0%
	Letter Grade	A	A	A	A	
Ranked State Wide on % Score		15	17	18	19	
		2017	Letter	Eamed Points		
		0%	F	0		
		32%	D	224		
		41%	C	287		
		54%	B	378		
		62%	A	434		

6083 SG Components Comparison 2015-2018

JUST ARTS AND MANAGEMENT CHARTER MIDDLE SCHOOL		2014-2015 Baseline	2015-2016	2016-2017	2017-2018	Increase (Decrease)
Proficiency	ELA	83	90	88	93	5
	Math	94	87	89	87	(2)
	Science			70	89	19
	Social Studies		91	93	98	5
	Middle School Acceleration			60	77	17
	Graduation					
	HS Acceleration					
	Total Points	177	268	400	444	44
Learning Gains	ELA LG		84	73	87	14
	ELALG 25		74	69	84	15
	Math LG		87	70	77	7
	MathLG 25		92	63	73	10
	Total Points		337	275	321	46
Total Points and Letter Grade	Total points	177	605	675	765	90
	Nr. of Components	2	7	9	9	
	% Score	89%	86%	75%	85%	10%
	Letter Grade	A	A	A	A	
Ranked State Wide on % Score		10	9	18	9	

2017	Letter	Eamed Points
0%	F	0
32%	D	288
41%	C	369
54%	B	486
62%	A	558

2004 SG Components Comparison 2015-2018

ISAAC: INTEGRATED SCIENCE AND ASIAN CULTURE ACADEMY		2014-2015 Baseline	2015-2016	2016-2017	2017-2018	Increase (Decrease)
Proficiency	ELA		70	82	88	6
	Math		60	85	82	(3)
	Science				75	
	Social Studies					
	Middle School Acceleration					
	Graduation					
	HS Acceleration					
	Total Points	0	130	167	245	3
Learning Gains	ELA LG			63	76	13
	ELALG 25					
	Math LG			75	74	(1)
	MathLG 25					
	Total Points		0	138	150	12
Total Points and Letter Grade	Total points	0	130	305	395	90
	Nr. of Components		2	4	5	
	% Score	#VALUE!	65%	76%	79%	3%
	Letter Grade	#VALUE!	A	A	A	
Ranked State Wide on % Score			30	17	15	

2017	Letter	Eamed Points
0%	F	0
32%	D	128
41%	C	164
54%	B	216
62%	A	248

3029 SG Components Comparison 2015-2018

DORAL ACADEMY OF TECHNOLOGY		2014-2015 Baseline	2015-2016	2016-2017	2017-2018	Increase (Decrease)
Proficiency	ELA	98	99	100	99	(1)
	Math	98	99	99	100	1
	Science	97	98	99	98	(1)
	Social Studies	100	100	100	100	0
	Middle School Acceleration	97	99	81	93	12
	Graduation					
	HS Acceleration					
	Total Points	490	495	479	490	11
Learning Gains	ELA LG		80	80	79	(1)
	ELALG 25		81	88	80	(8)
	Math LG		85	91	84	(7)
	MathLG 25		89	98	82	(16)
	Total Points		335	357	325	(32)
Total Points and Letter Grade	Total points	490	830	836	815	(21)
	Nr. of Components	5	9	9	9	
	% Score	98%	92%	93%	91%	-2%
	Letter Grade	A	A	A	A	
Ranked State Wide on % Score		3	4	2	3	

2017	Letter	Eamed Points
0%	F	0
32%	D	288
41%	C	369
54%	B	486
62%	A	558

6030 SG Components Comparison 2015-2018

DORAL ACADEMY CHARTER MIDDLE SCHOOL		2014-2015 Baseline	2015-2016	2016-2017	2017-2018	Increase (Decrease)
Proficiency	ELA	80	82	85	90	5
	Math	85	86	86	92	6
	Science	73	71	68	83	15
	Social Studies	88	94	96	98	2
	Middle School Acceleration	56	55	49	40	(9)
	Graduation					
	HS Acceleration					
	Total Points	382	388	384	403	19
Learning Gains	ELA LG		64	69	73	4
	ELALG 25		58	70	75	5
	Math LG		72	62	77	15
	MathLG 25		69	63	80	17
	Total Points		263	264	305	41
Total Points and Letter Grade	Total points	382	651	648	708	60
	Nr. of Components	5	9	9	9	
	% Score	76%	72%	72%	79%	7%
	Letter Grade	A	A	A	A	
Ranked State Wide on % Score		23	23	21	15	

2017	Letter	Eamed Points
0%	F	0
32%	D	288
41%	C	369
54%	B	486
62%	A	558

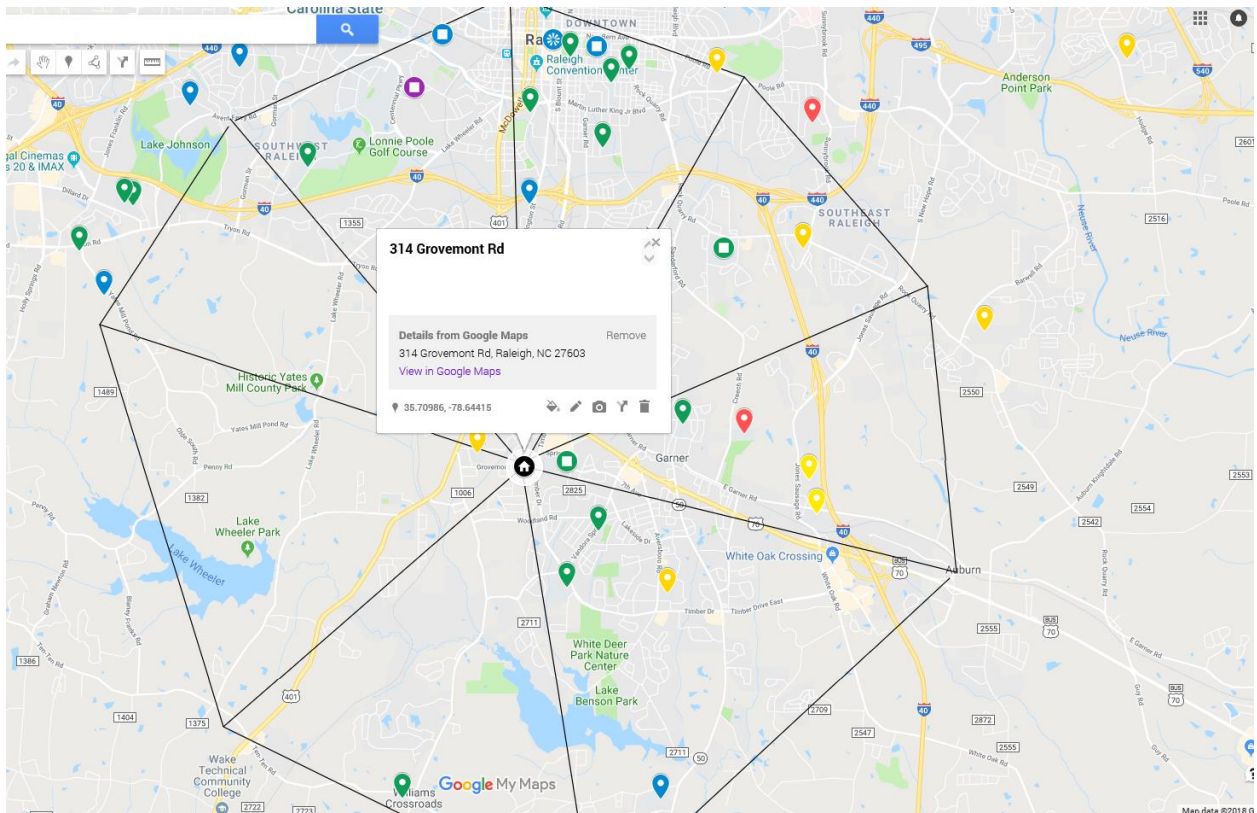
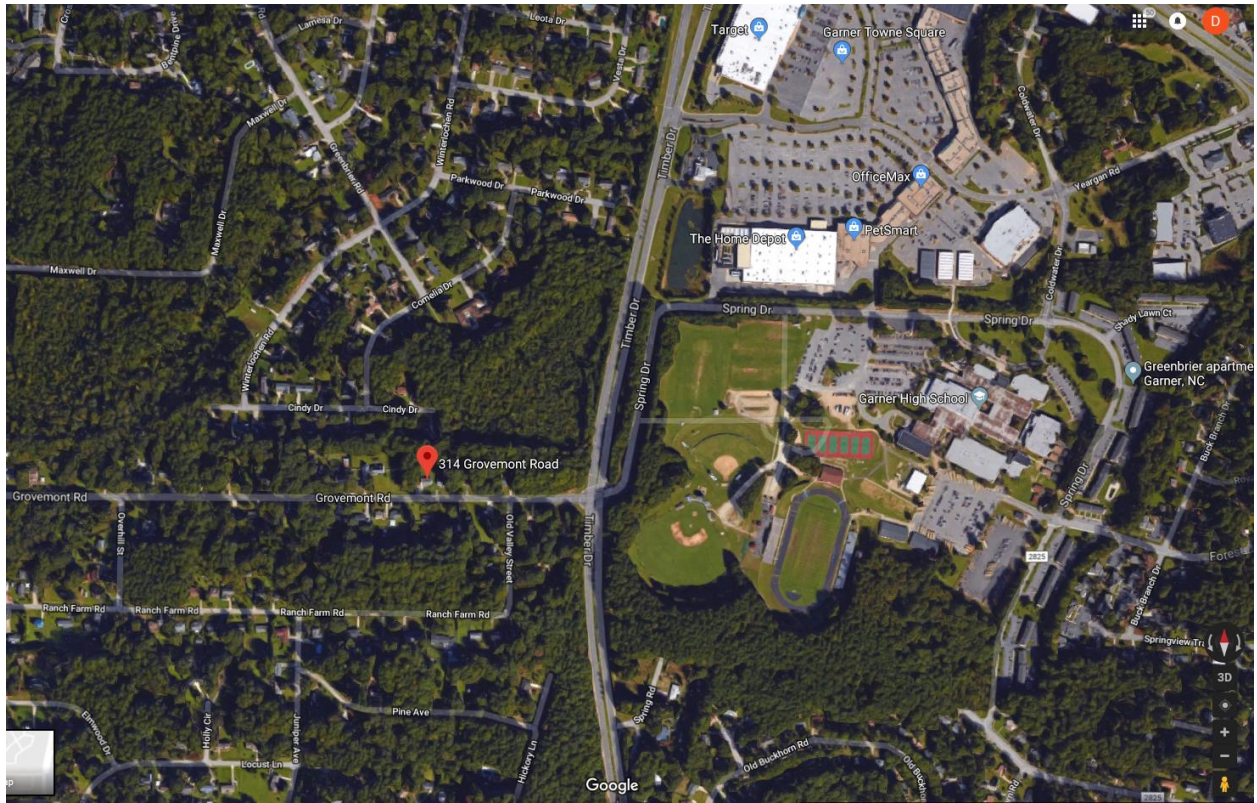
In addition to the demographics and comparison data, Wake School District Facility capacities were considered. The 2016-2017 facility utilization report indicates that of the selected schools, 90% are over 80% capacity. Percentage of schools at capacity are as follows:

100% +	5	25%
90-100 %	8	40%
80-90 %	5	25%
70-80 %	2	10%

Selected Schools	Utilization	% of Cap in Temporary Classrooms
Aversboro Elementary	92%	15%
Barwell Road Elementary	105%	0%
Bugg Elementary	84%	0%
Carnage Middle	98%	7%
Centennial Campus Middle	83%	0%
Creech Road Elementary	90%	18%
East Garner Elementary	106%	0%
East Garner Middle	95%	40%
Hunter Elementary	104%	21%
Ligon Middle	86%	7%
Moore Square Museum Magnet Middle	77%	0%
North Garner Middle	71%	12%
Poe Elementary	93%	0%
Rand Road Elementary	82%	27%
Smith Elementary	83%	0%
Timber Drive Elementary	98%	32%
Vance Elementary	99%	28%
Vandora Springs Elementary	94%	20%
Walnut Creek Elementary	104%	6%
Washington Elementary	114%	0%

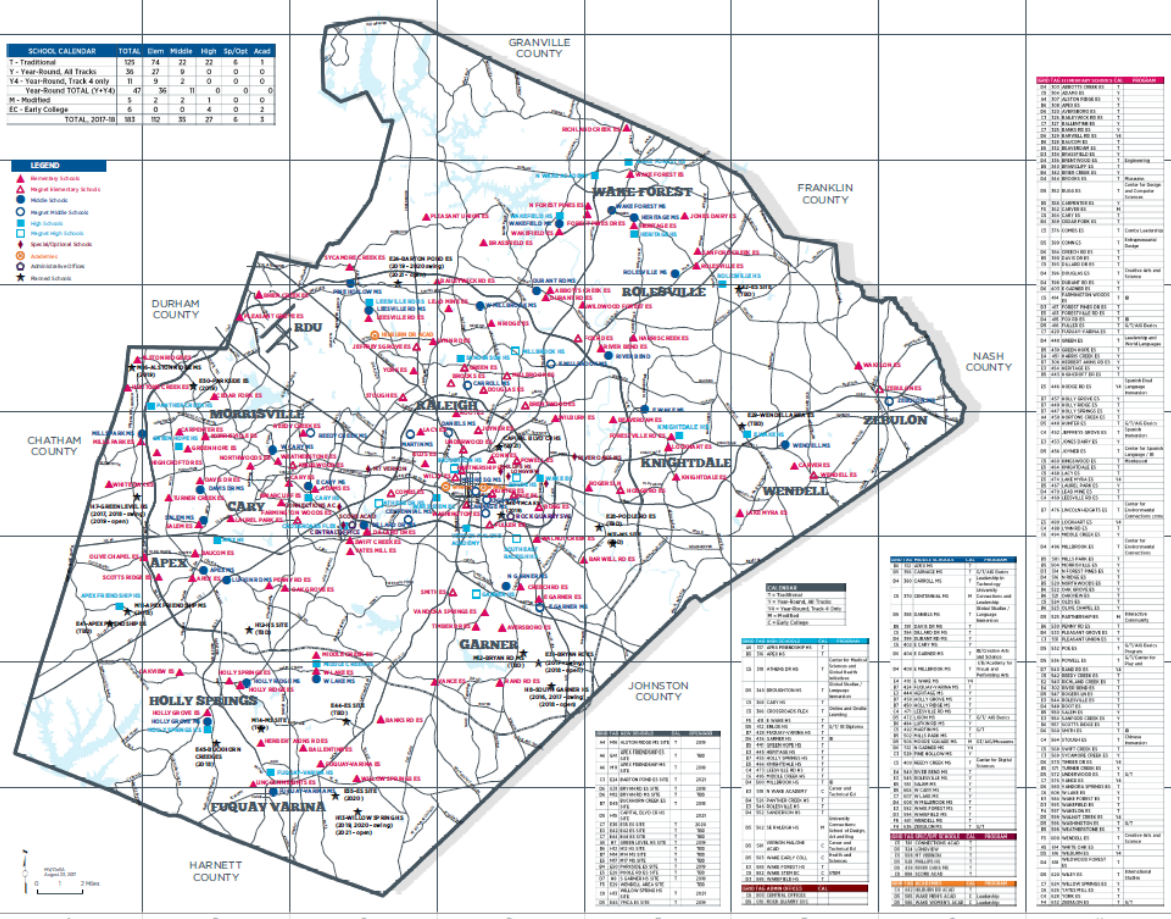
Given the new class size requirements, schools that are accustomed to 20 to 30+ students in a class room will need to reduce these numbers, in some cases, in half. With the need to reduce student numbers, this will lead to an increase in the number of classrooms needed. Doral Academy will relieve the overcrowding and need for additional classrooms.

Proposed site:



SCHOOL CALENDAR	TOTAL	Elem	Middle	High	Sp/Ost	Acad
T - Traditional	325	74	22	22	6	1
V - Year-Round, All Tracks	36	27	9	0	0	0
V4 - Year-Round, Track 4 only	11	9	2	0	0	0
M - Modified	5	2	2	1	0	0
EC - Early College	5	0	0	4	0	2
TOTAL, 2017-18	387	112	35	27	6	2

- LEGEND**
- ▲ New/Existing School
 - ▲ High Elementary Schools
 - Middle School
 - High/Junior High School
 - High School
 - High/Junior High School
 - Special/Technical School
 - Academic
 - Administration/Office
 - Special School



SCHOOL CALENDAR	TOTAL	Elem	Middle	High	Sp/Ost	Acad
01	01	01	01	01	01	01
02	02	02	02	02	02	02
03	03	03	03	03	03	03
04	04	04	04	04	04	04
05	05	05	05	05	05	05
06	06	06	06	06	06	06
07	07	07	07	07	07	07
08	08	08	08	08	08	08
09	09	09	09	09	09	09
10	10	10	10	10	10	10
11	11	11	11	11	11	11
12	12	12	12	12	12	12
13	13	13	13	13	13	13
14	14	14	14	14	14	14
15	15	15	15	15	15	15
16	16	16	16	16	16	16
17	17	17	17	17	17	17
18	18	18	18	18	18	18
19	19	19	19	19	19	19
20	20	20	20	20	20	20
21	21	21	21	21	21	21
22	22	22	22	22	22	22
23	23	23	23	23	23	23
24	24	24	24	24	24	24
25	25	25	25	25	25	25
26	26	26	26	26	26	26
27	27	27	27	27	27	27
28	28	28	28	28	28	28
29	29	29	29	29	29	29
30	30	30	30	30	30	30
31	31	31	31	31	31	31
32	32	32	32	32	32	32
33	33	33	33	33	33	33
34	34	34	34	34	34	34
35	35	35	35	35	35	35
36	36	36	36	36	36	36
37	37	37	37	37	37	37
38	38	38	38	38	38	38
39	39	39	39	39	39	39
40	40	40	40	40	40	40
41	41	41	41	41	41	41
42	42	42	42	42	42	42
43	43	43	43	43	43	43
44	44	44	44	44	44	44
45	45	45	45	45	45	45
46	46	46	46	46	46	46
47	47	47	47	47	47	47
48	48	48	48	48	48	48
49	49	49	49	49	49	49
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51	51	51	51	51	51	51
52	52	52	52	52	52	52
53	53	53	53	53	53	53
54	54	54	54	54	54	54
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74	74	74	74	74	74	74
75	75	75	75	75	75	75
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78	78	78	78	78	78	78
79	79	79	79	79	79	79
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82	82	82	82	82	82	82
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87	87	87	87	87	87	87
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89	89	89	89	89	89	89
90	90	90	90	90	90	90
91	91	91	91	91	91	91
92	92	92	92	92	92	92
93	93	93	93	93	93	93
94	94	94	94	94	94	94
95	95	95	95	95	95	95
96	96	96	96	96	96	96
97	97	97	97	97	97	97
98	98	98	98	98	98	98
99	99	99	99	99	99	99
100	100	100	100	100	100	100

Below is a representation of where data was pulled from in order to make comparisons and assumptions:



Wake County Schools
 Dr. James G. Merrill,
 Superintendent
 5625 Dillard Drive
 Cary, NC 27518
 (919)431-7400

DISTRICT PROFILE

School Size: The average number of students in an elementary (K-5), middle (6-8), and high (9-12) school in this district in the state.

	Elementary	Middle	High
District	675	1011	1746
State	490	629	853

Average Class Size: The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our District	20	19	20	20	22	23	24	24	24
State	19	19	19	19	21	21	22	21	22

* Legislation mandates that class sizes for grades 4-12 are not restricted.

Average Course Size: The average number of students enrolled in the courses listed at the time of testing.

	English II	Math I	Biology
District	20	23	21
State	18	20	18

School Attendance: The average percentage of students who attend school daily at the elementary (K-5), middle (6-8), and high (9-12) school for this district and the state.

	Elementary	Middle	High
District	95%	95%	94%
State	95%	95%	95%

SCHOOL ENVIRONMENT

School Safety: The number of criminal acts reported per 100 students. Criminal acts include all acts occurring in school, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

	Elementary	Middle	High
District	0.1	0.73	1.31
State	0.22	0.79	1.21

Student Out-of-School Suspensions and Expulsions: The average number of short-term (10 days or fewer) and long-term (more than 10 days) out of school suspensions and expulsions per 100 students.

	Elementary	Middle	High
Short-Term Suspensions	3.19	12.47	10.1
Long-Term Suspensions	0	0	0
Expulsions	0	0	0

SCHOOL PERFORMANCE

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at Level 1 (Limited Command of knowledge and skills)

LEVEL 1	Reading	Math	Science
District	16.2%	18.0%	12.2%
State	21.6%	23.1%	14.7%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at Level 2 (Partial Command of knowledge and skills)

LEVEL 2	Reading	Math	Science
District	17.3%	18.3%	11.4%
State	20.9%	21.5%	12.5%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at Level 3 (Sufficient Command of knowledge and skills)
Students performing at Level 3 are performing at grade level.

LEVEL 3	Reading	Math	Science
District	10.4%	6.3%	8.8%
State	12.0%	7.8%	10.2%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at Level 4 (Solid Command of knowledge and skills)
Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.

LEVEL 4	Reading	Math	Science
District	38.9%	30.4%	40.4%
State	34.6%	30.0%	41.2%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at Level 5 (Superior Command of knowledge and skills)
Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.

LEVEL 5	Reading	Math	Science
District	17.2%	26.9%	27.3%
State	10.9%	17.6%	21.4%

N/A = < 5% of students; 95% = ≥ 95%

FIVE ACHIEVEMENT LEVELS

LEVEL 1: Limited Command of knowledge and skills
• Performing At or Above Grade Level: NO
• Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 2: Partial Command of knowledge and skills
• Performing At or Above Grade Level: NO
• Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 3: Sufficient Command of knowledge and skills
• Performing At or Above Grade Level: YES
• Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 4: Solid Command of knowledge and skills
• Performing At or Above Grade Level: YES
• Meets N.C. Standard for College-and Career-Readiness: YES

LEVEL 5: Superior Command of knowledge and skills
• Performing At or Above Grade Level: YES
• Meets N.C. Standard for College-and Career-Readiness: YES

What does the achievement level number mean?
Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

The reading and math End-of-Grade tests are administered in grades 3-8. The science End-of-Grade tests are administered in grades 5 and 8 only.

SCHOOL PERFORMANCE, continued

Performance of Students on the North Carolina End-of-Course Tests:
Percentage of Students at Level 1 (Limited Command of knowledge and skills)

LEVEL 1	English II	Math I	Biology
District	13.6%	14.9%	20.1%
State	19.3%	22.4%	23.4%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the North Carolina End-of-Course Tests:
Percentage of Students at Level 2 (Partial Command of knowledge and skills)

LEVEL 2	English II	Math I	Biology
District	16.4%	10.7%	18.5%
State	20.0%	13.3%	20.5%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the North Carolina End-of-Course Tests:
Percentage of Students at Level 3 (Sufficient Command of knowledge and skills)
Students performing at Level 3 are performing at grade level.

LEVEL 3	English II	Math I	Biology
District	9.5%	9.0%	7.7%
State	10.6%	10.2%	8.7%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the North Carolina End-of-Course Tests:
Percentage of Students at Level 4 (Solid Command of knowledge and skills)
Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.

LEVEL 4	English II	Math I	Biology
District	52.2%	41.6%	32.0%
State	44.8%	38.1%	30.7%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the North Carolina End-of-Course Tests:
Percentage of Students at Level 5 (Superior Command of knowledge and skills)
Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.

LEVEL 5	English II	Math I	Biology
District	8.2%	23.9%	21.7%
State	5.3%	16.0%	16.8%

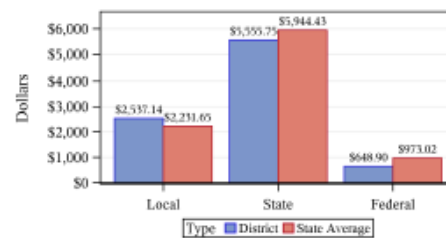
N/A = < 5% of students; 95% = ≥ 95%

Annual Participation Requirements: Districts are required to assess at least 95 percent of their students on assessments administered for accountability. This requirement is for the all students group and for each student group. The minimum number of students needed in a group is 30.

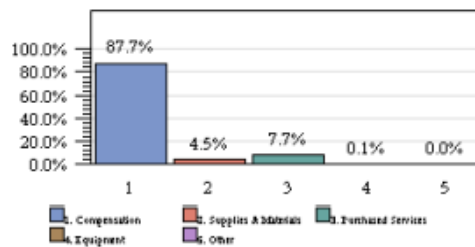
Our district met 84 out of 97 targets.

For more information on participation requirements please go to www.ncpublicschools.org/accountability/reporting.

FINANCIAL SUPPORT



Source of Funds (Amount per Student, Child Nutrition Included): Public schools in North Carolina operate with funding from local, state and federal sources. The financial support reflected in these numbers includes all expenses concerned with operating schools, including teacher and administrator salaries, textbooks, transportation, Career and Technical education courses and other educational supplies and materials.



Use of Funds: Education is a labor-intensive enterprise, as reflected in the accompanying chart. Salaries for teachers and other staff are usually the largest expense in

Program Model	School Name	Number of Perm. Learning Spaces	School Building Capacity (SBC)	Planned Temp. Classrms	Planned School Campus Capacity (LRSCC)	+ / - Existing Temp Classrms	+ / - Existing Temp Classrms Capacity	+ / - Program Adjust-ment	Actual School Campus Capacity (ASCC)	2016-17 PMR2 Membership	Planned Percent Crowding (inc. Prog. Adjustment)	Actual Percent Crowding	Percent of Capacity In Temporary Classrooms	Total Temp Classrms
Elementary Schools														
Large	Abbotts Creek (E20)	52	780	0	780	0	0	0	780	796	102.1%	102.1%	0.0%	0
YR - Small	Adams	37	705	6	843	2	46	(124)	765	697	96.9%	91.1%	24.1%	8
YR - Large	Alston Ridge (E30)	53	1,124	4	1,216	(4)	(92)	51	1,175	1,331	105.1%	113.3%	0.0%	0
Small	Apex	37	586	1	609	3	69	(41)	637	646	113.7%	101.4%	14.4%	4
Small	Aversboro	40	655	4	747	0	0	(115)	632	580	91.8%	91.8%	14.6%	4
Small	Baileywick Road	32	517	0	517	0	0	(32)	485	426	87.8%	87.8%	0.0%	0
YR - Small	Ballentine	36	682	0	682	0	0	(69)	613	552	90.0%	90.0%	0.0%	0
YR - Large	Banks Road (E23)	51	1,078	4	1,170	(4)	(92)	(66)	1,012	686	62.1%	67.8%	0.0%	0
Single Tk Lg Sup	Barwell Road	48	731	0	731	0	0	42	773	814	105.3%	105.3%	0.0%	0
Small	Baucum	39	632	6	770	0	0	(14)	756	699	92.5%	92.5%	18.3%	6
Large	Beaverdam (E36)	52	780	4	872	(4)	(92)	(114)	666	666	87.9%	100.0%	0.0%	0
YR - Small	Brassfield	35	659	0	659	5	115	(6)	768	762	116.7%	99.2%	15.0%	5
Engineering	Brentwood	30	424	0	424	5	115	(149)	390	389	141.5%	99.7%	29.5%	5
Small	Briarcliff	35	540	1	563	3	69	(27)	605	546	101.9%	90.2%	15.2%	4
YR - Small	Brier Creek	38	728	6	866	0	0	(32)	834	880	105.5%	105.5%	16.5%	6
Museums	Brooks	42	477	0	477	40	598	(477)	598	553	115.9%	92.5%	100.0%	40
Arts & Sci	Bugg	41	607	0	607	0	0	(55)	552	464	84.1%	84.1%	0.0%	0
YR - Small	Carpenter	38	728	2	774	0	0	(14)	760	827	108.8%	108.8%	6.1%	2
Small	Carver	39	632	5	747	0	0	(115)	632	441	69.8%	69.8%	18.2%	5
Small	Cary	36	563	0	563	0	0	(55)	508	569	112.0%	112.0%	0.0%	0
Small	Cedar Fork	38	678	5	793	9	207	(32)	968	1,034	135.9%	106.8%	33.3%	14
Leadership	Combs	34	581	4	673	9	207	(69)	811	928	153.6%	114.4%	36.9%	13
Act Lrn & Tech	Conn	36	536	2	582	2	46	(23)	605	558	99.8%	92.2%	15.2%	4
Small	Creesh Road	39	632	5	747	0	0	(89)	658	590	89.7%	89.7%	17.5%	5
Small	Davis Drive	39	632	0	632	13	299	(55)	876	1,002	173.7%	114.4%	34.1%	13
Small	Dillard Drive	36	563	8	747	2	46	(78)	715	701	104.8%	98.0%	32.2%	10
Arts & Sci	Douglas	32	400	10	630	0	0	0	630	654	103.8%	103.8%	36.5%	10
YR - Small	Durant Road	35	659	12	935	0	0	(147)	788	826	104.8%	104.8%	35.0%	12
Small	East Garner	46	685	4	777	(4)	(92)	(55)	630	667	92.4%	105.9%	0.0%	0
IB Small	Farmington Woods	37	543	6	681	4	92	(54)	719	763	121.7%	106.1%	32.0%	10
Small	Forest Pines	40	655	0	655	0	0	14	669	620	92.7%	92.7%	0.0%	0
Small	Forestville Road	40	655	5	770	1	23	(135)	658	663	104.4%	100.8%	21.0%	6
IB Small	Fox Road	35	497	7	658	6	138	(180)	616	519	108.6%	84.3%	48.5%	13
ST/AIG Basics	Fuller	31	389	5	504	3	69	(32)	541	577	122.2%	106.7%	34.0%	8
Small	Fuquay-Varina	35	540	5	655	10	230	(89)	796	832	147.0%	104.5%	43.3%	15
Leadership / World Lang	Green	46	644	0	644	0	0	0	644	553	85.9%	85.9%	0.0%	0
Small	Green Hope	38	609	8	793	1	23	17	833	867	107.0%	104.1%	24.8%	9
YR - Large	Harris Creek	48	1,009	0	1,009	6	138	(87)	1,060	1,049	113.8%	99.0%	13.0%	6
YR - Large	Herbert Akins (E27)	51	1,078	0	1,078	0	0	(14)	1,064	1,044	98.1%	98.1%	0.0%	0
YR - Small	Heritage	37	705	4	797	3	69	(32)	834	855	111.8%	102.5%	19.3%	7
Single Tk Sm	Highcroft Drive	38	609	4	701	5	115	14	830	948	132.6%	114.2%	24.9%	9
K-8 STEM	Hilburn Drive (K-5)	26	508	2	508	0	0	0	508	571	112.4%	112.4%	9.1%	2
Single Tk Dual Lang Immer	Hodge Road	36	563	5	678	0	0	(147)	531	644	121.3%	121.3%	21.7%	5
YR - Large	Holly Grove	46	963	0	963	3	69	40	1,072	1,143	114.0%	106.6%	6.4%	3
Small	Holly Ridge	36	563	4	655	4	92	(9)	738	834	129.1%	113.0%	24.9%	8
YR - Small	Holly Springs	36	682	7	843	5	115	(41)	917	972	121.2%	106.0%	30.1%	12
GT/AIG Basic	Hunter	39	546	1	569	5	115	(37)	647	675	126.9%	104.3%	21.3%	6
ing Immersion	Jeffreys Grove	32	471	2	517	1	23	(9)	531	528	103.9%	99.4%	13.0%	3
YR - Small	Jones Dairy	36	682	4	774	0	0	(55)	719	805	112.0%	112.0%	12.8%	4
Spanish/IB	Joyner	34	466	1	489	7	161	0	650	705	144.2%	108.5%	28.3%	8
Montessori	Kingswood	30	390	0	390	0	0	0	390	393	100.8%	100.8%	0.0%	0
Small	Knightdale	40	655	7	816	1	23	(172)	667	650	100.9%	97.5%	27.6%	8
Small	Lacy	40	655	2	701	0	0	9	710	717	101.0%	101.0%	6.5%	2
Single Tk Lg	Lake Myra (E34)	51	800	2	846	(2)	(46)	(75)	725	647	83.9%	89.2%	0.0%	0
YR - Large	Laurel Park (E26)	46	963	1	986	1	23	(12)	997	962	98.8%	96.5%	4.6%	2
Small	Lead Mine	35	540	3	609	(2)	(46)	0	563	489	80.3%	86.9%	4.1%	1
Small	Leesville Road	35	540	5	655	3	69	(32)	692	706	113.3%	102.0%	26.6%	8
Small	Lincoln Heights	37	586	6	724	0	0	(241)	483	462	95.7%	95.7%	28.6%	6
Single Tk Sm	Lockhart	37	586	4	678	9	207	(164)	721	585	113.8%	81.1%	41.5%	13
Small	Lynn Road	40	655	5	770	(5)	(115)	(112)	543	444	67.5%	81.8%	0.0%	0

Program Model	School Name	Planned Facilities Utilization				2016-17 Actual Adjustments				Actual School Crowding				Total Temp Classrms
		Number of Perm. Learning Spaces	School Building Capacity [SBC]	Planned Temp. Classrms	Planned School Campus Capacity [LRSCC]	+/- Existing Temp Classrms	+/- Existing Temp Classrms Capacity	+/- Program Adjustment	Actual School Campus Capacity [ASCC]	2016-17 PMR2 Membership	Planned Percent Crowding (Inc. Prog. Adjustment)	Actual Percent Crowding	Percent of Capacity in Temporary Classrooms	
YR - Small	Middle Creek	37	705	8	889	8	184	(101)	972	840	106.6%	86.4%	37.9%	16
IB - PYP	Millbrook	46	665	2	711	1	23	(23)	711	653	94.9%	91.8%	9.7%	3
Large	Mills Park (E22)	51	800	2	846	1	23	51	920	1,048	116.8%	113.9%	7.5%	3
YR - Small	Morrisville	35	659	5	774	0	0	14	788	809	102.7%	102.7%	14.6%	5
YR - Small	North Forest Pines Drive	40	774	0	774	0	0	14	788	734	93.1%	93.1%	0.0%	0
Small	North Ridge	34	517	13	816	0	0	(96)	720	647	89.9%	89.9%	41.5%	13
Small	Northwoods	34	517	10	747	(7)	(161)	(46)	540	509	72.6%	94.3%	12.8%	3
Large	Oakview (E-43)	52	780	4	872	(4)	(92)	(82)	698	698	88.4%	100.0%	0.0%	0
YR - Small	Oak Grove	35	659	5	774	0	0	(46)	728	743	102.1%	102.1%	15.8%	5
Small	Olds	18	149	0	149	0	0	157	306	324	105.9%	105.9%	0.0%	0
YR - Small	Olive Chapel	36	682	7	843	2	46	(20)	869	957	116.3%	110.1%	23.8%	9
Partnrshp	Partnership	21	356	0	356	0	0	0	356	306	86.0%	86.0%	0.0%	0
Small	Penny Road	35	540	3	609	4	92	(9)	692	644	107.3%	93.1%	23.3%	7
Large	Pleasant Grove (E-38)	52	780	4	872	(4)	(92)	(156)	624	441	61.6%	70.7%	0.0%	0
YR - Small	Pleasant Union	35	659	0	659	0	0	19	678	652	96.2%	96.2%	0.0%	0
GT/AIG Basics	Poe	29	369	0	369	0	0	13	382	356	93.2%	93.2%	0.0%	0
GT & Ctr for Play&Ingenuity	Powell	34	458	0	458	0	0	(9)	449	382	85.1%	85.1%	0.0%	0
Single Tk Sm	Rand Road	35	540	6	678	2	46	(46)	678	557	88.1%	82.2%	27.1%	8
Small	Reedy Creek	38	609	7	770	2	46	(126)	690	646	100.3%	93.6%	30.0%	9
Large	Richland Creek (E25)	51	754	0	754	0	0	0	754	382	50.7%	50.7%	0.0%	0
YR - Large	River Bend	51	1,078	2	1,124	(2)	(46)	(121)	957	618	61.6%	64.6%	0.0%	0
Small	Rolesville	34	517	4	609	12	276	(230)	655	648	171.0%	98.9%	56.2%	16
Small	Root	33	494	0	494	0	0	14	508	503	99.0%	99.0%	0.0%	0
YR - Small	Salem	37	705	6	843	4	92	(64)	871	588	75.5%	67.5%	26.4%	10
YR - Small	Sanford Creek	40	774	2	820	(2)	(46)	(46)	728	716	92.5%	98.4%	0.0%	0
Large	Scotts Ridge (E 32)	52	780	4	872	(4)	(92)	0	780	778	89.2%	99.7%	0.0%	0
IB - PYP	Smith	51	780	1	803	(1)	(23)	(88)	692	576	80.6%	83.2%	0.0%	0
Lang Immer	Stough	29	402	6	540	1	23	(46)	517	404	81.8%	78.1%	31.1%	7
Small	Swift Creek	31	448	2	494	0	0	37	531	487	91.7%	91.7%	8.7%	2
YR - Large	Sycamore Creek	51	1,078	0	1,078	0	0	49	1,127	1,226	108.8%	108.8%	0.0%	0
Single Tk Sm	Timber Drive	36	563	6	701	3	69	(112)	658	644	109.3%	97.9%	31.5%	9
YR - Small	Turner Creek	39	751	4	843	4	92	(66)	869	743	95.6%	85.5%	21.2%	8
GT Small	Underwood	33	435	0	435	0	0	37	472	524	111.0%	111.0%	0.0%	0
Single Tk Sm	Vance	28	379	6	517	0	0	(27)	490	486	99.2%	99.2%	28.2%	6
Small	Vandora Springs	34	517	4	609	1	23	(55)	577	540	97.5%	93.6%	19.9%	5
Small	Wake Forest	40	655	0	655	0	0	(32)	623	459	73.7%	73.7%	0.0%	0
Small	Wakefield	36	563	5	678	5	115	(51)	742	632	100.8%	85.2%	31.0%	10
Large	Wakelon	46	685	2	731	(2)	(46)	(87)	598	534	82.9%	89.3%	0.0%	0

Survey of members of the Wake County Community:

Doral Academy North Carolina

The nationally acclaimed Doral Academy Charter Schools is seeking to bring its educational programs to Wake County.

Doral Schools create an educational learning community where stakeholders are dedicated to promoting an exceptional educational experience with an obligation to ensure that students engage in a robust learning environment. Students receive hands on real world experiences through various courses and extracurricular activities led by instructors who have had years of professional experiences in their fields of study in Engineering, Sciences, and Mathematics.

To learn more about Doral Academy North Carolina please visit: <http://www.doralacademync.com/>

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Would you support Doral Academy North Carolina coming to Wake County? *

Yes

No

Signature *

Your answer

**North Carolina
PACING GUIDE
YEAR-AT-A-GLANCE**

Grade 3

1 ST Nine Weeks	2 ND Nine Weeks	3 RD Nine Weeks	4 TH Nine Weeks
<p>I. Addition and Subtraction Within 1,000 (Chapter 1)</p> <ul style="list-style-type: none"> A. Number Patterns B. Operations C. Estimation Strategies D. Using Place Value to Add and Subtract E. Problem Solving <p>II. Representing and Interpreting Data (Chapter 2)</p> <ul style="list-style-type: none"> A. Frequency Tables B. Pictographs/Picture Graph C. Bar Graphs D. Line Plots E. Problem Solving <p>III. Understand Multiplication (Chapter 3)</p> <ul style="list-style-type: none"> A. Models of Multiplication B. Arrays C. Number Line D. Relate E. Properties <p>IV. Multiplication Facts and Strategies (Chapter 4)</p> <ul style="list-style-type: none"> A. Multiplication B. Properties C. Patterns D. Problem Solving 	<p>V. Using Multiplication Facts (Chapter 5)</p> <ul style="list-style-type: none"> A. Patterns B. Factors C. Distributive Property D. Multiples <p>VI. Understanding Division (Chapter 6)</p> <ul style="list-style-type: none"> A. Division B. Equivalent Representations <p>VII. Division Facts and Strategies (Chapter 7)</p> <ul style="list-style-type: none"> A. Solving Division Fact Problems B. Multiplication and Division Relationship C. Division Rules D. Order of Operations <p>VIII. Understanding Fractions (Chapter 8)</p> <ul style="list-style-type: none"> A. Representing Fractions B. Size of Fractional Parts C. Fractions on a Number Line D. Unit Fractions E. Relating Fractions and Whole Numbers <p>IX. Comparing Fractions (Chapter 9)</p> <ul style="list-style-type: none"> A. Comparing Fractions B. Ordering Fractions C. Equivalent Fractions 	<p>X. Time, Length, Liquid Volume, and Mass (Chapter 10)</p> <ul style="list-style-type: none"> A. Minute B. AM and PM C. Time Intervals D. Length E. Estimating Liquid Volume and Mass <p>XI. Perimeter and Area (Chapter 11)</p> <ul style="list-style-type: none"> A. Perimeter B. Area Models C. Area of Rectangles D. Comparing Perimeter and Area <p>XII. Two-Dimensional Shapes (Chapter 12)</p> <ul style="list-style-type: none"> A. Classifying Plane Shapes B. Angles C. Polygons D. Quadrilaterals E. Triangles <p>XIII. Standards Review and Administration</p>	<p>XIV. Understanding Place Value (GRP)</p> <ul style="list-style-type: none"> A. Numbers to Ten Thousand B. Number Line C. Comparing Numbers <p>XV. Multiplication and Division (GRP)</p> <ul style="list-style-type: none"> A. Multiplying and Dividing B. Patterns C. Models D. Remainders E. Tens and Ones <p>XVI. Modeling and Writing Fractions (GRP)</p> <ul style="list-style-type: none"> A. Tenths and Hundredths B. Fractions C. Equivalent Fractions <p>XVII. Reasoning with Shapes and Measurement (GRP)</p> <ul style="list-style-type: none"> A. Classification of Shapes B. Customary Units C. Metric Units D. Liquid Volume and Weight <p>XVIII. Project Based Instruction (EOY Planner, PG70)</p> <ul style="list-style-type: none"> A. Horses in the Movies B. The Skateboard Designer C. Zoo Animal Habitats D. Gems and Jewelry

**North Carolina
PACING GUIDE
YEAR-AT-A-GLANCE**

Grade 3

1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks	
<p>Topic I (Chapter 1) MA.3.OA.8 MA.3.OA.9 MA.3.NBT.1 MA.3.NBT.2</p> <p>Topic II (Chapter 2) MA.3.MD.3 MA.3.MD.4</p> <p>Topic III (Chapter 3) MA.3.OA.1 MA.3.OA.3 MA.3.OA.5 MA.3.OA.8</p> <p>Topic IV (Chapter 4) MA.3.OA.3 MA.3.OA.5 MA.3.OA.7 MA.3.OA.8 MA.3.OA.9</p>	<p>Topic V (Chapter 5) MA.3.OA.4 MA.3.OA.9 MA.3.NBT.3</p> <p>Topic VI (Chapter 6) MA.3.OA.2 MA.3.OA.3 MA.3.OA.5 MA.3.OA.6 MA.3.OA.7</p> <p>Topic VII (Chapter 7) MA.3.OA.3 MA.3.OA.4 MA.3.OA.7 MA.3.OA.8</p> <p>Topic VIII (Chapter 8) MA.3.NF.1 MA.3.NF.2a MA.3.NF.2b MA.3.NF.3c</p> <p>Topic IX (Chapter 9) MA.3.NF.3a MA.3.NF.3b MA.3.NF.3d</p>	<p>Topic X (Chapter 10) MA.3.MD.1 MA.3.MD.2 MA.3.MD.4</p> <p>Topic XI (Chapter 11) MA.3.MD.5 MA.3.MD.5a MA.3.MD.5b MA.3.MD.6 MA.3.MD.7 MA.3.MD.7a MA.3.MD.7b MA.3.MD.7c MA.3.MD.7d MA.3.MD.8</p> <p>Topic XII (Chapter 12) MA.3.G.1 MA.3.G.1</p> <p>Topic XIII (Chapter 13) Standards Review</p>	<p>Topic XIV SECOND GRADE MA.2.NBT.1a MA.2.NBT.2</p> <p>Topic XV THIRD GRADE MA.3.OA.7 MA.3.NBT.3</p> <p>Topic XVI THIRD GRADE MA.3.NF.1 MA.3.NF.3b</p> <p>Topic XVII SECOND GRADE MA.2.MD.3 THIRD GRADE MA.3.G.1 MA.3.MD.2</p> <p>Topic XVIII THIRD GRADE MA.3.OA.7 MA.3.NF.1 MA.3.G.1 MA.3.G.2</p>	<p>FOURTH GRADE PREP MA.4.NBT.1 MA.4.NBT.2</p> <p>FOURTH GRADE PREP MA.4.NBT.5 MA.4.NBT.6</p> <p>FOURTH GRADE PREP MA.4.NF.6 MA.4.NF.3b MA.4.NF.1</p> <p>FOURTH GRADE PREP MA.4.G.3 MA.4.MD.1</p>

**North Carolina
PACING GUIDE
YEAR-AT-A-GLANCE**

1

Composing and Decomposing

Pacing: 34 Days

Topic 1: Factors and Area

Students compose and decompose shapes, using properties of arithmetic and the additive property of area. Students review the connection of multiplication with area. They look for commonalities between numbers, specifically least common multiples and greatest common factors.

Standards: 6.G.1, 6.EE.2.b, 6.EE.3, 6.NS.4 **Pacing:** 12 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Writing Equivalent Expressions Using the Distributive Property	6.EE.2.b 6.EE.3	1	Students use the Distributive Property to decompose and compose numerical expressions to create equivalent representations.	<ul style="list-style-type: none"> Equivalent expressions can be rewritten using properties. The area of a rectangle is the product of its length and width. An area model with whole-number side lengths a and $(b + c)$ can be used to illustrate the Distributive Property. The Distributive Property of Multiplication over Addition states that for any numbers a, b, and c, $a(b + c) = ab + ac$.
2	Area of Triangles and Quadrilaterals	6.G.1	2	Students use previously learned knowledge of area to determine areas of a variety of triangles and quadrilaterals.	<ul style="list-style-type: none"> The formula for the area of a rectangle is $A = lw$, where A is the area of the rectangle, l is the length of the rectangle and w is the width of the rectangle. The formula for the area of a parallelogram is $A = bh$, where A is the area of the parallelogram, b is the length of the base of the parallelogram, and h is the height of the parallelogram. The formula for the area of a triangle is $A = 1/2bh$, where A is the area of the triangle, b is the length of the base of the triangle, and h is the height of the triangle. The formula for the area of a trapezoid is $A = 1/2 h(b^1 + b^2)$, where A is the area of the trapezoid, h is the height of the trapezoid, and b^1 and b^2 are bases.
3	Composite Figures	6.G.1	2	Students calculate the areas of complex geometric shapes and shapes found in the real-world by decomposing into shapes with known area formulas.	<ul style="list-style-type: none"> The area of a complex shape can be determined by decomposing the shape into rectangles, parallelograms, or triangles. The areas of real-world objects can be determined by decomposing the object into shapes with known areas.
4	Common Factors and Common Multiples	6.NS.4	2	Students use prime factorization and tables to organize factors and multiples and are introduced to least common multiple (LCM) and greatest common factor (GCF).	<ul style="list-style-type: none"> All numbers have factors. Prime factorization can be used to determine common factors and common multiples of two numbers. The greatest common factor (GCF) of two numbers is the largest factor shared by the two numbers. The least common multiple (LCM) of two numbers is the smallest non-zero multiple shared by the two numbers. Equivalent expressions can be generated using the associative, commutative, and distributive properties.

Course 1 6th Grade

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
5	Least Common Multiple and Greatest Common Factor	6.NS.4	1	Students use the greatest common factor (GCF) and least common multiple (LCM) to solve real-world and mathematical problems.	<ul style="list-style-type: none"> • Prime factorization can be used to determine common factors and common multiples of two numbers. • The greatest common factor (GCF) of two numbers is the largest factor shared by the two numbers. • The least common multiple (LCM) of two numbers is the smallest non-zero multiple shared by the two numbers. • Equivalent expressions can be generated using the distributive property and the GCF. • If two numbers a and b are relatively prime, then the $\text{gcf}(a, b) = 1$ and the $\text{lcm}(a, b) = ab$.

Course 1 6th Grade

Topic 2: Positive Rational Numbers

Students order positive rational numbers written in different forms. They review using models for fraction multiplication, and then they use models to develop an understanding of division of a fraction by a fraction.

Standard: 6.NS.1 **Pacing:** 8 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Identifying and Ordering Rational Numbers	6.NS.1	2	Students identify and order rational numbers written in different forms using benchmark and equivalent fractions.	<ul style="list-style-type: none"> Benchmark fractions are common fractions used to estimate the value of fractions such as 0, 1/2, and 1. A fraction is close to 0 when the numerator is very small compared to the denominator. A fraction is close to 1/2 when the numerator is about half the size of the denominator. A fraction is close to 1 when the numerator is very close in size to the denominator. An inequality is a statement that represents that one number is either less than or greater than another number.
2	Multiplying and Dividing with Fractions	6.NS.1	1	Students use area models to multiply fractions. They use visual fraction models, including number lines, to divide whole numbers by fractions.	<ul style="list-style-type: none"> Area models can be used to illustrate the multiplication of two fractions which is essentially the same as taking a part of a part. Division means asking how many groups of a certain size are contained in a number.
3	Fraction by Fraction Division	6.NS.1	3	Students use area models and numbers to divide fractions. They compute quotients of fractions and interpret the remainders.	<ul style="list-style-type: none"> The reciprocal or multiplicative inverse of a number a/b is the number b/a, where a and b are nonzero numbers. The product of any nonzero number and its multiplicative inverse is 1. The multiplicative Inverse Property states: $(a/b)(b/a) = 1$, where a and b are nonzero numbers. To calculate the quotient of two fractions, multiply the dividend by the reciprocal of the divisor.

Course 1 6th Grade

Topic 3: Decimals and Volume

Students determine the volume of rectangular prisms with fractional and decimal side lengths. They review decimal operations. Students use nets to calculate surface area of prisms and pyramids.

Standards: 6.NS.2, 6.NS.3, 6.G.2, 6.G.4 **Pacing:** 14 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Deepening Understanding of Volume	6.G.2 6.NS.3	2	Students sort polygons and polyhedra and review decimal multiplication. They determine the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes or the appropriate unit fraction edge lengths.	<ul style="list-style-type: none"> A polygon is a closed figure formed by three or more line segments. A polyhedron is a three-dimensional figure that has polygons as faces. A regular polyhedron is a three-dimensional solid that has congruent regular polygons as faces and has congruent angles between all faces. A cube is a regular polyhedron whose six faces are congruent squares. A unit cube is a cube that is one unit in length, one unit in width, and one unit in height. Volume is the amount of space occupied by an object. The formula for the volume of a cube is $V = lwh$, where l is the length, w is the width, and h is the height, or $V = Bh$, where B is the area of the base and h is the height. When multiplying decimals, the number of decimal places in the product is equal to the sum of the decimal places in the factors.
2	Volume Composition and Decomposition	6.G.2 6.NS.3	2	Students review estimating and calculating sums and differences of decimals. They determine the volumes of composite solids with decimal side lengths.	<ul style="list-style-type: none"> When adding or subtracting decimals, the decimal points must be lined up to ensure like place values are written in the same columns and combined appropriately. A rectangular prism is a prism that has rectangles as its bases. A composite solid is made up of more than one geometric solid. The formula for the volume of a cube is $V = lwh$, where l is the length, w is the width, and h is the height, or $V = Bh$, where B is the area of the base and h is the height. The volume of composite solids is found by adding or subtracting volumes of common solids.
3	Surface Area of Rectangular Prisms and Pyramids	6.G.4 6.NS.3	3	Students determine the surface areas of prisms and pyramids using nets, drawings, and measurements.	<ul style="list-style-type: none"> A net is a two-dimensional representation of a three-dimensional geometric figure. The surface area of a three-dimensional figure can be calculated by determining the areas of each face of the figure.

Course 1 6th Grade

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
4	Dividing with Volume and Surface Area	6.NS.2 6.NS.3	2	Students review and practice the standard algorithm for division, including division of decimals, in the context of volume and surface area.	<ul style="list-style-type: none"> • The dividend is the number or decimal that is being divided into equal groups. • The divisor is the number or decimal that divides the dividend. • The quotient is the result of the division sentence. • When the divisor is less than the dividend, then the quotient is always greater than one. • When the divisor is greater than the dividend, then the quotient is always less than one. • When the divisor and the dividend are multiplied by the same number, the quotient remains unchanged. • In long division, it is necessary to use an algorithm to determine the quotient. • The number of digits in a quotient can be determined by the correct placement of the first digit of the quotient in the algorithmic process.

2

Relating Quantities

Pacing: 34 Days

Topic 1: Ratios

Students learn about ratios and use ratio reasoning to determine equivalent ratios. They compare additive and multiplicative relationships and make quantitative and qualitative comparisons. Students use ratio reasoning to solve real-world and mathematical problems with double number lines, tables, proportional statements, and graphs.

Standards: 6.RP.1, 6.RP.3.a **Pacing:** 17 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Introduction to Ratio and Ratio Reasoning	6.RP.1	2	Students differentiate between additive and multiplicative reasoning. They write part-to-part and part-to-whole ratios in different forms.	<ul style="list-style-type: none"> A ratio is a comparison of two quantities. Ratios can be expressed using words, with a colon, or in fractional form. A ratio can represent part-to-whole or part-to-part relationships. Fractions and percents are special types of part-to-whole ratios.
2	Comparing Ratios to Solve Problems	6.RP.1 6.RP.3	1	Students decide which of two or more ratios in each situation is greater using qualitative and quantitative reasoning.	<ul style="list-style-type: none"> A ratio is a comparison of two quantities.
3	Determining Equivalent Ratios	6.RP.1 6.RP.3	3	Students use a variety of strategies to determine equivalent ratios: pictures, tape diagrams, scaling up/down, and double number lines.	<ul style="list-style-type: none"> Models are used to represent ratio relationships and to solve real-world problems. A ratio is a comparison of two quantities. A rate is a ratio that compares two quantities that are measured in different units. When two rates or ratios are equal to each other, they can be written as a proportion. A proportion is an equation that states two ratios are equal. When writing a proportion, the numbers representing the same quantity must be placed in both numerators or in both denominators. The unit of measurement must be consistent among the ratios. Scaling down means to divide the numerator and denominator by the same factor. Scaling up means to multiply the numerator and denominator by the same factor. A double number line is a model that is made up of two number lines used to represent the equivalence of two related numbers. The intervals on each number line maintain the same ratio.
4	Using Tables to Represent Equivalent Ratios	6.RP.1 6.RP.3.a	2	Students use tables to determine equivalent ratios. They multiply or divide existing ratios by a common factor and add or subtract ratios already in the table to determine equivalent ratios.	<ul style="list-style-type: none"> Ratios are used to represent proportional relationships in the real-world. Equivalent ratios are generated within the context of a situation using addition, subtraction, multiplication, and division.

Course 1 6th Grade

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
5	Graphs of Ratios	6.RP.1 6.RP.3.a	2	Students investigate the graphs of proportional and non-proportional relationships in order to recognize graphs or equivalent ratios as those that form straight lines and pass through the origin.	<ul style="list-style-type: none"> Equivalent ratios can be represented by tables, double number lines, and on coordinate planes. A ratio y/x is plotted as the ordered pair (x, y). Equivalent ratios represented on the coordinate plane form a straight line that passes through the origin.
6	Using and Comparing Ratio Representations	6.RP.1 6.RP.3.a	3	Students use a variety of representations to determine equivalent ratios. They summarize how to use the different representations in a graphic organizer.	<ul style="list-style-type: none"> Equivalent ratios represented by tables, double number lines, and on coordinate planes can be used to solve real-world and mathematical problems. Equivalent ratios represented on the coordinate plane form a straight line that passes through the origin.

Course 1 6th Grade

Topic 2: Percents

Students use their knowledge of fractions and decimals and their basic understanding of percents to write and compare rational numbers written in these three different forms. They use estimation, benchmark percents, and ratio strategies to solve percent problems, including determining the whole given the part and percent and determining the part of a whole.

Standard: 6.RP.3.c **Pacing:** 8 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Percent, Fraction, and Decimal Equivalence	6.RP.3.c	2	Students learn about the relationships between percents, fractions, and decimals. Students write numbers in equivalent forms and use number lines to indicate the equivalent fraction, decimal, and percent represented by the markers on the number line.	<ul style="list-style-type: none"> Percent is a part-to-whole ratio with a whole of 100. The symbol % means "out of 100." The hundredths grid can be used to represent a fraction, decimal, or percent. To write a fraction as a percent, scale up or down to an equivalent fraction with a denominator of 100, if possible. To write a fraction as a percent, divide the numerator by the denominator and move the decimal in the quotient two places to the right.
2	Using Estimation and Benchmark Percents	6.RP.3.c	2	Students build strategies for determining reasonableness or percent calculations. They estimate shaded portions of shapes and use benchmark percents to mentally estimate and compute the value of a percent.	<ul style="list-style-type: none"> Percent is a fraction in which the denominator is 100. The symbol % means "out of 100." A benchmark percent is a percent that is commonly used, such as 1%, 5%, 10%, 25%, 50%, and 100%. Calculating 1% of any number is the same as moving the decimal point two places to the left. Calculating 10% of any number is the same as moving the decimal point one place to the left. Benchmark percents can be used to perform mental estimation and calculation of percents.
3	Determining the Part and the Whole in Percent Problems	6.RP.3.c	2	Students use a variety of strategies to determine a part of a whole and to determine the whole in a variety of percent problems, including problems about money, area, and volume.	<ul style="list-style-type: none"> Percent problems involve three quantities: the part, the whole, and the percent. When calculating the whole, given the percent and the part, write the percent as a fraction with a denominator of 100 and set it equal to the part over x. Then solve for x.

Course 1 6th Grade

Topic 3: Unit Rates and Conversions

Students use conversion rates and ratio reasoning to convert within and between systems of measurement. They explore unit rates and their representations and use unit rates and ratio reasoning to solve problems.

Standards: 6.RP.2, 6.RP.3.b, 6.RP.3.d **Pacing:** 9 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Using Ratio Reasoning to Convert Units	6.RP.3.d	2	Students use ratio reasoning and strategies to convert measurement units. Students use double number lines, ratio tables, and scaling up and down, and unit analysis to convert units of measurement. Students make choices about which strategy to use when converting between units of measurement.	<ul style="list-style-type: none"> When a smaller unit of measure is converted to a larger unit of measure, the larger unit of measure has fewer units. When a larger unit of measure is converted to a smaller unit of measure, the smaller unit of measure has more units. All of the strategies used to determine equivalent ratios (double number lines, ratio tables, scaling up and down) can be used to convert between units. Unit analysis is a strategy for converting units that ensures the correct calculations and units in the final result.
2	Introduction to Unit Rates	6.RP.2 6.RP.3.b	3	Students use models to estimate unit rates. They compare and use different methods for writing unit rates. Students use unit rates to determine the best unit rate in a variety of contexts, including unit pricing and constant speed.	<ul style="list-style-type: none"> A rate is a ratio in which the two quantities being compared are measured in different units. A unit rate is a comparison of two measurements in which the denominator has a value of one unit. Unit rates are used to calculate best buys. Unit rates are used to make comparisons involving rates.
3	Multiple Representation of Unit Rates	6.RP.3.b	2	Students solve problems with unit rates using a variety of representations including tables and graphs.	<ul style="list-style-type: none"> Equivalent rates can be represented through tables, double number lines, and on coordinate planes.

3

Determining Unknown Quantities

Pacing: 33 Days

Topic 1: Expressions

Students extend their application of the Order of Operations with numerical expressions to include exponents. They write and evaluate algebraic expressions to solve problems. Students create equivalent expressions and determine if expressions are equivalent.

Standards: 6.EE.1, 6.EE.2, 6.EE.3, 6.EE.4, 6.EE.6 **Pacing:** 13 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Evaluating Numeric Expressions	6.EE.1	2	Students learn that an expression represents a relationship between quantities. Then they write simplified numerical expressions. Students apply the Order of Operations to simplify numeric expressions.	<ul style="list-style-type: none"> A numeric expression is a mathematical phrase containing numbers. To simplify a numeric expression means to calculate an expression to get a single value. Parentheses are symbols used to group numbers and operations, and are used to change the normal order in which operations are performed. The Order of Operations is a set of rules that ensures the same result every time an expression is simplified. <ol style="list-style-type: none"> Simplify expressions inside parentheses or grouping symbols such as () or []. Simplify terms with exponents. Multiply and divide from left to right. Add and subtract from left to right.
2	Introduction to Algebraic Expressions	6.EE.2.a 6.EE.2.b 6.EE.2.c	2	Students learn that an algebraic expression is a series of terms linked together by operation signs. They decompose given algebraic expressions by stating the number of terms in each algebraic expression and listing the terms. Students evaluate algebraic expressions and practice composing algebraic expressions from verbal phrases written with mathematical terminology.	<ul style="list-style-type: none"> A variable is a letter or symbol used to represent quantities. An algebraic expression is a mathematical phrase involving at least one variable and sometimes numbers and operation symbols. Situations can be expressed using algebraic expressions. A numerical coefficient is a number, or quantity, that is multiplied by a variable in an algebraic expression. If a variable does not have a coefficient, then it is understood to be 1. A constant is a number, or quantity, that does not change its value. To evaluate an algebraic expression, substitute the given values for the variables and then apply the order of operation rules to the numerical expression.
3	Equivalent Expressions	6.EE.2.a 6.EE.3	2	Students review the properties of arithmetic and algebra and use the properties to rewrite algebraic expressions in equivalent forms. They model and simplify algebraic expressions using algebra tiles and using properties.	<ul style="list-style-type: none"> Algebra tiles are used as a model to make sense of rewriting algebraic expressions. Like terms are two or more terms that have the same variable raised to the same power. The Distributive Property states that if a, b, and c are any real numbers, then $a(b + c) = ab + ac$. Because subtraction is a special form of addition and division is a special form of multiplication, the Distributive Property can also be expressed as $a(b - c) = ab - ac$, $(a + b)/c = a/c + b/c$, and $(a - b)/c = a/c - b/c$. An algebraic expression can be written as the product of two factors by applying the Distributive Property.

Course 1 6th Grade

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
4	Verifying Equivalent Expressions	6.EE.4	1	Students use properties, tables, and graphs to show that the expressions are or are not equivalent.	<ul style="list-style-type: none"> The Commutative Properties of Addition and Multiplication state that the order in which you add or multiply two or more numbers does not affect the sum or the product. The Associative Properties of Addition and Multiplication state that changing the grouping of the terms in an addition or multiplication problem does not change the sum or product. The Distributive Property states that if a, b, and c are any real numbers, then $a(b + c) = ab + ac$. Because subtraction is a special form of addition and division is a special form of multiplication, the Distributive Property can also be expressed as $a(b - c) = ab - ac$, $(a + b)/c = a/c + b/c$, and $(a - b)/c = a/c - b/c$. Two algebraic expressions are equivalent expressions if, when any values are substituted for the variables, the results are equal. One non-example is necessary to disprove a claim, whereas an infinite number of examples are necessary to prove a claim. Because it is impossible to provide an infinite number of examples, the use of properties and graphs are more effective means of proof than tables. Two algebraic expressions can be proven to be equivalent by: (1) using algebraic properties to simplify them until they are written the exact same way; and (2) graphing each expression on the same graph to determine if their graphs are the same.
5	Using Algebraic Expressions to Analyze and Solve Problems	6.EE.2.a 6.EE.2.c 6.EE.3 6.EE.6	1	Students practice writing algebraic expressions and using those expressions to solve problems.	<ul style="list-style-type: none"> Many real-life situations can be represented using algebraic expressions. The algebraic expressions can then be used to answer questions about the situation. Different algebraic expressions may represent the same real-life situation depending upon what the initial variable represents.

Course 1 6th Grade

Topic 2: Equations

Students learn that the equals sign indicates a relationship between two expressions. They learn that equations can have 1, 0, or infinite solutions and that inequalities have a solution set. Students use bar models to reason about solving one-step addition and multiplication equations. They develop strategies for solving equations without the models and practice writing and solving equations.

Standards: 6.EE.5, 6.EE.6, 6.EE.7, 6.EE.8, 6.EE.9 **Pacing:** 11 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Reasoning with Equal Expressions	6.EE.5 6.EE.8	3	<p>Students learn that an equation is a mathematical sentence created by equating two expressions. They rewrite equations using properties in order to maintain equality. Then students create equations from a list of expressions and determine the solutions to their equations, using substitution, given a set of possible solutions. They learn that equations may have one solution, no solution, or multiple solutions.</p> <p>Students are introduced to algebraic inequalities. They analyze graphs and solution sets of algebraic inequalities, including inequalities of the form $x > c$, $x < c$, $x \geq c$, and $x \leq c$.</p>	<ul style="list-style-type: none"> A solution to an equation is any value for a variable that makes the equation true. The Properties of Equality state that if the same operation is performed on both sides of the equation, then equality is maintained. The graph of an inequality in one variable is the set of all points on a number line that make the inequality true. The solution set of an inequality is the set of all points that make the inequality true.
2	Solving One-Step Addition Equations	6.EE.6 6.EE.7	1	<p>Students use bar models to solve a variety of one-step addition equations of the form $p + x = q$, where p, x, and q can be nonnegative rational numbers. Then they use properties of arithmetic and algebra to solve addition equations without using models, eventually using the Subtraction Property of Equality to solve a variety of addition equations.</p>	<ul style="list-style-type: none"> A one-step equation is an equation that can be solved using only one operation. A solution to an equation is any value for a variable that makes the equation true. To solve an equation, you must isolate the variable by performing inverse operations. The Properties of Equality state that if you perform the same operation on both sides of an equation, then equality is maintained.

Course 1 6th Grade

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
3	Solving One-Step Multiplication Equations	6.EE.6 6.EE.7	2	Students use bar models to solve a variety of one-step multiplication equations of the form $px = q$, where p , x , and q can be nonnegative rational numbers. Then they use properties of arithmetic and algebra to solve multiplication equations without using models, eventually using the Division Property of Equality to solve a variety of multiplication equations.	<ul style="list-style-type: none"> • A one-step equation is an equation that can be solved using only one operation. • A solution to an equation is any value for a variable that makes the equation true. • To solve an equation, you must isolate the variable by performing inverse operation. • The Properties of Equality state that if you perform the same operation on both sides of an equation, then equality is maintained.
4	Solving Equations to Solve Problems	6.EE.6 6.EE.7 6.EE.9	2	<p>Students solve a variety of real-world and mathematical problems that can modeled by one-step equations. They begin by being introduced to literal equations and use the skills learned in the previous lesson to solve them.</p> <p>Students are then presented with a set of rather direct statement problems as a way to introduce a mathematical structure (defining variables, writing an equation, solving the equation, and interpreting the solution) to solve real-world problems. This activity is followed by a set of problems that are not as straightforward in nature, one requiring the use of the area formula. Students also investigate division problems in which the remainder must be interpreted correctly in order to arrive at a reasonable conclusion.</p>	<ul style="list-style-type: none"> • A mathematical framework can be used to solve real-world problems. • Variables can be used to represent quantities in expressions describing real-world values. • To solve an equation, you must isolate the variable by performing inverse operations. • A remainder in a quotient can have different meanings depending on the context of the division problem.

Course 1 6th Grade

Topic 3: Graphing Quantitative Relationships

Students use multiple representations to model and solve problems. They learn that quantities can vary in relation to each other and are often referred to as independent and dependent quantities. Quantities do not necessarily vary in a linear pattern; students analyze graphs for non-linear as well as linear scenarios. Students solve for unknown values of the independent or dependent variable by analyzing their graphs. They then solve linear equations using the variety of tools available, and they contrast the advantages and limitations of each.

Standard: 6.EE.9 **Pacing:** 9 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Independent and Dependent Variables	6.EE.9	2	<p>Students match graphs with the appropriate scenarios. They analyze the graphs and use inequality statements to represent constraints in problem situations.</p> <p>Students identify independent and dependent quantities and represent those quantities using variables. They learn that the independent and dependent classifications may depend on the question being asked.</p>	<ul style="list-style-type: none"> Graphical representations are used to solve problems. Graphs represent the relationships between independent and dependent quantities. The dependent quantity is the quantity that depends on another quantity. The variable representing the dependent quantity is the dependent variable. The independent quantity is the quantity that is depended upon. The variable representing the independent quantity is the independent variable. The independent variable is located on the x-axis and the dependent variable is located on the y-axis. In an equation, the dependent quantity is represented by the isolated variable.
2	Using Graphs to Solve One-Step Equations	6.EE.9	1	<p>Students analyze representations of a multiplicative and an additive scenario. They analyze the graphs of the equations and use the graphs to determine the value of an independent quantity using a value of the dependent variable by using a horizontal line graphed at the value of the dependent variable.</p>	<ul style="list-style-type: none"> Multiple representations such as words, tables, equations, and graphs, are used to solve problems of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are all nonnegative rational numbers. A solution to an equation is any value for a variable that makes the equation true. A solution to an equation represented on a graph is any point on the line. An inequality of the form $x > c$ or $x < c$ can be used to represent constraints when solving a real-world problem.
3	Multiple Representations of Equations	6.EE.9	2	<p>Students analyze equations in a variety of different forms — represented in tables graphs, in word problems, and as algebraic equations. They solve problems using these multiple representations of equations and organize the characteristics of the different representations.</p>	<ul style="list-style-type: none"> Multiple representations such as words, tables, equations, and graphs, are used to solve problems.

Course 1 6th Grade

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
4	Relating Distance, Rate, and Time	6.EE.9	1	Students analyze and solve problems about competing in triathlons to investigate the relationship between distance rate, and time. They analyze the rate for a specific segment of the triathlon, beginning with either a graph, table, or given rate. Finally, students write that each activity used a form of the equation $d = rt$.	<ul style="list-style-type: none">Graphical representations are used to solve problems.Multiple representations such as words, tables, equations, and graphs, are used to solve problems of the form $px = q$ for cases in which p, q, and x are all nonnegative rational numbers.Distance equals rate times time, where rate is distance per time.

4

Moving Beyond Positive Quantities

Pacing: 20 Days

Topic 1: Signed Numbers

Students explore positive and negative numbers on a number line. They interpret the meanings of positive rational numbers, negative rational numbers, and zero in real-world and mathematical situations. Students develop an understanding of the relationship between opposites and distance on a number line, defining absolute value of a rational number. Students classify numbers into their respective number systems and explore the density of the rational numbers.

Standards: 6.NS.5, 6.NS.6.a, 6.NS.6.c, 6.NS.7 **Pacing:** 7 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Introduction to Negative Numbers	6.NS.5 6.NS.6.a 6.NS.6.c 6.NS.7 6.NS.7.a 6.NS.7.b	2	Students plot positive and negative rational numbers on a number line. They learn that opposite on a number line means to reflect over 0. They also learn that the negative sign is used as notation for opposites. Students explain the meaning of 0, positive numbers, and negative numbers in a variety of contexts.	<ul style="list-style-type: none"> Positive and negative numbers are used to describe quantities having opposite directions or values. Positive and negative numbers are used in real-world situations. Zero has different meanings in different real-world situations.
2	Absolute Value	6.NS.7 6.NS.7.c 6.NS.7.d	2	Students define absolute value of a rational number as the distance from 0. Students evaluate absolute value statements and compare numbers using absolute values. They solve problems using absolute value statements.	<ul style="list-style-type: none"> The distance from zero is the absolute value, or magnitude, of a rational number. Absolute values are used to describe real-world situations. Absolute value equations are used to compute distance on a number line.
3	Rational Number System	6.NS.6	1	Students sort and classify numbers as natural numbers, whole numbers, integers, and rational numbers. They investigate the density of rational numbers by locating rational numbers between other rational numbers.	<ul style="list-style-type: none"> Rational numbers are the set of numbers that can be written as a/b, where a and b are integers and b does not equal 0. The set of rational numbers includes the sets of integers, whole numbers, and natural numbers. Given two rational numbers, there exists an infinite number of rational numbers between those numbers.

Course 1 6th Grade

Topic 2: The Four Quadrants

Students explore the four quadrant coordinate plane. They look for patterns in the signs of the ordered pairs in each quadrant and for ordered pairs that lie along the same vertical and horizontal grid lines. Students analyze and solve problems involving geometric shapes on the coordinate plane. Students then solve a wide range of problems on the coordinate plane using scenarios, graphs, equations, and tables.

Standards: 6.NS.6.b, 6.NS.6.c, 6.NS.C.8, 6.EE.9, 6.G.A.3 **Pacing:** 13 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Extending the Coordinate Plane	6.NS.6.b 6.NS.6.c 6.NS.C.8	3	Students identify all four quadrants, identify and plot ordered pairs, and make generalizations about points located in given quadrants. They determine distances between two points that share a common coordinate.	<ul style="list-style-type: none"> The coordinate plane is used to plot ordered pairs of rational numbers. The coordinate plane has 4 quadrants that are named with Roman numerals. The relationship between two ordered pairs differing only by signs is a reflection across one or both axes. Absolute value equations are used to determine the distance between two points that share an x-coordinate or a y-coordinate.
2	Graphing Geometric Figures	6.NS.C.8 6.G.A.3	2	Students graph and solve problems with geometric figures on the coordinate plane. They determine perimeters and area of polygons on the coordinate plane and solve a playground design problem using coordinates in multiple quadrants.	<ul style="list-style-type: none"> Absolute value equations can be used to determine area and perimeter of polygons plotted in the coordinate plane. Polygons drawn in the coordinate plane can be used to solve real-world and mathematical problems.
3	Problem Solving on the Coordinate Plane	6.NS.C.8 6.EE.9	4	Students apply their knowledge of plotting rational numbers on the coordinate plane, interpreting points on the coordinate plane, creating tables of values, and writing and solving equations to solve a variety of problems situated on the coordinate plane.	<ul style="list-style-type: none"> Multiple representations such as situations written in words, equations, tables, and graphs can be used to solve problems. Graphs other than lines can be used to model real-life situations. Graphs can be used to interpret data and changes in data. There are advantages and disadvantages to using different mathematical tools to solve problems.

5

Describing Variability of Quantities

Pacing: 18 Days

Topic 1: The Statistical Process

Students learn about the statistical problem solving process: formulate questions, collect data, analyze data, and interpret the results. They learn about variability in data, statistical questions, and basic forms of data collection. Students use real-world data to create and analyze dot plots, stem-and-leaf plots, and histograms in terms of their shape and defining characteristics.

Standards: 6.SP.A.1, 6.SP.A.2, 6.SP.A.3, 6.SP.B.4, 6.SP.B.5 **Pacing:** 7 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Understanding the Statistical Process	6.SP.A.1	2	Students learn about the statistical process, statistical variability, and statistical questions. They organize questions into two types, categorical and quantitative, and determine the best method of data collection to answer each question. Students engage in the statistical process, analyzing and interpreting circle and bar graphs for their data.	<ul style="list-style-type: none"> The statistical process includes formulating a statistical question, collecting data, analyzing the collected data, and interpreting the data in context of the situation. A statistical question is one that anticipates and accounts for variability in data. Data can be described as being categorical or quantitative. Categorical data is a set of data for which each piece of data fits into exactly one of several different groups or categories. Quantitative data is a set for which each piece of data can be placed on a numerical scale. Data are collected through the use of surveys, observational studies, and experiments. Data can be displayed using graphs and plots. Categorical data can be displayed in tables, bar graphs, and circle graphs.
2	Analyzing Numerical Data Displays	6.SP.A.2 6.SP.B.4 6.SP.B.5.a 6.SP.B.5.b 6.SP.B.5.c	2	Students explore dot plots and stem-and-leaf plots. They learn how to describe the shape of a data set displayed in a plot and identify other properties, such as clusters and gaps in plots of data.	<ul style="list-style-type: none"> Dot plots are a type of graph used to represent the frequency of data values using a number line. Dot plots are used to represent quantitative data rather than categorical data. They are best suited for a small number of data points. Data sets have a graphical distribution, which can be described in terms of overall shape and patterns and deviations from the pattern. Distributions are commonly referred to as symmetric, skewed left, skewed right, or uniform. Common graphical features include clusters, peaks, and gaps in the data values. Often a gap in the data is an indicator that the data include an outlier. Stem-and-leaf plots are a type of graph used to represent and organize data values for a large number of quantitative data.
3	Using Histograms to Display Data	6.SP.A.2 6.SP.B.4 6.SP.B.5.a 6.SP.B.5.b 6.SP.B.5.c	1	Students analyze and interpret histograms. Then students create and compare two histograms from provided data sets.	<ul style="list-style-type: none"> Histograms and bar graphs look very similar. Bar graphs are necessary when the data is categorical. Histograms are used when the data is numerical; numerical data can be represented continuously in intervals. The intervals in a histogram must all be the same size. The width of the bar represents the interval. The height of the bar indicates the frequency of values in the interval. Histograms and frequency tables display the same information. The histogram is a more visual representation of the information.

Course 1 6th Grade

Topic 2: Numerical Summaries of Data

Students learn about measures of central tendency and measures of variability and when each is the most appropriate measure for a given data set. They identify the modes and calculate means and medians of data sets. Students calculate the five-number summaries and interquartile ranges of data sets and use them to create box-and-whisker plots. Students calculate the mean absolute deviations of data sets.

Standards: 6.SP.A.2, 6.SP.A.3, 6.SP.B.4, 6.SP.B.5 **Pacing:** 11 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Analyzing Data Using Measures of Center	6.SP.A.2 6.SP.A.3 6.SP.B.5.c	2	Students analyze and interpret data using the three different measures of center: mode, median, and mean. Students investigate mean in three different ways: by leveling off a set of data values (creating fair shares), by establishing a balance point for a set of data values, and by determining the sum of the data values and dividing by the number of data values. Students calculate and interpret each measure of center in a real-world problem.	<ul style="list-style-type: none"> • A measure of center for a data set summarizes all of its values with a single number. • Measures of center are numerical ways of determining where the center of data is located. • Three measures of center are mode, median, and mean. • The mode is the data value or values that occur most often in a data set. • The median is the data value in the middle of a data set that has been placed in numerical order. • The mean can be thought of as leveling off a set of data values, a balance point of a data set placed on a number line, and the sum of the data values divided by the number of data values.
2	Displaying the Five-Number Summary	6.SP.A.2 6.SP.A.3 6.SP.B.4 6.SP.B.5.c	2	Students are introduced to measures of variability, specifically the interquartile range. They divide data sets into quartiles, leading to the five-number summary. Then students use box-and-whisker plots to display the five-number summary. They construct, analyze, and interpret box-and-whisker plots of real-world data.	<ul style="list-style-type: none"> • Measures of variability in a data set describe how spread out the data is. • Quartiles are values that divide a data set into four parts once the data is arranged in ascending order. • The five-number summary for a data set consists of the minimum value, the first quartile (Q1), the median (Q2), the third quartile (Q3), and the maximum value of the data set. • The IQR is the interquartile range or the difference between the first and third quartiles (Q3 – Q1), Q1 and Q3. • A box-and-whisker plot is another way to display numerical data on a number line. It displays the five-number summary and the interquartile range.
3	Mean Absolute Deviation	6.SP.A.2 6.SP.A.3 6.SP.B.5	1	Students are introduced to the mean absolute deviation as a measure of variability. The mean absolute deviation is associated with the mean as a measure of center. Students calculate the mean absolute deviations of data sets. They compare the two measures of variability: interquartile range and mean absolute deviation.	<ul style="list-style-type: none"> • Measures of variability in a data set describe how spread out the data is. • The mean absolute variation is a measure of variability describing how the data is spread out around the mean of the data set.

Course 1 6th Grade

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
4	Choosing Appropriate Measures	6.SP.B.5.a 6.SP.B.5.c 6.SP.B.5.d	2	Students choose the appropriate measures of center and variation to best describe a data set. They relate the mean and median of a data set to the shape of its distribution. Students use these corresponding measures of center and variation, choosing among them to describe a data set, to draw conclusions about data given in a variety of displays.	<ul style="list-style-type: none"> • The mean is affected by extreme high and low values in a data set, while the median is not. • The value of the mean can be estimated by comparing it to the median of the data, and taking into consideration the spread of the data and any extreme values in the data set. • When a data set contains an extreme value, the median is a better measure of center to summarize the data than the mean.

6 th Grade	7 th Grade	8 th Grade
M/J Robotics I	M/J Robotics II VEX (teacher recommendation required) or Future City I	Robotics III Arduino (teacher recommendations required) or Future City I or Future City II and Engineering Research (Teacher Recommendation required) or Intro. to Computer Science

Lesson #1 Clawbot

Class: Robotics II

Grade: 7th

OVERVIEW

The purpose of this class is to teach core computer programming techniques, algebra and geometry concepts and scientific reasoning skills, using Robotics and Applied Engineering as a learning context.

Each lesson flows through a loop called: **Engineering Process** (Problem-Research-Design-Build-Test) starting with a specific problem and ending up in a challenge.

Within each run in the Engineering Process, students also learn other key skills like collaborative work, project management and technical drawing.

LESSON PLAN

Lesson Name: Clawbot

Lesson estimate duration: 2 weeks.

CHALLENGE:

Students will design, build and operate a Remote-Controlled Robot capable of lifting objects using a claw and transporting them to a specific location on the field.

OBJECTIVES:

At the end of the lesson students will be able to:

- Follow step-by-step instructions to build a fully-functional remote-controlled robot and an operational claw.
- Learn about and utilize the engineering process
- Use a Computer-Assisted Design (CAD) Software to create a robot's virtual representation
- Produce a technical drawing of the robot's Top, Side and Front views.
- Document the engineering process by means of a visual journal (Engineering Notebook)
- Troubleshoot and solve problems to improve the original design

MATERIALS:

6' x 4' (min) competition field

VEX-IQ SuperKit ® or 45544 Lego EV3 Kit. (1 kit per team. Teams of 3 max.)

VEX-IQ Hexballs/Cubes or Lego Color Cubes

Sketchbook (1 per student)

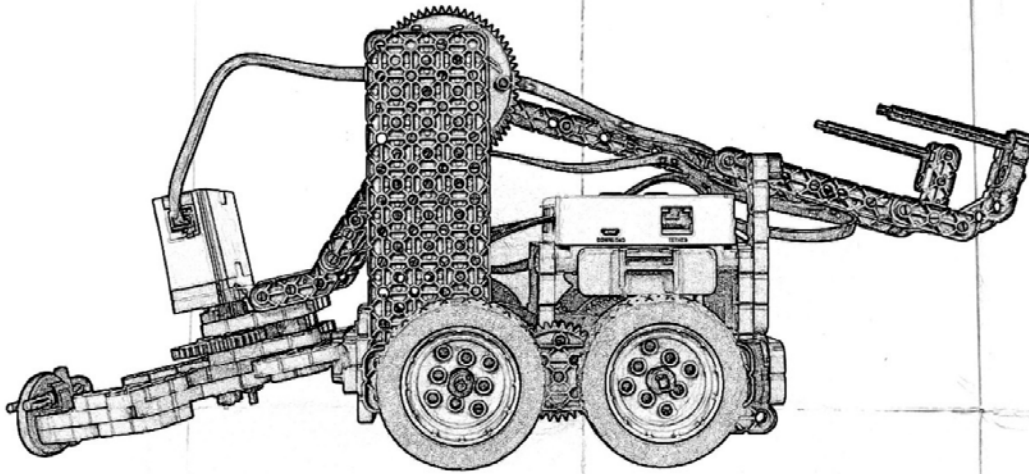
Composition Notebook (1 per student)

Basic geometry set (Ruler, Triangles, Compass)

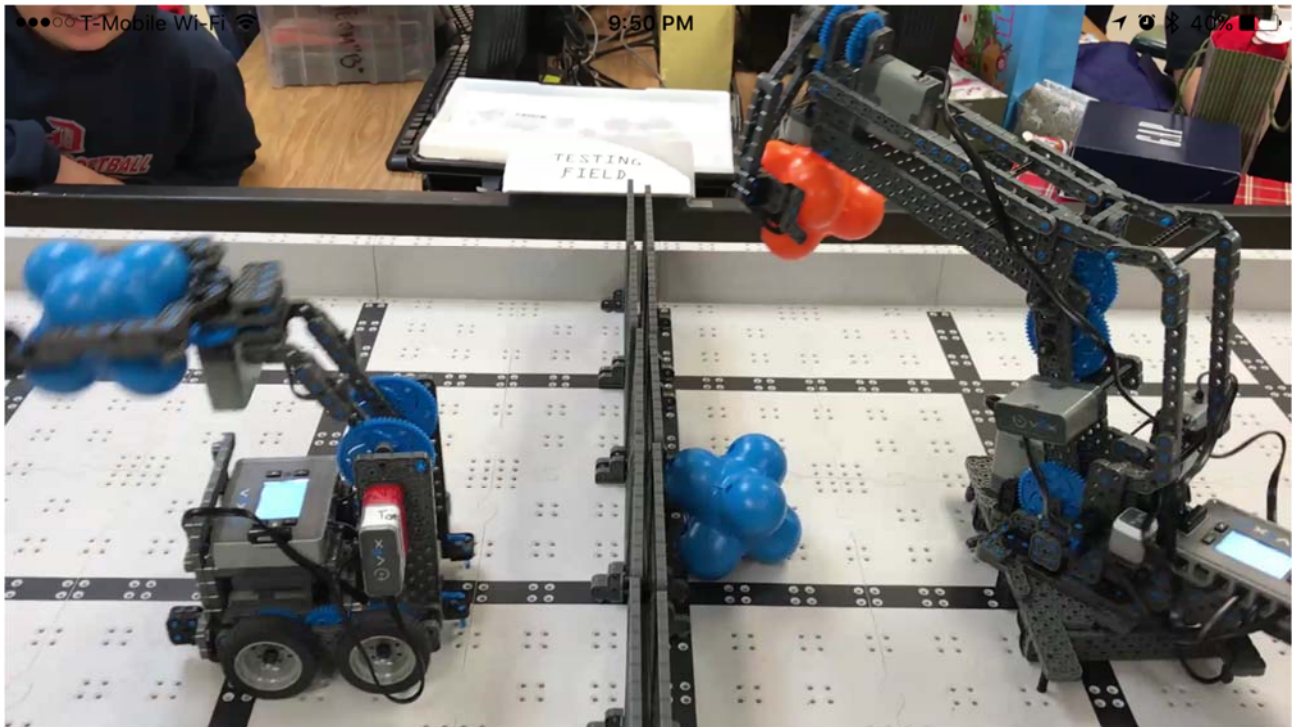
TEACHER GUIDE**STUDENT GUIDE**

	TEACHER GUIDE	STUDENT GUIDE
Step 1	<p>Explain the challenge and its specifications like:</p> <ul style="list-style-type: none">• Size and shape of the objects• Starting and Finishing position of the objects on the field• Challenge's time• Maximum permitted size of the robot (Height, Length, Width)• Other restrictions	Document the challenge specifications on the "Engineering Notebook"
Step 2	Encourage and guide the students to use classroom's resources to research designs and viable solutions.	Research and Design
Step 3	Guide the students in to the use of geometry sets to create a technical drawing (sketch) of their design	Create the prototype's sketch
Step 4	Guide the students in to the use of the CAD software (VEX SnapCad or Lego Digital Designer)	Create a tridimensional virtual representation of the robot's design.
Step 5	Supervise the robot construction	Build and Test the ClawBot
Step 6	Organize and evaluate the final challenge	Participate in the Final Challenge
Step 7	Review and give feedback	Document Pros and Cons and reflections on the Challenge's results

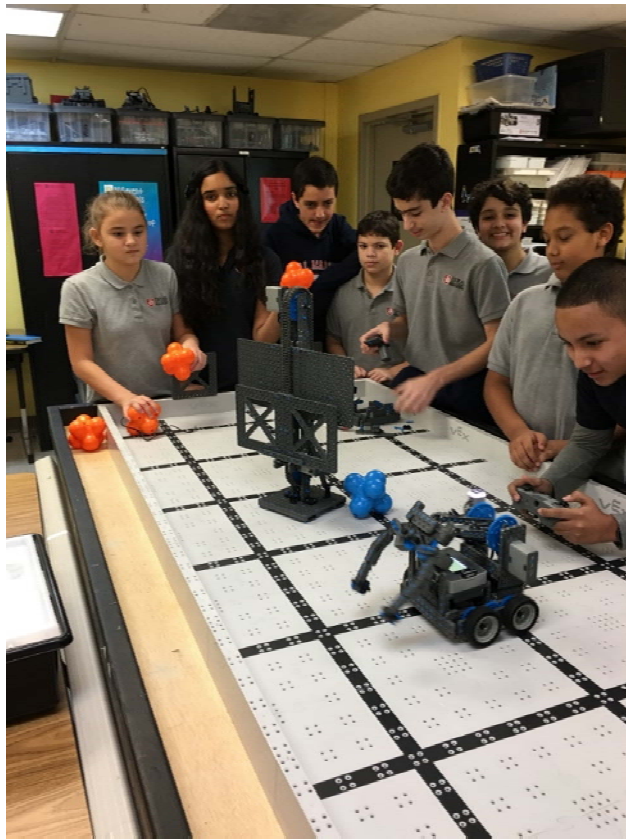
Photos and Pictures



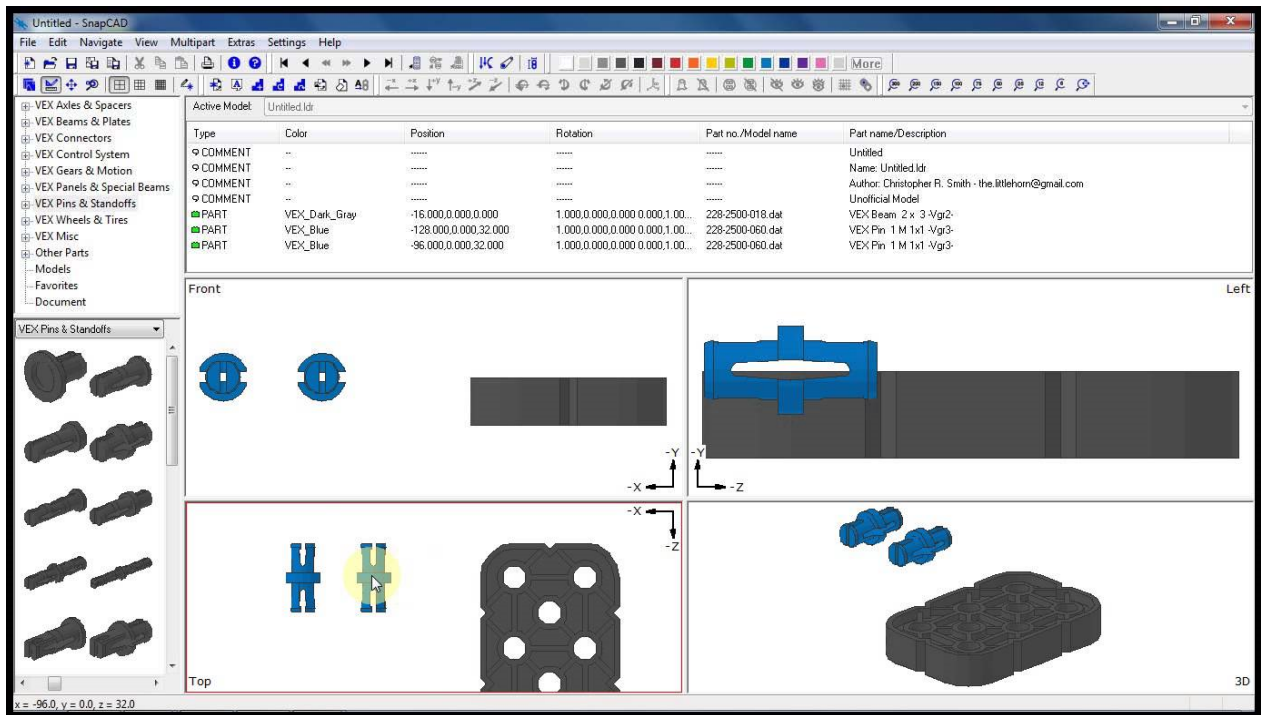
Technical Drawing Example



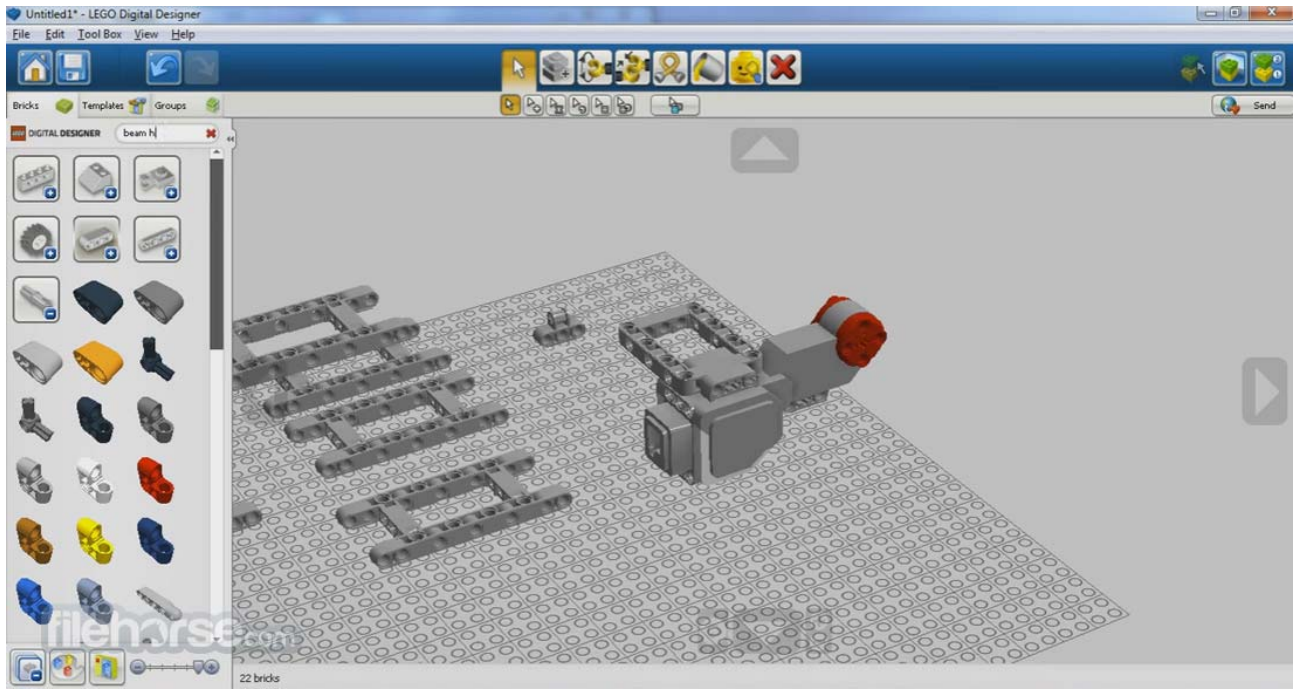
Competition (Robo-Tennis)



Trials



VEX-IQ SnapCad® screenshot



LEGO Digital Designer® Screenshot



ROBOTICS I

Class Description

Students will use an Applied-Engineering approach and the LEGO EV3 Robotics Ecosystem to learn how to design, build and control Autonomous and Remote-Controlled Robots. By this means, they will also learn how to use controllers, actuators and sensors, applied mathematics, coding, mechanical engineering concepts and more. The class encourage guided researching, problem solving, team-work and documenting.

Pacing Guide

Week 1-3: INTRODUCTION TO ROBOTICS

- Introduction to Robotics & Programming
- What is a robot?
- Robotics Applications
- Basic Laboratory set-up procedures
- EV3 Platform and software introduction
- EV3 Key parts and components
- LEGO Digital Designer Introduction
- Technical Drawing Introduction
- The Engineering Process

Week 4-7: BASIC ROBOT and COLOR DETECTION

- BASIC Robot Research:
 - Basic structure and components
 - Applications
 - Sketches and Technical Drawings
- Build and CAD Documentation
- Basic Robot Test
- Modification Project: Color Detection
 - Basic structure and components
 - Applications
 - Technical Sketch
- Color Detection Challenge

Week 8-11: ROVER and OBJECT DETECTION

- ROVER Research:
 - Basic structure and components
 - Applications
 - Sketches and Technical Drawings
- Build and CAD Documentation
- ROVER Test
- Modification Project: Ultrasonic Detection
 - Basic structure and components
 - Applications

- Technical Sketch
- Ultrasonic Detection Challenge

Week 12-15: CLAWBOT and OBJECT LIFTING

- CLAWBOT Research:
 - Basic structure and components
 - Applications
 - Sketches and Technical Drawings
- Build and CAD Documentation
- CLAWBOT Test
- Modification Project: Remote-Controlled Robotic ARM
 - Basic structure and components
 - Applications
 - Technical Sketch
- Robotic Arm Challenge

Week 16-19: ROBOTIC PUPPY and WALKING MOVEMENTS

- PUPPY Robot Research:
 - Basic structure and components
 - Applications
 - Sketches and Technical Drawings
- Build and CAD Documentation
- PUPPY Robot Test
- Modification Project: Remote-Controlled Rover
 - Basic structure and components
 - Applications
 - Technical Sketch
- Steeplechase Race

Week 20-24: SNAKE ROBOT and SUMO FIGHTS

- SNAKE Robot Research:
 - Basic structure and components
 - Applications
 - Sketches and Technical Drawings
- Build and CAD Documentation
- SNAKE Robot Test
- Modification Project: Remote-Controlled SUMO FIGHT
 - Basic structure and components
 - Applications
 - Technical Sketch
- Sumo Fight

Week 25-28: TRACTOR ROBOT and CLIMBING

- TRACTOR Robot Research:
 - Basic structure and components
 - Applications
 - Sketches and Technical Drawings
- Build and CAD Documentation
- TRACTOR Robot Test
- Modification Project: Remote-Controlled CLIMBER
 - Basic structure and components

- Applications
- Technical Sketch
- CLIMBING Challenge

Week 29-32: PLOTTER ROBOT and PRECISION / ACCURACY

- Remote Controlled PLOTTER Robot Research:
 - Basic structure and components
 - Applications
 - Sketches and Technical Drawings
- Build and CAD Documentation
- PLOTTER Robot Test
- Modification Project: Autonomous Plotter
 - Basic structure and components
 - Applications
 - Technical Sketch
- PLOTTING CHALLENGE

Week 32-36 ROBOTIC CATAPULT and ROBO TENNIS

- Robotic CATAPULT Research:
 - Basic structure and components
 - Applications
 - Sketches and Technical Drawings
- Build and CAD Documentation
- Robotic CATAPULT Test
- Modification Project: AUTONOMOUS CATAPULT
 - Basic structure and components
 - Applications
 - Technical Sketch
- AUTONOMOUS CATAPULT Challenge



DORAL ACADEMY



AUGUST 2019				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER 2019				
M	T	W	T	F
1	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER 2019				
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28	29	30	31	

NOVEMBER 2019				
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DECEMBER 2019				
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16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY 2020				
M	T	W	T	F
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FEBRUARY 2020				
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MARCH 2020				
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16	17	18	19	20
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30	31			





APRIL 2020				
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MAY 2020				
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JUNE 2020				
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15	16	17	18	19
22	23	24	25	26
29	30			

1st day of school
August 26

Last Day of school
June 12

-  Vacation Day
-  Teacher Planning Day
-  Legal Holiday
-  Beg/End of Grading Period

Days Available for weather Make-up in order of utilization

November 1
December 20

Banked Hours
February 18
February 17

Banked Hours
March 9
May 1

In accordance Calendar Law, if the school district must close schools, the superintendent will update this calendar to provide additional days/time by using early release days as full days, scheduled teacher workdays, Saturdays, banked hours of instruction*, or scheduled vacation days to meet legal requirements. If Saturdays are used, they will be full instructional days. If all other options are exhausted, holidays may be used for weather make up.

Appendix E



North Carolina Office of Public Instruction
Office of Charter Schools

Governing Board
Doral Academy of North Carolina, Inc.
A North Carolina Non-Profit Entity

Board Attorney

Independent Auditor

The Charter School
Doral Academy North

The Charter Mgmt Organization (CMO)
Doral Academy, Inc.

SAC

School Site Administration
(School Leader/Principal/Asst. Principal)

Instructional Staff

Non-Instructional & Support Staff

School Operations	Curriculum and Instruction	Special Needs Populations
Student Services	Facility Safety/Security	Health, Wellness & Safety
Professional Development	Budget	Data Analysis
Strategic Planning/School Improvement	Clubs/ Extracurricular Activities	

School Support/Improvement	Education Projects/Quality Assurance	Strategic Planning
Grants Management	Data Management	Budget/Finance
Professional Development	School Operations	Legal & Statutory Compliance
Data Analysis	Special Education & Student Support	Governance Support & Compliance

ESP Academica

Fiscal Services

Accounting

Human Resource Management

Risk Management

Communications & Public Relations

APPENDIX F

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. **Name of charter school on whose Board of Directors you intend to serve:** Doral Academy of Technology
2. **Full name:** James A Griffin

Home Address: 18484 Tapestry Lake Circle Apt 102 Lutz FL 33548

Business Name and Address: SLAM! 7116 GUNN HIGHWAY TAMPA FL 33625

Telephone No.: 301-775-0349

E-mail address: jgriffin5842@gmail.com

3. Brief educational and employment history.

- Masters of Arts, Education, Gardner-Webb University, NC
- Master of Science, Human Resources and Organizational Development, Chapman University, CA
- Bachelor of Business Administration, Georgia College, GA
- Principals Executive Program for School Reform, University of North Carolina (2 year Program)
- School Leaders Licensure Assessment (SLLA) for the Interstate School Leaders Licensure Consortium (ISLLC) Standards
- Clinical Educator Certified

While I was in the Marine Corps (1976 – 1996):

I served over 20 years in the Marine Corps that included three years as the Deputy Director for the largest family service center on the west coast and three years as the Human Resource Officer of an organization with over 8000 members on the east coast. I have worked at all levels of leadership positions in organizations. I co-authored "Educating for Leadership" focusing on leadership and character development. I also received two awards from the President of the United States for work completed in the United States Marine Corps.

1996 to present:

My career in education began while in the Marines and after retiring from military service I attended and graduated from Gardner Webb University. Since then I have served the North Carolina public school system as a teacher, coach, Athletic Director, Assistant Principal, Principal of four schools and Assistant Superintendent. I was fortunate to be selected as the 2002-2003 National Association of Secondary School Principals Administrator of the Year. I was also a top five finalist for 2007-2008 Wachovia Principal of the Year. Since leaving North Carolina I have been a founding Principal of three charter schools and I currently serve as a mentoring Principal.

I have developed and facilitated courses for youth and adults in Team Skills, Communication Skills, Problem Solving, Conflict Resolution, Process Improvement and Leadership Development. I have been an organizational Instructor and spokesman for over 20 years. I have served on three different college faculties: Central Texas College, Park College and Haywood Community College.

1. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes

2. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was not recruited however, as a native of North Carolina, the opportunity to serve its citizens and students as a member of the School Board for Doral Academy of Technology is an honor and privilege. North Carolina is steeped in tradition and values that support the ideals that family and hard work lead to happiness and success. These are the traditions and values that have helped mold my life, my character and my career.

I am result oriented. I want to make an impact on our future as a people and a country. I see working with youth as a great honor! My life experiences have been completed through the voices, writings and examples of not one person or event, but many. I believe that character is the most important qualification in a leader. To achieve excellence in our schools we must first care about our youth... all of them. We must meet children where they're at before we can improve education. Every child should be given the opportunity to learn. That is our responsibility as a people. I want teachers to be creative in the classroom. I want children to be "brain-engaged"! I want children to ask "why" and "why not". Above all, educational leaders must create a climate and culture for learning.

3. What is your understanding of the appropriate role of a public charter school board member?

I understand that as a member of the School Board, I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.
- Collaborating with faculty and community members responding to diverse community interests and needs and mobilizing community resources.
- Acting with integrity, fairness, and in an ethical manner.
- Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

4. 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.

As a school Administrator and Assistant Superintendent, I know the information and data that is needed by a School Board member to make effective decisions. I have also attended and been instrumental in School Board planning and training over my career.

I served as the co-chair for the Haywood County Schools (North Carolina) strategic planning board. The strategic planning effort lasted for nine months. The district sought broad-based stakeholder participation by placing information in the local media and sending letters home with students. Over 100 individuals responded and indicated a desire to participate in strategic planning. A core group of over 50 individuals participated in the planning process from beginning to end. The stakeholder group included educators, students, parents, business leaders and other members of the community. Throughout the collection, analysis and synthesis of information, quality tools were used to ensure an accurate interpretation of input. As a result, the district was able to assure that planning visions reflect the perspective of the broader community.

5. Describe the specific knowledge and experience that you would bring to the board.

Passion, courage, integrity, commitment.

Having 36 years of experience as an educator, my life experiences have been completed through the voices, writings and examples of not one person or event, but many. My 36 years has included 19 years as a classroom teacher and 17 years as an administrator at all levels: Assistant Principal, Principal, and District Office Assistant Superintendent.

As a Principal, I have been blessed with six principalships with diverse schools; Traditional, Alternative and Public Charter Schools. The schools I have served have been predominantly Title One Schools with low socioeconomic levels as well as at-risk and disadvantaged populations.

I served over 20 years in the Marine Corps that included three years as the Deputy Director for the largest family service center on the west coast and three years as the Human Resource Officer of an organization with over 8000 members on the east coast. I have worked at all levels of leadership positions in organizations

I have also had the opportunity to teach as an adjunct professor at Central Texas College, Park College (North Carolina campus) and Haywood Community College in North Carolina.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Doral Academy will provide a curriculum that includes a set of essential knowledge and skills in each content area. The Basic Education Plan for the state of North Carolina describes the core of knowledge and skills that students master as they progress through school and graduate from high school. It includes instruction that gives students a thorough grounding in arts education, English/language arts, computer skills, second languages, healthful living, mathematics, science, social studies and career-technical education. The school curriculum will be the framework for providing the essential knowledge and skills that is necessary for the success of students to become contributing citizens in their communities.

Doral Academy will provide the resources that will motivate and engaged learners who will grow in competence and develop critical thinkers who are engaged in learning! Using technology as the platform, we will provide the opportunity to have “networked” learners who have the ability to tap into expertise anytime and anywhere that can advance their learning.

2. What is your understanding of the school's proposed educational program?

Within specific content areas, although standards exist for what we expect all students to know and be able to do, the use of technology also provides options for how the learning can take place. Among these options is working with others in project-based learning built around challenges with real-world relevance. Well-designed projects help students acquire knowledge in specific content areas and also support the development of more specialized adaptive expertise that can be applied in other areas.

Technology also gives students opportunities for taking ownership of their learning. Student-managed electronic learning portfolios can be part of a persistent learning record and help students develop the self-awareness required to set their own learning goals; express their own views of their strengths, weaknesses, and achievements; and take responsibility for them. Educators can use them to gauge students' development, and they also can be shared with peers, parents, and others who are part of students' extended network.

Professionals routinely use Web resources and such participatory technology as wikis, blogs, and user-generated content for the research, collaboration, and communication demanded in their jobs. For students, these tools create new learning activities that allow them to grapple with real-world problems, develop search strategies, evaluate the credibility and authority of websites and authors, and create and communicate with multimedia. For example,

- In the study of mathematics, professional-level interactive graphing and statistical programs make complex topics more accessible to all learners and help them connect to datasets that are current and relevant to their lives.
- In earth sciences, collecting data with inquiry tools, adding geotags with GPS tools, and interactively analyzing visualizations of data patterns through Web browsers bring professional scientific methods and techniques to learners of all ages and abilities.
- In history, original documents available to historians as digital resources from the Smithsonian and other institutions are available to engage learners in historical thinking and reasoning.

3. What do you believe to be the characteristics of a successful school?

Student centered. Curriculum driven!

I believe the pedagogical practices of our school should strengthen opportunities to enhance student achievement and identify and eliminate any barriers to student success! Priority areas should mirror state and national expectations and reflect the expectations of local stakeholders.

Each priority area should include required component objectives that represent outcome goals for the district. Each required component objective should have aligned strategic actions designed to promote continuous improvement in the following areas:

- High Student Performance
- Safe, Orderly, and Caring Schools
- Highly Qualified Professional Staff
- Strong Family, Community, and Business Support
- Efficient and Effective Operations

4. How will you know that the school is succeeding (or not) in its mission?

A successful school Administrator continually gathers and monitors data that supports an effective strategic plan and its implementation that ensures that the school is consistently in its mission.

Effective strategic implementation could include elements such as:

- Data: Growth, Proficiency, Discipline, Attendance, Staff Retention, Student Retention, Parent Involvement, Community Involvement
- Budget Efficiency: Maintaining a 3-5% surplus at each year end, maintaining fiscal responsibility
- Technology: Maintaining that all classrooms are 21st century classrooms, introducing and integrating new and upcoming technology relevant to student learning, achievement and growth
- Solid and positive growing relationship with the school board, school district and school community.

Governance

1. Describe the role that the board will play in the school's operation.

The role of the School Board is to understand that a school's responsibility is ideally to prepare students for an unseen but not altogether unpredictable future and to create a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it. The School Board will support, encourage and hold accountable the School Administrator to ensure school growth, performance, proficiency and fiscal responsibility.

2. How will you know if the school is successful at the end of the first year of operation?

The Board would design a performance framework that would reflect and include the leading indicators of a highly functional school in the state of North Carolina. In our first year of operation, data will be collected on all measures of the applicable performance framework. The performance framework would include measurement in: (1) student progress, "growth" (2) student achievement, "proficiency" (3) gateway measures, such as data on student proficiency in advance classes and (4) leading indicators, such as attendance rates, suspension rate, re-enrollment rates. This performance framework would include any local LEA and state requirements. In the framework a floor metric and a max metric would be established, for example, attendance rate metric floor may be 80%, Max would be 100% Goal is 100%.

Based upon the framework design I believe a first year school should reached a minimum of 70% in all metrics in the performance framework.

Other areas of review to determine success are:

- Academic Operations (Curriculum & Instruction, Technology, Classroom Management)
- Human Resources (Recruiting, Observations, Growth Plans, Professional Development)
- Student Enrollment (Recruiting, Attendance, Truancy)
- Compliance and Regulation (ESE, ESL, Special populations, Gifted & Talented)
- Parent and Community Relations (PTO, Parent University, Community Partners, Business Partners)
- Student Support Services (PBS, Before and After care, Tutoring, Counseling)

3. How will you know at the end of five years of the schools is successful?

Based upon the performance framework described in question number 2 above, my expectation after 5 years would be an overall success rate of 94%.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

I believe that the Board should help design effective strategies and processes and assessments that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but in fact build community, the Board proactively creates staff opportunities for parents; community and business representatives to participate as "stockholders" in the school such that continued investments of resources and good will are not left to chance.

Effective strategy and process elements could include:

- A vision of the world that today's schools are preparing children to enter.

- Systematically challenging the status quo by leading change with uncertain but potentially beneficial outcomes.
- Systematically considering new ways of accomplishing tasks and is comfortable with major changes in how processes are implemented.
- Be a driving force behind major initiatives.
- Create with all stakeholders a vision for the school that captures peoples' attention and imagination.
- Create processes that provide for the periodic review and revision of the school's vision, mission, and strategic goals by all school stakeholders.
- Create processes to ensure the school's identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school.
- Ensure the collaborative development of annual school improvement plans to realize strategic goals and objectives.
- Ensure the successful execution of the school improvement plan.
- Ensure the implementation of state education policy inside the school's classrooms.
- Ensure the setting of high, concrete goals and the expectations that all students meet them.
- Communicate strong professional beliefs about schools, teaching, and learning that reflect latest research and best practice.
- Create processes to distribute leadership throughout the school.
- Ensure Fiscal Responsibility developing processes that empower parents and other stakeholders to make significant decisions.
- Developing systems that engage all community stakeholders in a shared responsibility for student and school success.
- Monitoring protocols and processes that ensures compliance with state and district mandates.
- Promoting opportunities to advocate for the school in the community and with parents.
- Communicate the school's accomplishments to the district office and public media in accordance with LEA policies.
- Garners fiscal, intellectual and human resources from the community that support the learning agenda of the school.
- Building relationships with individuals and groups to support specific aspects of the learning improvement agenda and also as a source of general good will.
- Create a collaborative work environment predicated on site-based management that supports the "team" as the basic unit of learning and decision-making within the school and promote cohesion and cooperation among staff.
- Influence the evolution of the culture to support the continuous improvement of the school as outlined in the school improvement plan.
- Systematically develop and use shared values, beliefs and a shared vision to establish a school identity that emphasizes a sense of community and cooperation to guide the disciplined thought and action of all staff.
- Systematically and fairly acknowledges failures and celebrates accomplishments of the school and staff.
- Visibly supports the positive, culturally responsive traditions of the school community.
- Promote a sense of well- being among staff, students and parents.

- Promote staff development.
- Communicate a positive attitude about the ability of staff to accomplish substantial outcomes to improve their efficacy.
- Provide focused learning activities to develop the leadership and skills of executive team and teacher leaders.

Effective tools for assessment could include:

- NC Teacher Working Conditions Survey
- School improvement plan and its alignment with district and state strategic priorities
- The degree to which staff can articulate the school's direction and focus
- Student data to include testing, retention/promotion rates, suspension rates, graduation rates and reenrollment rates.
- Parent surveys
- Student surveys
- Finance Reports
- Human Resource Reports
- Principals Report
- Professional Development workshops for the Board Members

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 interests of the school?

While situations such as these are difficult and unfortunate, they are detrimental to the growth and success of a school and the goals and vision of a school board. In order to maintain the integrity of the school board and its individual members, action is imperative. My action would dependent and based upon the situation and unethical behavior; whether it be a request of resignation or a necessary reporting to the school district or appropriate authorities.

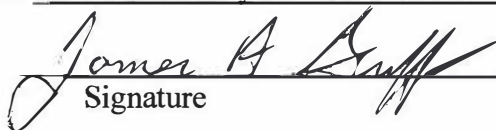
Please include the following with your Information Form

- a ***one page*** resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, James A. Griffin, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Doral Academy School of Technology Charter School is true and correct in every respect.


Signature

9-7-2018
Date

James A. Griffin

jgriffin5842@gmail.com

301-775-0349

Education/Licensure

- Masters of Arts, Education, Gardner-Webb University, NC
- Master of Science, Human Resources and Organizational Development, Chapman University, CA
- Bachelor of Business Administration, Georgia College, GA
- Principals Executive Program for School Reform, University of North Carolina (2 year Program)
- School Leaders Licensure Assessment (SLLA) for the Interstate School Leaders Licensure Consortium (ISLLC) Standards
- Clinical Educator Certified
- 20 year veteran of the United States Marine Corps

Honors /Awards/Publications/Professional Organizations

- Mentor Principal, 2007 to present.
- Wachovia Principal of the Year, Top 5 Finalists for 2007/2008
- National Association of Secondary School Principals (NASSP) 2003 Assistant Principal of the Year for North Carolina
- Co-authored *Educating 4 Leadership*, 1997 1st edition
- National Association of Secondary School Principals (NASSP)
- National Association of Elementary School Principals (NAESP)
- Association for Supervision and Curriculum Development (ASCD)
- Awarded two Military Meritorious Service Metals from the President of the United States of America

Experience

Having 36 years of experience as an educator, my life experiences have been completed through the voices, writings and examples of not one person or event, but many. My 36 years has included experience as a classroom teacher and administrator at all levels: Assistant Principal, Principal, and District Office Assistant Superintendent.

As a Principal, I have been blessed with six principalships with diverse schools; Traditional, Alternative and Public Charter Schools. The schools I have served have been predominantly Title One Schools with low socioeconomic levels as well as at-risk and disadvantaged populations.

I have also had the opportunity to teach as an adjunct professor at Central Texas College, Park College and Haywood Community College.

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Doral Academy of North Carolina
2. Full name: David Correa

Home Address: 2601 Whippletree Dr Raleigh, NC 27603

Business Name and Address: Fifth Third Bank 2501 Blue Ridge Road, Suite 190 Raleigh, NC 27607

Telephone No.: 919-573-7801

E-mail address: David.Correa@53.com

3. Brief educational and employment history.

Education

University of Notre Dame, Bachelor of Arts, Economics, 2011 Graduate

Professional experience:

October 2017- Present, Relationship Manager, Commercial Banking, Fifth Third Bank

March 2016 – October 2017, Relationship Manager, International Corporate Banking, Fifth Third Bank

January 2015- March 2016, Associate Relationship Manager, International Corporate Banking, Fifth Third Bank

June 2013 – January 2015, Associate Relationship Manager, International Global Financial Institutions, Fifth Third Bank

July 2011- June 2013, Commercial Associate Program, Fifth Third Bank

May 2010 – August 2010, Business Development Intern, APT Technical Services

May 2008 – August 2008, National Sales Office Intern, NBC Universal / Telemundo

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited to join this Board of Directors through my involvement in the local business community. I also share the connection to the Miami area and understand the Doral Academy mission and vision. I share a passion for Education and was asked to join the board as a finance expert. I wish to serve on the Board of Doral Academy of North Carolina because I have a strong passion for education. Education has had a key impact on my life and my personal success. I believe a strong education is the key to empowering the next generation with the tools to succeed.

6. What is your understanding of the appropriate role of a public charter school board member?
To maintain an objective governance over the school while keeping the best interest of the students at the forefront of all decisions. To ensure that all decisions impacting the school, its students, and its teachers are in-line with the mission and vision of the school.
7. 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 not served on a board previously. I have extensive experience in Finance and Banking while also spending time volunteering in Education. As a Commercial Banker I have many years of experience around budgets, financials, projections, and evaluating performance against those projections.
8. Describe the specific knowledge and experience that you would bring to the board.
I have an extensive background in Banking and Finance. I bring to the board an expertise in this area as well as evaluating and creating budgets. Creating projections and evaluating performance compared to the projections.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The vision of the school is to set the standard for outstanding student achievement while preparing students for life beyond the classroom. Students will become creative problem solvers by emphasizing the interconnections between science, technology, engineering, and math. The mission of Doral is to deliver an exceptional educational experience that engages students in challenging learning experience through STEM, empowering the students and giving them the tools to be lifelong learners and successful future leaders.
2. What is your understanding of the school's proposed educational program?
Doral Academy of North Carolina will look to provide a quality education for its students. This is to be achieved by focusing on STEM based curriculum while providing quality instruction, setting high expectations, and providing every student with an optimal learning environment. The school aims to prepare students for high academic performance, while stimulating their passion of math, science, engineering, and technology. Ultimately, the students will be prepared to pursue academic or professional careers in the fields of Math, Science, Engineering, and Technology.
3. What do you believe to be the characteristics of a successful school?
The success of the school can be measured and defined in several different ways. In my opinion, one of the most important ways to measure success is the academic achievement of the students and ensuring that the school is maximizing each student's potential. Beyond just academic achievement, there is the level of engagement from the school's teachers and parents. The level of involvement and engagement from teachers, parents, and the community contribute to the overall success of each student and to the school as a whole.

4. How will you know that the school is succeeding (or not) in its mission?
The school will have a School Improvement Plan utilizing the principle of establishing SMART goals. This will help guide the board in determining the success or failure of the school and assist in taking action to address any issues.

Governance

1. Describe the role that the board will play in the school's operation.
The Governing Board is the objective oversight body responsible for all aspects of the school and its success. The Board is responsible in determining the academic direction, curriculum, and budgetary functions. The Principal of the school reports directly to the board and is responsible for the day to day aspects of operating the school and keeping with the mission and values of the school while staying within the approved budget and procedures. Ultimately, the Board is responsible to ensure the well-being of the students and the staff, by ensuring that the school maintains its core mission and vision.
2. How will you know if the school is successful at the end of the first year of operation?
The Board will have a comprehensive review of the stated goals and objectives that were set at the beginning of the school year. The Board will then evaluate the progress achieved during that year in reaching those goals and objectives.
3. How will you know at the end of five years of the schools is successful?
The Board will continuously and periodically have a comprehensive review of the academic achievement of the school and its students. Also, the Board will review the demand of parents and students applying for admission, the fiscal history of the school, and satisfaction and engagement surveys of students, parents, staff, and the broader community. The appropriate steps will then be taken to ensure the continued success of the school and its students.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
To ensure the success of the school the Board must be prepared to meet regularly and review all aspects of the school, including the School Improvement Plan. The Board must find the strongest candidate possible for Principal and empower that person to run the day to day operations, while maintaining the necessary oversight by the Board to keep with the mission and values. Have the Principal make presentations to the Board highlighting areas of success or opportunities for improvement. Evaluate the Principal on an annual basis and review the statistics on student achievement, budget, and compliance. Ensure that the policy always upholds and maintains the mission and vision of the school while including any updated statutory requirements.
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 interests of the school?
I would immediately bring my findings to the Board Chair and the broader Board as well as the Charter authorizer. If necessary I would report any suspected or confirmed criminal activity to the local authorities.

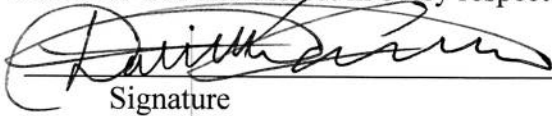
*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, David Correa, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Doral Academy North Carolina Charter School is true and correct in every respect.



Signature

9/11/18

Date

David Correa

2601 Whippletree Dr Raleigh, NC 27603

Cell: (305) 606 - 7227

E-mail: David.Correa312@gmail.com

Education

University of Notre Dame, Notre Dame, IN
Bachelor of Arts, Economics, Minor Latino Studies

2011 Graduate

Professional Experience

Fifth Third Bank

Relationship Manager, Officer – Commercial Banking

October 2017 - Present

- Responsible for coverage of the Triangle and Eastern North Carolina focused on companies with revenues of \$30 million+ with an emphasis on those \$50 million+
- Effectively manage portfolio of current clients with an emphasis on marketing and prospecting to grow both the portfolio and the Fifth Third brand in the market
- Assist other Relationship Managers on the team on more complex transactions, which has lead to over \$80 million in fundings this year in addition to new client acquisitions as a direct result of my marketing efforts

Relationship Manager, Officer – International Corporate Banking

March 2016 – October 2017

- Effectively manage and grow portfolio of 25+ clients with focus of becoming the North American partner of large multi-national corporations.
- Met and exceeded sales goals for the previous fiscal year, while maintaining the core client base and bringing new clients to the Bank.
- Client base is large multi-national corporations with global revenues of \$500 million+ and North American revenues of \$50 million+
- Responsible for coverage of the Midwest region with clients focused in Illinois, Wisconsin, and Minnesota area with some clients spread across the US.
- Consistently able to bring together the banking team in order to effectively find a holistic solution for clients that encompass the full suite of bank solutions, adding value to the client and deepening the relationship.

Associate Relationship Manager, Officer – International Corporate Banking

January 2015 – March 2016

- Responsible for managing the corporate banking needs for the US subsidiaries of large multi-national corporations with a focus on European Corporates.
- Assisted five Relationship Managers in managing and growing portfolio of 25+ clients each across the national footprint of the Bank.

Associate Relationship Manager, Officer – International Global Financial Institutions

June 2013 – January 2015

- Responsible for growing customer portfolio in the Americas.
- Successfully managed the experience of 30+ clients with Fifth Third Bank from start to finish.
- Maintained correspondent banking relationships to assist current commercial client base of Fifth Third.

Commercial Associate Program

July 2011 – June 2013

- Leadership development program that began with formal classroom credit training followed by rotational roles in credit and line of business throughout the Commercial Bank.
- Rotations included Middle Market Credit, Commercial Real Estate Credit, International LOB, Multi-Cultural Banking LOB, and International Large Corporate LOB.
- Attended customer and prospect calls and assisted the RM in preparing for the calls.
- Responsibilities included credit underwriting, projection models, spreads, and other tasks associated with Portfolio Manager role.
- Gathered market intelligence, wrote call reports, opportunity memos, and assisted with prospecting and client research with emphasis on following deals from beginning to end.

APT Technical Services

May 2010 – August 2010

Business Development Intern

- Business development, worked towards finding sub-contracting opportunities for the company, as well as obtaining GSA certification for the company.

NBC Universal / Telemundo

May 2008 – August 2008

National Sales Office Intern

- Learned how to successfully perform in sales environment and participated in taping of commercial for a client.

Leadership

Board Member, Doral Academy of North Carolina

- Maintain oversight over charter application and governance of school with a particular focus on the budget and finances.

Director of Diversity, Notre Dame Alumni Club of Eastern North Carolina

- Member of board with focus around increasing diversity within the club by expanding both the membership base and the club's presence in the community.

Volunteer for Tutoring Chicago, Chicago, IL

- Tutor and mentor young elementary school students in various subjects, once a week throughout the school year.

Hispanic Business Resource Group, NC Affiliate

- Created and implemented a strategy for the BRG in order to align the goals of the group with those of the affiliate and Fifth Third Bank as it transitioned into a BRG from an Employee Resource Group.

Executive Committee Member, Arts and Science Council Employee Campaign, NC Affiliate

- For two years organized, created and distributed all employee communication used throughout the annual employee campaign for the arts.

Executive Committee Member, Sueños Sin Fronteras

- Program designed to target Latino early High School/Junior High students to explain the importance of College and how to get there.

Student Liaison, University of Notre Dame Admissions Office

- Hosted and talked with several diverse candidate students brought to the University with the goal of ultimately increasing diversity at the University.

Professional Skills

- Fluent in both Spanish and English languages.
- Proficient in Microsoft Office.

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Doral Academy North Carolina
2. Full name: Douglas Rodriguez

Home Address: 7613 SW 188 Terrace Miami Florida 33157

Business Name and Address: Doral College 11100 NW 27 Street, Doral Florida 33176

Telephone No.: 786-351-4270 drodriguez@doral.edu

3. Brief educational and employment history.

2015 – Present	President and Chief Executive Officer Doral College
2012 - 2014	Chief Executive Officer Academica Virtual Education
2011 – 2015	Principal Doral Academy
2011 – 2013	Chief Operating Officer Doral College
2008 - 2010	Miami Central Sr. High School, Principal
2005 – 2008	Ronald Reagan/Doral Sr. High School, Principal
2002 – 2005	Miami Springs Sr. High School, Principal
1998 - 2002	G. Holmes Braddock Sr. High School, Assistant Principal
1997 – 1998	Howard A. Doolin Middle School, Assistant Principal
1996 – 1997	Miami Coral Park Sr. High School, Administrative Assistant
1993 – 1996	American Sr. High School, Teacher
1991 – 1993	Horace Mann Middle School, Teacher
1988 – 1991	Miami Central Sr. High School, Teacher

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
I was recruited and became part of the Board as a result of serving as the Principal of Doral Academy for several years. I believe in the product and the ability of Doral Academy to improve student achievement and help students realize their potential.
6. 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 adopt policies that are in-line with the mission and vision of the school.
7. 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 not served previously on a Board. However, I have extensive experience in K-12 education having served as a teacher, Assistant Principal and Principal.
8. Describe the specific knowledge and experience that you would bring to the board.
I have an extensive background in education and school budgeting. I have served schools in various communities throughout Miami-Dade County and 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?
The vision of Doral Academy of North Carolina 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 well-equipped to the challenges of the ever-changing world. The mission of Doral Academy of North Carolina 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 schools provide:
 - opportunities to utilize varied learning styles throughout all courses.
 - a safe, positive, and caring school environment conducive to learning.
 - 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 to 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 on assessments of standards.
 Doral North Carolina Inc. is:
 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.

2. What is your understanding of the school's proposed educational program?
Doral Academy of North Carolina will provide quality instruction, high expectations, and a standard-based curriculum with a focus on STEM. The school 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. The learning environment will support the school's mission of delivering an exceptional educational experience that engages student in rigorous learning through STEM education.
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 is extremely important in determining if a school is meeting its goals and mission. A school that is fiscally sound and that complies with state and federal requirements is very important in determining a successful school.
4. How will you know that the school is succeeding (or not) in its mission?
The school will have a School Improvement Plan with measureable goals and objectives. This plan will help to 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 is the ultimate policy-making body with the responsibility of operation and oversight of the school including but not limited to academic direction, curriculum, and budgetary functions. The school principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board. The school's faculty and staff will report directly to the principal, who shall report to the Governing Board.

The governing board of directors (the "Governing Board") will have the responsibility for the activities and affairs of the corporation, including management of the school and for providing continuing oversight of school operations. All corporate powers and functions shall be exercised by the Governing Board. 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. 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.
3. How will you know at the end of five years of the schools is successful?
The Board will review the history of academic achievement of the school, demand of parents and students applying to the school, the fiscal history of the school, and satisfaction surveys of students, parents, staff and community members.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Meet on an ongoing basis as a Board and review the School Improvement Plan. In addition, have the Principal prepare a school update at each Board meeting indicating areas of success or those requiring improvement. Evaluate the Principal on an annual basis and review reports on student achievement, budgets, and compliance. Set policy that is consistent with the mission and vision of the school including compliance with statutory requirements.

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 interests of the school?

I would immediately report my findings to the Board and the Charter authorizer. If necessary, report criminal activity to the local police.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Douglas Rodriguez, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Doral Academy Charter School is true and correct in every respect.


Signature

_____ Date

Curriculum Vitae
Douglas P. Rodriguez

EDUCATION

1997 Barry University, Miami Shores, Florida
Specialist of Education in Educational Leadership

1996 Nova Southeastern University, Davie, Florida
Master of Science in Social Science Education

1988 Barry University, Miami Shores, Florida
Bachelor of Arts in History and Education

PROFESSIONAL EMPLOYMENT HISTORY

2015 – Present President and Chief Executive Officer Doral College

2011 – 2015 Principal Doral Academy Charter School

2011 – 2013 Chief Operating Officer Doral College

2008 – 2010 Miami Central Sr. High School, Principal

2005 – 2008 Ronald Reagan/Doral Sr. High School, Principal

2002 – 2005 Miami Springs Sr. High School, Principal

1998 – 2002 G. Holmes Braddock Sr. High School, Assistant Principal

1997 – 1998 Howard A. Doolin Middle School, Assistant Principal

1996 – 1997 Miami Coral Park Sr. High School, Administrative Assistant

1993 – 1996 American Sr. High School, Teacher

1991 – 1993 Horace Mann Middle School, Teacher

1988 – 1991 Miami Central Sr. High School, Teacher

PROFESSIONAL INVOLVEMENT

Member of MDCPS Labor Relations Bargaining Team/United Teachers of Dade
Chair Senior High School Principals

Member of Superintendents Summer Employment Review Committee

Member of Senior High School Curriculum and Budget Committee

Assistant Principal Preparation Program/Principal Preparation Program Mentor

Member of Secondary School Reform Committee

Chair of Athletic Eligibility and Transfer Rules Committee

Member of Assistant Principal Steering Committee Regional Center V

Member of Association for Supervision and Curriculum Development (ASCD)

Member of American Educational Research Association (AERA)

Member of National Association of Secondary School Principals (NASSP)

AWARDS AND HONORS

2008 - State of Florida Principal of the Year (Principal Achievement Award)

2008 - Council for Educational Change Principal Leadership Award

2008 - Miami-Dade County Principal of the Year

2008 - Regional Center III Principal of the Year

2007 - Dade County Council of Teachers of Mathematics Principal of the Year

2007 - City of Doral Policing Unit Award

2007 - Highest Learning Gains Award for a Senior High School in Miami-Dade Schools in Reading and Mathematics (Reagan Sr.)

2006 - Florida School Recognition Award – Rated an “A” School for innovation and commitment to achieving

2005 - City of Miami Springs Proclamation naming of “Douglas P. Rodriguez Day”

2005 - Miami Dade County Office of the Mayor and Board County Commissioners
Proclamation naming of “Douglas P. Rodriguez Day”

2005 - Highest Learning Gains Award for a Senior High School in Miami-Dade
Schools in Reading and Mathematics (Springs Sr.)

2003 - Miami-Dade County Public Schools Police Principal of the Year

2002 - Cuban Doctors in Education Association (Exile) Award of Honor

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Doral Academy of North Carolina
2. Full name: Joshua Joel Morales

Home Address: 2001 Weaver Forest Way, Morrisville, North Carolina 27560

Business Name and Address: Parker Poe Adams & Bernstein LLP, 301 Fayetteville Street, Suite 1400, Raleigh, North Carolina 27601

Telephone No.: 919-835-4681

E-mail address: JoshMorales@parkerpoe.com

3. Brief educational and employment history.
 - Bachelor of Business Administration, University of Miami School of Business Administration, 2008
 - Juris Doctor, University of Virginia School of Law, 2011
 - Kirkland & Ellis LLP, Chicago, Illinois, Corporate Attorney, 2011 - 2015
 - Artist Solutions Group, LLC, Miami, Florida, Managing Member, 2013 - 2014
 - Parker Poe Adams & Bernstein LLP, Raleigh, North Carolina, Corporate Intellectual Property Attorney, 2015 - Present

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I have been familiar with the CMO through my coaching and volunteer work with Doral's interdisciplinary ethics program in my hometown of Miami, Florida. I am excited to remain involved with educational issues and for the opportunity to be part of the expansion of the Doral charter model to the Research Triangle area of North Carolina, where I will reside for the foreseeable future.

6. What is your understanding of the appropriate role of a public charter school board member?

To undertake policy decisions and be a proper steward of valuable resources in a manner that maximizes safety and achievement opportunities so as to realize the best interest of the students.

7. 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 not previously served on a charter school board, but I have spent a considerable amount of time coaching students through academic and competitive programming at various levels, volunteering with Marbles Kids Museum here in Raleigh, and counseling children preparing for spinal fusion surgery at Nicklaus Children's Hospital in Miami. These experiences have fortified in me a commitment to maximizing all opportunities for children in my community.

8. Describe the specific knowledge and experience that you would bring to the board.

I hope to leverage my transactional, legal, and business backgrounds, as well as my experiences serving the communities in which I've lived, to add as much value to the board and each of the school's initiatives as I can.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The vision of Doral Academy of North Carolina 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, and thereby preparing students to be well-equipped to the challenges of the ever-changing world. The mission of Doral Academy of North Carolina is to deliver an exceptional educational experience that engages students in rigorous learning through STEM programs, empowering them to be lifelong learners and successful future leaders.

2. What is your understanding of the school's proposed educational program?

Doral Academy of North Carolina will provide quality instruction, set high expectations, and implement a standard based curriculum focusing on STEM. The school will 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 STEM based fields. The school's learning environment will support its mission to deliver an exceptional educational experience that engages student in rigorous learning through STEM programs.

3. What do you believe to be the characteristics of a successful school?

- Maximum opportunities for engagement, learning, and achievement;
- A setting that is both nurturing and challenging for students;

- A safe learning environment;
- Strong connections to the surrounding community;
- Partnership with parents;
- Sound fiscal policy and resource management; and
- Forward-looking strategy.

4. How will you know that the school is succeeding (or not) in its mission?

Like any organization, the school will have measurable goals and objectives over which the board and the rest of the school's leadership will be constantly vigilant.

Governance

1. Describe the role that the board will play in the school's operation.

The board will be the school's ultimate policy-making body, charged with establishing the school's strategic direction, responsibly managing the school's resources, and hiring and overseeing leaders who will execute the school's vision and mission.

2. How will you know if the school is successful at the end of the first year of operation?

By reviewing the school's performance against the goals and objectives set at the beginning and throughout the first school year.

3. How will you know at the end of five years if the school is successful?

Here again, by considering performance against previously set objectives, but with all the more data and experience to leverage in considering best practices for the future.

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 communicate on a consistent basis, all the while gathering information and adjusting strategy where necessary to respond to a growing environment. The board will look to establish an efficient feedback loop between itself and the school's leaders to ensure that both the quantity and quality of such communication is maximized.

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 interests of the school?

I would immediately request a board meeting and report all of the information in my possession to my colleagues on the board and/or to the appropriate authorities as necessary.

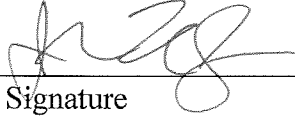
*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Joshua Joel Morales, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Doral Academy of North Carolina Charter School is true and correct in every respect.


Signature

September 11, 2018

Date

JOSHUA JOEL MORALES

JoshuaMorales85@gmail.com

2001 Weaver Forest Way • Morrisville, North Carolina 27560

(305) 338-7333

PROFESSIONAL EXPERIENCE

PARKER POE ADAMS & BERNSTEIN LLP, Raleigh, NC

CORPORATE & INTELLECTUAL PROPERTY ATTORNEY, February 2015 - Present

- Counsel corporations and other organizations engaged in IP or technology related transactions in various industries, including consumer electronics, entertainment, financial services, health care, life sciences, pharmaceuticals, and software/information technology.
- Prepare and negotiate a variety of commercial agreements, including purchase, supply, distribution, licensing, employment, and consulting arrangements, on behalf of public and private companies.
- Advise businesses regarding their trademark, copyright, domain name, and other proprietary rights, including in connection with acquisitions, divestitures, and licensing, as well as the clearance, adoption, registration, and protection of new brands and related dispute resolution.
- Represent corporations, private equity funds and their portfolio companies, and other business organizations in structuring and negotiating domestic and international mergers and acquisitions transactions.

KIRKLAND & ELLIS LLP, Chicago, IL

CORPORATE ASSOCIATE, September 2011 - February 2013 & May 2014 - January 2015

- Represented private equity funds and their affiliates in structuring and negotiating domestic and international transactions, including mergers, acquisitions, divestitures, leveraged buyouts, going private transactions, debt and equity financings, restructurings, recapitalizations, executive compensation and incentive arrangements, and other general corporate matters.
- Served as corporate counsel for private equity fund portfolio companies with respect to governance, restructuring, and other general commercial engagements.

EDUCATION

UNIVERSITY OF VIRGINIA SCHOOL OF LAW, Charlottesville, VA

JURIS DOCTOR, May 2011

Grade Point Average: 3.42

- *Virginia Law & Business Review*, Senior Review Editor
- Virginia Law & Business Program
- Virginia Legal Aid Justice Center Child Advocacy Clinic

UNIVERSITY OF MIAMI, Coral Gables, FL

BACHELOR OF BUSINESS ADMINISTRATION, Legal Studies (Business Law), *cum laude*, May 2008

Grade Point Average: 4.0

- School of Business Administration Award for Most Outstanding Student in Business Law
- Alumni Association Student of Distinction Award
- UM Ethics Society, President and Cofounder of Ethics Debate Program
- 2007 Intercollegiate Ethics Bowl National Champion

PRO BONO EXPERIENCE AND COMMUNITY SERVICE

- Advisor to start-up enterprises owned and operated by female entrepreneurs through The Pink Ceiling
- Regional Vice President of the Hispanic National Bar Association
- Volunteer with Marbles Kids Museum, The Lung Cancer Initiative of North Carolina, and Alzheimer's NC
- Counselor to children undergoing Spinal Fusion Surgery at Nicklaus Children's Hospital

PROFESSIONAL LICENSURE AND SKILLS

- Admitted to practice law in North Carolina (2015), Florida (2013), and Illinois (2011)
- Fluent in Spanish

Appendix F:

Charter School Board Member Information Form

***Note:** To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

2. Full name: Calvin Stevens Jr

Home Address: 5528 Spence Plantation Lane Holly Springs NC 27540

Business Name and Address:

Telephone No.: 919-730-8222

E-mail address: calvinmitcheal@gmail.com

3. Brief educational and employment history.

I graduated from North Carolina A&T State University with a Bachelor's Degree in Construction Management. He is also a graduate of Leadership North Carolina and served his country with four years of military service in the United States Air Force.

I am the Director of Business Development and Diversity Director for Balfour Beatty, a leader in the commercial construction industry.

Balfour Beatty provides general contracting, at-risk construction management, design-build, preconstruction, and turnkey services worldwide.

As the Director of Business Development, Calvin is responsible for implementing progressive sales and business strategies in order to develop and increase our client base through strong client relationships. I have been employed with Balfour Beatty for 16 years.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: **YES, I have**

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

By another board member. To assure the students of Wake County have options for education. Multiple options keep all schools honest.

6. What is your understanding of the appropriate role of a public charter school board member?
To make key decisions to assure the school meets and exceeds all accreditation requirements.
7. 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 North Carolina A&T State University Board of Visitors, the Board of and the Board of Read and Feed (readandfeed.org).
8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed educational program?
3. What do you believe to be the characteristics of a successful school?
4. How will you know that the school is succeeding (or not) in its mission?

Governance

1. Describe the role that the board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
3. How will you know at the end of five years of the schools is successful?
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
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 interests of the school?

*Please include the following with your Information Form

- a **one page** resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, _____ Calvin Stevens _____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ Charter School is true and correct in every respect.

Signature

Date 9/13/2018



BUSINESS ACQUISITION & DIVERSITY LEADER
INTERNATIONAL CLIENT DEVELOPMENT | STRATEGIST | ECONOMIC DEVELOPMENT

“Makes the Business Case” Developed a Diversity business development strategy that increased customer repeatability from 72% to 81%. (\$72 million in additional annual revenue.)

Industry Recognized Leader Appointed by Executive Order of *North Carolina Governor Roy Cooper* to the Governor’s Advisory Council on Historically Underutilized Businesses, businesses owned by minorities, women, disabled or veterans. **Results proven leader** with 15+ years of cross-industry experience driving impactful initiatives and programs across multiple channels while substantially increasing revenue. **Articulate communicator** skilled in delivering insightful presentations and strengthening relationships with business partners, peers and senior leadership.

- Pursuit Strategist
- Campaign Planning & Execution
- eMarketing & eCommerce
- SOP Development
- Technical Knowledge
- Territory Expansion
- Budgeting & Cost Control
- Trusted Advisor
- Competitive Intelligence
- Team Development
- Brand Management
- Analytics-driven

BALFOUR BEATTY CONSTRUCTION
DIRECTOR OF BUSINESS DEVELOPMENT

2010-Present

Serving as the Director of Business Development for Balfour Beatty Construction, a **\$11.0 billion** international construction company offering Construction management, general contracting, cost consulting, design-build, preconstruction services, and public-private partnerships. The company has been identified as a Top Ten Green Builder and named one of “Fortune magazine’s 100 Best Companies to Work For” for four consecutive years.

- Creates a business development strategy that increased customer repeatability from 72% to 81%.
- Expands revenue through business relationships in the Carolinas’ market by \$72 million in the first year
- Built ties with customers, design team, subcontractors, suppliers and user groups which adds unadvertised pursuits leads each month.
- Leads the team’s effort to respond to requests for proposals, qualifications, and other information required in pursuit of projects acquiring over 40% of project pursuits.
- Develops and directs the implementation strategy (format, objectives, features, benefits, differentiators, etc.)
- Leads and provides training on the presentation strategy (format, objectives, features, benefits, differentiators, etc.).
- Verifies success in building high-performance teams, steering fiscal and operational process improvements while generating revenue streams from construction projects with a 4.6 out of 5.0 customer satisfaction score. (5.0 being the highest)
- Negotiates strategic partnerships with public and private business partners
- Participates in industry, client, and community relations to enhance company image.
- Awarded two (2) State of North Carolina State Construction Office awards.
- Awarded the Corporate Volunteerism Award from the Charlotte Business Journal.

BALFOUR BEATTY CONSTRUCTION
DIRECTOR OF DIVERSITY

2005-Present

Primary focus is on the creation and deployment of the companies enterprise diversity strategy for an \$800 million in annual revenue division reporting to President. Served as the interim national diversity manager.

- Created Balfour Beatty Construction’s Diversity Initiatives
- Authored Balfour Beatty’s Diversity Plan and job roles
- Developed and delivered diversity communication strategies for employees, particularly during “town halls”, “road shows”, and new hire orientation.
- Communicated the achievement of goals and marketing the success of BBC in the area of diversity.
- Screened and approved requests for financial support of minority community organizations and prioritize needs.
- Awarded Leaders in Diversity, Triangle Business Journal, 2013
- Awarded Belk Innovation in Diversity by the Charlotte Chamber of Commerce, 2009
- Awarded Corporation of the Year by the North Carolina chapter of the National Association of Minority Contractors (NAMC), 2007

BALFOUR BEATTY CONSTRUCTION
PROJECT MANAGER, Raleigh, NC

2002-2006

Project Experience:

Duke University Medical Center St. GEME \$570k – Renovation of office and Lab space
Duke University Medical Center Dr. Agre \$680k – Renovation of office and Lab space
North Carolina Department of Correction \$450 Million – Constructed four (4)1,000-cell, close security prison based on a prototype design provided by the State of North Carolina. The prison includes 992 inmate cells, 26 day rooms, 11 control rooms, administrative offices, a central energy plant and recreational facilities.

GILBANE CONSTRUCTION

2001-2002

PROJECT ENGINEER, Columbus, OH

UNITED STATES AIR FORCE

1994-1998

AIRMAN, ALTUS AFB, OK/ MCGUIRE AFB, NJ

EDUCATION

LEADERSHIP CERTIFICATE, 2011
BELL LEADERSHIP INSTITUTE, Chapel Hill, NC
LEADERSHIP CERTIFICATE, 2011
LEADERSHIP NORTH CAROLINA , NC

BACHELOR OF SCIENCE (CONSTRUCTION MANAGEMENT), 2001
NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE
UNIVERSITY, Greensboro, NC

PUBLIC SPEAKING ENGAGEMENTS & PRESENTATIONS

- State of North Carolina’s Annual State Construction Conference
- National Association of Minority Contractors Annual Conference
- Wells Fargo’s Annual Supplier Symposium
- AMAC Annual Airport Business Conference

BOARD SERVICE

- North Carolina A&T State University Board of Visitors
- Morgan State University’s Construction Management Department Advisory Board
- United Minority Contractors of North Carolina, the NC Chapter of National Association of Minority Contractors, Scholarship Program

Appendix G

BYLAWS
OF
DORAL ACADEMY OF NORTH CAROLINA, INC.
A North Carolina Not-For-Profit Corporation

Dated as of September 18, 2016

**BYLAWS
OF
DORAL ACADEMY OF NORTH CAROLINA, INC.
A North Carolina Not for Profit Corporation**

**ARTICLE I
PURPOSE AND RESTRICTIONS**

1.1 Purpose.

(a) Doral Academy of North Carolina, Inc. (the “Corporation”) is not-for-profit and is organized and shall be operated exclusively for educational purposes as described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended or the corresponding provision of any future United States Internal Revenue Law (the “Code”), including, without limitation: the organization, support, and operation of charter schools, private, public, and/or virtual educational institutions and all ancillary programs; the development and delivery of instructional services; the development, research-based validation, and implementation of curriculum; and including for such purposes the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code. The Corporation may be operated for the benefit of any new or additional organizations described in Section 509(a)(1) or 509(a)(2) of the Code which are organized and operated to support education as shall be determined by the Board of Directors of the Corporation.

(b) The Corporation admits students of any race, color, national, and ethnic origin, gender, sexual preference, and/or gender identity to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, gender, sexual preference, and/or gender identity in the administration of its educational policies, admissions policies, scholarship, and loan programs, and athletic and other school-administered programs.

1.2 Restrictions.

(a) No part of the earnings of the Corporation shall inure to the benefit of any director or officer of the Corporation, or to any other person (except that the Corporation may pay reasonable compensation for services rendered to or on behalf of the Corporation and make other payments and distributions in furtherance of one or more of its purposes), and no director or officer of the Corporation, or any other person shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation. The Corporation shall pay no dividends.

(b) The Corporation shall not participate, directly or indirectly, 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. The Corporation shall not attempt to influence legislation by propaganda or otherwise. The Corporation shall not have the objectives nor engage in activities that would characterize it as an “action organization” as defined in Treasury Regulations.

(c) Notwithstanding any other provision of these articles, the Corporation shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 501(c)(3) of the Code.

(d) Upon the dissolution of the Corporation, the Board of Directors will, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively to The Doral Academy, Inc., provided that at the time of such distribution The Doral Academy, Inc., is a not for profit corporation or trust described in Section 509(a)(1) or 509(a)(2) of the Code (an “Eligible Distributee”). In the event that The Doral Academy, Inc., is not an Eligible Distributee, upon the dissolution of the Corporation, the Board of Directors will, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively to not for profit corporations or trusts described in Section 509(a)(1) or 509(a)(2) of the Code which are organized and operated to support education, including specifically the support and operation of charter schools.

ARTICLE II MEMBERS

2.3 Membership. The Corporation shall have one (1) member (the “Member”) which shall be The Doral Academy, Inc., a Florida not for profit corporation.

2.4 Action By The Member. The Member shall have the right to vote only with respect to those actions and issues specifically described in these Bylaws as requiring a vote of the Member. Any action of the Member shall be taken by a written consent signed by the Member.

2.5 Member Vote Required. Notwithstanding anything herein to the contrary, the actions enumerated below must be approved by the Member by formal resolution of the Member’s board of directors:

- (a) The issuance of new or additional membership interests;
- (b) Any merger or consolidation of the Corporation with or into any other entity, or of any other entity with or into the Corporation;
- (c) Any alteration or amendment to, or modification or repealment of, the Articles of Incorporation or the Bylaws of the Corporation;
- (d) The dissolution or liquidation of the Corporation;
- (e) The compensation to be paid to committee members, the President, or any other officers;
- (f) The nomination of prospective Directors;
- (g) The acquisition of any financing, including the approval of the amount of the financing, the security for such financing and all other terms of the financing, and the direct or indirect borrowing of money, whether secured or unsecured, the refinancing, extending or modifying in any material manner of any loan or delivering any guaranty of any loan or other obligation; and
- (h) Admitting in writing the Corporation’s inability to pay its debts generally; authorizing a general assignment by the Corporation for the benefit of creditors; the filing of any petition or answer by the Corporation seeking to adjudicate it a bankrupt or insolvent; seeking for itself any liquidation, winding up, reorganization, arrangement, adjustment, protection, relief, or composition of the Corporation or its debts under any law relating to bankruptcy, insolvency or reorganization or relief of debtors; seeking, consenting to, or acquiescing in the entry of an order for relief or the appointment of a receiver, trustee, custodian, or other similar official for the Corporation or for any substantial part of its property; or company action taken by the Corporation to authorize any of the actions set forth above.

ARTICLE III DIRECTORS

3.1 Management of the Corporation. Except as otherwise set forth in Article II, all powers of the Corporation shall be exercised by and under the authority of the Board of Directors (the “Board”), and the property, business, and affairs of the Corporation shall be managed under the Board’s direction. Except as specifically set forth to the contrary herein, the Board may not take any action, except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum of no less than fifty percent (50%) of the Board is present. The affirmative vote of not less than two (2) members of the Board shall be necessary for all actions by the Board.

3.2 Duties of the Board of Directors. The Board of Directors is legally responsible for all transactions of any charter school under the direction of the Corporation. The Board of Directors of the charter school shall decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures.

3.3 Number of Directors. The initial Board of Directors shall consist of seven (7) Directors as named in the Articles of Incorporation. The number of Directors may at any time be increased or decreased to no more than nine (9) and no fewer than three (7). In the event of an increase in the number of Directors, the additional directorships created shall be filled in a manner proscribed herein for the election of Directors in accordance with Section 3.3.

3.4 Election of Directors/Term. Directors shall be elected at a duly organized meeting of the Board of Directors. Notice of the Board’s intention to elect a Director shall be included in the agenda for that meeting of the Board and shall be publicly announced. Directors shall be elected by a majority vote of the Directors then in office. Each Director so elected shall hold office until a successor has been appointed and qualified. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director’s term of office.

A Director shall be elected for a term of not more than five (5) years. The duration of the term of each director shall be staggered so as to promote continuity in the Board. The Board shall establish the term for a newly elected Director before the election, in order to stagger the terms of each member of the Board. A Director may seek re-election to the Board at the end of any term.

3.5 Removal of Directors. A Director may be removed with or without cause by a majority vote of the Directors then in office. Any vacancies created by the removal of a Director in accordance with this Section 3.4 shall be filled in accordance with the provisions of Section 3.6.

3.6 Resignation of Directors. A Director may resign at any time by delivering written notice to the Board. A resignation is made effective when notice is delivered unless the notice specifies a later effective date. If a resignation is made effective at a later date, the Board may fill the pending vacancy before the effective date, in accordance with the provisions of Section 3.6, if the Board provides that the successor does not take office until the effective date. No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director’s term of office expires.

3.7 Vacancies on Board. Whenever any vacancies shall occur on the Board by death, resignation, or removal, such vacancy on the Board may be filled by the Board in accordance with the provisions of Section 3.3. The Board may declare vacant the office of any Director who has been convicted of a felony, or whose fingerprint check results reveal non-compliance with standards of good moral character.

3.8 Annual Meeting. An annual meeting of the Board shall be held during June of each year at the time and place designated by the Board for the purpose of transacting such business as may come before the Board. The President of the Corporation shall preside at the annual meeting of the Directors. The Board may, at any time and from time to time, provide by resolution, the time and place, either within or outside of the State of North Carolina, for the holding of the annual meeting of the Board without the need for any other notice.

3.9 Regular Meetings. In addition to the annual meeting, the Board shall hold other regular meetings at such times as shall be fixed by the Board. The Board shall publish a schedule of regular meetings to be held during the course of the ensuing year, and notwithstanding Section 3.11, such additional regular meetings may be held without any additional notice, unless otherwise required by law. The President of the Corporation shall preside at any regular meeting of the Directors.

3.10 Special Meetings. Special meetings of the Board may be called by the President of the Corporation. Further, special meetings of the Board must be called by the President within fourteen (14) days of receipt of a written request of any two (2) or more Directors. The President may designate any place as the place for holding any special meeting of the Board-called by them. If no designation is made, the place of meeting shall be the principal office of the Corporation. The President of the Corporation shall preside at any special meeting of the Directors.

3.11 Meetings of the Board by Means of a Conference Telephone or Similar Communications. Members of the Board may participate in a meeting of the Board by means of a conference telephone or similar communications equipment if all persons participating in the meeting can hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

3.12 Notice of Meetings. The Board shall meet a minimum of eight (8) times per year in accordance with Sections 3.8, 3.9, and 3.10 of this Article III. Notice of all meetings shall be given at least five (5) days before the time of the holding of the meeting. Notice in each case shall specify the place, day and hour of the meeting, and in the case of a special meeting, the purpose or purposes of the special meeting, provided that these Bylaws may be neither amended nor repealed nor may new Bylaws be adopted at any meeting unless the notice of such meeting shall contain a description of the proposed changes. Notice shall be given by the Secretary, or the Secretary's designee, or in his or her absence or upon his or her failure to act, by an officer designated by the Chairperson of the Board or the President.

3.13 Quorum. Fifty percent (50%) of the Directors must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of at least two (2) Directors present at a meeting at which quorum is present shall be necessary for an action of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

3.14 Waiver of Notice. The transactions of any meeting of the Board, however called and noticed or wherever held, shall be valid as though voted on at a meeting of the Board held after appropriate notice if a quorum is present and if, either before or after said meeting, each of the Directors not present signs a written waiver of notice, a consent to holding the meeting or an approval of the minutes. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of a meeting shall also be deemed given to any Director who attends the meeting without protesting, before or at its commencement, the lack of notice to that Director.

3.15 Adjournment. A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place.

3.16 Notice of Adjournment. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of the time and place shall be given before the time of the adjourned meeting, in the manner specified in Section 3.11 of this Article, to the Directors who were not present at the time of the adjournment.

3.17 Fees and Compensation of Directors. Each Director may be paid or reimbursed for his or her actual out-of-pocket expenses, if any, including for attendance at each meeting of the Board and a committee thereof, but shall not receive any compensation, directly or indirectly, from charter school's operations or as otherwise may be prohibited by applicable law or the terms of any charter school charter.

ARTICLE IV COMMITTEES

4.1 Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Board shall annually appoint the members and the chairs of the standing committees and shall fill vacancies on any standing committee. Appointments to the standing committees shall be made by the Board at the annual meeting. In addition, the President may, if so authorized by the Board, appoint the members and chairs of such special committees as the Board may create, which members and chairs may include persons who are not members of the Board. All committee appointments and chair appointments must be approved by a vote of the Board.

4.2 Standing Committees. Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members, and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

4.3 Special Committees. Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members, and reporting requirements of each special committee shall be specified in the resolution creating the committee.

4.4 Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation, or removal as committee members.

4.5 Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least five (5) days prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

4.6 Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his/her resignation in writing to the President or the Board. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE V OFFICERS

5.1 Officers. The officers of the Corporation shall be a President, a Secretary and a Treasurer. The Corporation may also have, at the discretion of the Board one or more Vice Presidents, and such other officers as determined by the Board. Any number of offices may be held by the same person; provided however, no officer shall execute, acknowledge or verify any instrument in more than one capacity. Officers need not be residents of the State of Florida or United States citizens. Officers need not be Directors of the Corporation.

5.2 Appointment and Term of Office. The officers of the Corporation shall be appointed annually by the Board at the annual meeting. If the appointment of officers does not occur at this meeting, the appointment shall occur as soon thereafter as practicable. Each officer shall hold office until a successor has been duly appointed and qualified, or until an earlier resignation, removal from office, or death.

5.3 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall be filled by an election by the Board for the remaining unexpired term of such office.

5.4 Removal of Officers. The Board may remove any officer of the Corporation from his or her office or position at any time, with or without cause.

5.5 Resignation of Officers. Any officer of the Corporation may resign at any time from his or her office or position by delivering notice to the President. Such resignation is effective when the notice is delivered unless the notice specifies a later effective date. If a resignation is made effective at a later date and the corporation accepts the future effective date, the Board may fill the pending vacancy before the effective date if the Board provides that the successor does not take office until the effective date.

5.6 President. The President shall be the chief executive officer of the Corporation and shall, subject to the control of the Board, have general supervision, direction and control of the business and the officers of the Corporation. The President shall preside at all meetings of the Corporation. The President shall have the general powers and duties of management usually vested in the office of President of a Corporation, and shall have such other powers and duties as may be prescribed by the Board or the Bylaws.

5.7 Vice Presidents. The Vice Presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board or the President.

5.8 Secretary. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may direct, a book of minutes of all meetings and actions of Directors and committees of Directors, with the time and place of holding, whether regular or special, and if special, how authorized, the notice given, the names of those present and a record of the proceedings. The Secretary shall give, or cause to be given, notice of all meetings required by the Bylaws or by law to be given, and he shall keep the seal of the Corporation if one is adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board or by the Bylaws.

5.9 Treasurer. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounting records of all transactions of the Corporation including accounting for its assets, liabilities, receipts, disbursements, gains and losses. The Treasurer shall deposit or cause to be deposited all moneys and other valuables in the name and to the credit of the Corporation with such depositaries as may be designated by the Board. The Treasurer shall prepare, or have prepared, financial statements on a periodic basis including a statement of financial position, statement of activities, statement of cash flows and such other statements as requested by the President and the Board or those that are required to be in compliance with not-for-profit accounting. The Treasurer shall have such other powers and perform such other duties as may be prescribed by the Board or Bylaws.

5.10 Succession of Officers. Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his/her services in the following order:

- (a) The Vice President shall perform the services of the President.
- (b) The President shall perform the services of the Secretary.
- (c) The Secretary shall perform the services of the Treasurer.

5.11 Salaries. Each officer may be paid a reasonable salary, as may from time to time be determined by action of the Board, unless prohibited by law or otherwise. No such payment shall preclude any officer from serving this corporation in any other capacity and receiving compensation for such services, except that no director shall receive any compensation, direct or indirect, from the charter school's operations or as otherwise may be prohibited by applicable law or the terms of any charter school charter.

ARTICLE VI BOOKS AND RECORDS

The Corporation shall maintain accurate and complete accounting records and shall keep records of minutes of all meetings of its Board, a record of all actions taken by the Board without a meeting, and a record of all actions taken by a committee of the Board in place of the Board on behalf of the Corporation. The Corporation shall keep a copy of the following records: (a) its Articles or Restated Articles of Incorporation and all amendments thereto currently in effect; (b) its Bylaws or Restated Bylaws and all amendments thereto currently in effect; (c) a list of the names and business street addresses of its current Directors and officers; and (d) its most recent annual report delivered to the Department of State. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

ARTICLE VII INDEMNIFICATION

7.1 Indemnification. This Corporation shall indemnify its directors and its officers to the fullest extent permitted by the provisions of the North Carolina General Statutes NonProfit Corporation Act as the same may be amended and supplemented, from and against any and all of the expenses or liabilities incurred in defending a civil or criminal proceeding, or other matters referred to in or covered by said provisions, including advancement of expenses prior to the final disposition of such proceedings and amounts paid in settlement of such proceedings. The indemnification provided for herein shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any bylaw, agreement, vote of disinterested directors or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office. The right to indemnification shall continue as to a person who has ceased to be a director or officer and shall inure to the benefit of the heirs, executors and administrators of such a person, and an adjudication of liability shall not affect the right to indemnification for those indemnified.

7.2 Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him/her and incurred by him/her in any such capacity or arising out of his/her status as such, whether or not the Corporation would have the power to indemnify him/her against such liability under the provisions of this Article VII.

ARTICLE VIII MISCELLANEOUS

8.1 Compliance with Law. The Board shall comply with North Carolina State Law for Charter Schools, Article 14A of N.C. General Statute, chapter 115C ("the Charter School Act") and applicable State Board Policies, including, but not limited to: specific requirements for teacher licensure, student admissions, charter renewal, background checks for employees, and criminal history checks.

8.2 Board Policies. The Board shall adopt and implement Board Policies which shall include, but not be limited to the following: a Personnel Policy, a Disciplinary Policy; a Parental Grievance Policy; Conflict of Interest Policy; and a Nepotism Policy, as required by law. In furtherance of the Parental Grievance Policy, the Board shall act as a representative of the school community to ensure that the needs of all students, parents, and teachers will be addressed.

8.3 Open Meetings and Public Records. The Corporation is subject to the Public Records Act, Chapter 132 of the General Statutes, and the Open Meetings Law, Article 33C of Chapter 143 of the General Statutes. The Corporation shall use the same schedule established by the Department of Natural and Cultural Resources for retention and disposition of records of local school administrative units.

8.4 Corporate Seal. The Board may provide for a corporate seal which may be facsimile, engraved, printed or an impression seal which shall be circular in form and shall have inscribed thereon the name of the corporation, the words "Seal" and "Not for Profit, North Carolina" and the year of incorporation.

8.5 Execution of Contracts. Subject to Member approval as may be required in Article II, the Board, except as may be otherwise provided in these Bylaws, may authorize any officer or officers, employee or employees, agent or agents, to enter into any contract or execute and deliver any contract or other instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless authorized so to do by these Bylaws or the Board, no officer or agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit, or to render it liable pecuniarily for any purpose or in any amount.

8.6 Deposits. Subject to Member approval as may be required in Article II, all funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as may be designated from time to time by the Board or a committee of the Board to which it may delegate such power, or any officer or officers, employee or employees, or agent or agents of the Corporation to whom such power may be delegated by the Board or by such committee, and for the purpose of such deposit, all checks, drafts, and other orders for the payment of money which are payable to the order of the Corporation, may be endorsed, assigned and delivered by any officer of the Corporation or in such other manner as may from time to time be determined by resolution of the Board or of such committee.

8.7 Borrowing, Checks, Drafts, Etc. Subject to Member approval as may be required in Article II, the Corporation, except as may be otherwise provided in these Bylaws, whenever its general interests require, may borrow money, obtain credit and issue evidences of indebtedness for the repayment thereof, may guarantee evidences of indebtedness or other types of securities issued by others, and may assign and grant interests in any property or assets of the Corporation as security for such debts and obligations. All promissory notes, guarantees, checks, drafts or other evidences of indebtedness issued in the name of the Corporation shall be signed or endorsed by such officer or officers, employee or employees, or agent or agents of the Corporation, as shall from time to time be determined by resolution of the Board.

8.8 Parliamentary Procedure. For all matters of parliamentary procedures, the Corporation shall be guided by *Robert's Rules of Order Newly Revised*, 10th ed. (Cambridge, Mass.: Perseus Publishing, 2000), "Robert's Rules". All Board meetings and committee meetings shall be conducted in accordance with Roberts Rules. In any instance in which the provisions of these Bylaws are in conflict with the provisions of Robert's, the provisions of these Bylaws shall control.

8.9 Gender, etc. All masculine pronouns and any variations thereof shall be deemed to refer to the masculine, feminine or singular or plural as the identity of the person(s) may require.

ARTICLE IX AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote of the Board with approval by the Member.

Doral Academy of North Carolina, Inc. Conflict of Interest Policy

Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including N.C.G.S. Section 55A-8-31.

A person shall not be disqualified from serving as a member of the charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with this conflict of interest policy and applicable law.

Notwithstanding any other provisions in this policy, no voting member of the governing board shall be an employee of a for-profit company that provides substantial services to the charter school for a fee.

Definitions for the purposes of this policy:

1. Interested Person

Any director, principal officer, or member of a committee of the Board of Directors who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the School has a transaction or arrangement,
- b. A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board of Directors decides that a conflict of interest exists.

Procedures:

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board of Directors or members of a committee with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the Board of Directors or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the Board of Directors or committee meeting, but after the presentation, s/he shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the Board of Directors or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board of Directors or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the Board of Directors or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Directors or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Records of Proceedings:

The minutes of the Board of Directors and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing 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 transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Compensation:

- a. A voting member of the Board of Directors who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board of Directors or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Annual Statements:

Each director, principal officer and member of a committee with Board of Directors delegated powers shall annually sign a statement, which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the School is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

Periodic Reviews:

To ensure the School 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:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining,
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the School'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.

Use of Outside Experts:

When conducting the periodic reviews as provided for in this policy, the School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring periodic reviews are conducted.

Appendix H

**ARTICLES OF INCORPORATION OF
DORAL ACADEMY OF NORTH CAROLINA, INC.**

The undersigned incorporator, for the purpose of forming a nonprofit corporation under §55A-2-02 of the General Statutes of North Carolina, as amended, (the "Act"), hereby submits the following Articles of Incorporation, and certifies as follows:

ARTICLE I. NAME

The name of the corporation shall be:

DORAL ACADEMY OF NORTH CAROLINA, INC.

ARTICLE II. PRINCIPAL OFFICE

The principal place of business of this corporation shall be:

2450 NW 97TH AVE.
MIAMI, FL 33172
COUNTY: MIAMI-DADE

ARTICLE III. MAILING ADDRESS

The mailing address of the Corporation shall be:

6340 SUNSET DRIVE
MIAMI, FL 33143
COUNTY: MIAMI-DADE

ARTICLE IV. PURPOSE(S)

The Corporation is not-for-profit and is organized and shall be operated exclusively for charitable, educational, and scientific purposes as described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended or the corresponding provision of any future United States Internal Revenue Law (the "Code"), including, without limitation: the organization, support, and operation of charter schools, private, public, and/or virtual educational institutions and all ancillary programs; the development and delivery of instructional services; the development, research-based validation, and implementation of curriculum; and including for such purposes the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code. The Corporation may be operated for the benefit of any new or additional organizations described in Section 509(a)(1) or 509(a)(2) of the Code which are organized and operated to support education as shall be determined by the Board of Directors of the Corporation.

ARTICLE V. MANNER OF ELECTION OF DIRECTORS

The manner in which the directors are elected or appointed is set forth in the By Laws.

ARTICLE VI. MEMBERSHIP

The Corporation's sole member shall be The Doral Academy, Inc., a Florida not-for-profit corporation, (the "Member"). The Member shall have such rights as set forth in the Bylaws of the Corporation.

ARTICLE VI. INITIAL DIRECTORS AND/OR OFFICERS

(1) KIM M. GUILARTE
5876 SW 68 STREET
MIAMI, FL 33143

(2) JAMES ALONZO GRIFFIN
22198 BELLA LAGO DRIVE, APT 1118
BOCA RATON, FL 33433

(3) CARLOS FERRALLS
11100 NW 27TH STREET
DORAL, FL 33172

(4) JOSHUA MORALES
301 FAYETTEVILLE STREET
SUITE 1400
RALEIGH, NC 27601

(5) BRENNNA BOOKER-ROUSE
6804 SET LAKE ROAD
FUQUAY-VARINA, NC 27526

(6) JESSICA KOZMA PROCTOR
317LVIN ROAD
RALEIGH, NC 27605

(7) KIERSA NICOLE STRICKLEN
4263 DUDLEYS GRANT DRIVE #E
WINTERVILLE, NC 28590

ARTICLE VII. INITIAL REGISTERED AGENT AND STREET ADDRESS

The name and North Carolina street address of the initial registered agent is:

CORPORATION SERVICE COMPANY
327 HILLSBOROUGH STREET
RALEIGH, NC 27603 WAKE COUNTY

ARTICLE VIII. INCORPORATOR

The name and address of the Incorporator to these Articles of Incorporation:

COLLETTE D. PAPA, ESQ.
6340 SUNSET DRIVE
MIAMI, FL 33143

ARTICLE IX. CHARITABLE ORGANIZATIONS PROVISIONS

Notwithstanding any powers granted to the Corporation by its Articles, By Laws or by the laws of the State of North Carolina, the following limitations of power shall apply:

1. The Corporation is organized exclusively for charitable, religious, educational and scientific purposes, including for such purposes the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("Code").
2. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for the services rendered and to make payments and distributions in furtherance of purposes set forth in the purpose clause hereof. No director or officer of the Corporation, or any other person shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation. The Corporation shall pay no dividends.

3. The Corporation shall not participate, directly or indirectly, 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. The Corporation shall not have the objectives nor engage in activities that would characterize it as an "action organization" as defined in Treasury Regulations.
4. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on (i) by an organization exempt from federal income tax under Code Section 501(c)(3); or (ii) by an organization contributions to which are deductible under Code Section 170(c)(2).
5. Upon dissolution of the Corporation, the Board of Directors will, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of the assets of the Corporation for one or more exempt purposes within the meaning of Code Section 501(c)(3), including to not for profit corporations or trusts described in Section 509(a)(1) or 509(a)(2) of the Code which are organized and operated to support education, including specifically the support and operation of private, public, and/or virtual educational institutions and all ancillary programs or shall be distributed to the federal government, or a state or local government, for public purpose. Any such assets not so disposed of shall be disposed of by the court having jurisdiction over the Corporation, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

IN WITNESS WHEREOF, the undersigned Incorporator of the Corporation has executed these Articles of Incorporation this 7th day of September, 2016.

Incorporator Signature:



Print Name: _____

Collette D. Lopez

Date: _____

9-7-16

ACCEPTANCE OF APPOINTMENT AS REGISTERED AGENT

Having been named as registered agent and to accept service of process for DORAL ACADEMY OF NORTH CAROLINA, INC. (the "Corporation"), a North Carolina not-for-profit corporation, at the place designated in the foregoing Articles of Incorporation, CORPORATION SERVICE COMPANY hereby accepts the appointment as registered agent and agrees to act in this capacity. CORPORATION SERVICE COMPANY further agrees to comply with the provisions of all statutes relating to the proper and complete performance of its duties, and CORPORATION SERVICE COMPANY is familiar with and accepts the obligations of its position as registered agent as provided for in accordance with the laws of the state of North Carolina.

REGISTERED AGENT:

CORPORATION SERVICE COMPANY

By: _____

Name: _____

Title: _____

**THE DORAL ACADEMY, INC.
DISTRICT MEMBERSHIP AND LICENSING AGREEMENT**

This District Membership and Licensing Agreement (this “*Agreement*”) is entered into effective as of September ____, 2017 (“*Effective Date*”) by and between The Doral Academy Inc., a Florida not-for-profit corporation organized and operated exclusively for religious, charitable, scientific, literary, or educational purposes as described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, whose address is 2450 NW 97th Avenue, Miami, FL 33172 (“*DORAL*”) and Doral Academy of North Carolina, Inc. (“*MEMBER SCHOOL*”), a North Carolina not-for-profit corporation established to operate a public charter school, whose address is 327 Hillsborough Street, Raleigh, NC 27603.

WITNESSETH:

WHEREAS, the Doral Academy, Inc. Corporate District (the “*DISTRICT*”) is a corporate district of schools currently accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (“*SACS CASI*”), an Accreditation Division of AdvanceED; and

WHEREAS, the *DISTRICT* was established to develop schools that provide educationally underserved students with the knowledge, skills, and character needed to succeed in top-quality schools, colleges and the competitive world beyond; and, that maximize student achievement by fostering the development of responsible, self-directed life-long learners in a safe and enriching environment; and

WHEREAS, *DORAL* has created a membership program for public charter schools located, or to be located, outside the State of Florida, designed to increase membership in the *DISTRICT*; and

WHEREAS, as a member of the *DISTRICT*, a school receives, subject to compliance with all applicable responsibilities of membership that may exist from time to time, certain rights and privileges, including, (i) access to educational Materials, programs and curriculum, procedures for marketing, advertising, promotion, financial reporting and budgeting, signage and other branding techniques and materials and other items created over time and approved for use within the *DISTRICT*, (ii) the right to conduct operations of the school as a “A Doral Academy School”, and (iii) access and eligibility to an accreditation process by the *SACS CASI* as a member of the *DISTRICT*; and

WHEREAS, *MEMBER SCHOOL* either holds or has applied for a charter for a public school known as Doral Academy (the “*Charter School*”) in the County of Durham, State of North Carolina (the “*State*”) and all references to *MEMBER SCHOOL* include the Charter School; and

WHEREAS, *MEMBER SCHOOL* would like the Charter School to become a member of the *DISTRICT*; and

WHEREAS, *MEMBER SCHOOL* understands and acknowledges strict rules and guidelines associated with *DISTRICT* membership, including the requirements to conduct a self-study, attend required meetings and training sessions, formulate school improvement plans (SIP) for continuous improvement in student performance, and meet AdvancED Standards for Quality.

NOW, THEREFORE, in consideration of the mutual covenants contained herein and other good and valuable consideration, the receipt of which is hereby acknowledged, the parties agree as follows:

1. **RECITALS AND DEFINITIONS.**

- 1.1 **Recitals.** The recitals set forth above are true and correct and are incorporated herein by reference.
- 1.2 **Definitions.** As used in this Agreement, the following terms shall have the following meanings:
- (a) ***“Confidential Information”*** means technical and non-technical information, whether or not such information is marked or otherwise identified as “CONFIDENTIAL”, used in or related to operations of a member school of the District that is not commonly known by or available to the public, including, without limitation, Educational Programs, Oversight Programs, Proprietary DORAL materials and other DORAL District Program IP disclosed or made available to MEMBER SCHOOL in connection with this Agreement. ***“Confidential Information”*** shall not include, however, any information that: (i) is now or subsequently becomes generally available to the public through no fault of MEMBER SCHOOL or its employees, agents, officers, directors or other representatives or advisors; (ii) MEMBER SCHOOL can demonstrate was rightfully in its possession or in its employees’, agents’, officers’, directors’ or other representatives’ or advisors’ possession, without obligation of nondisclosure, prior to disclosure pursuant to this Agreement; (iii) is independently developed without the use of any Confidential Information; or (iv) is rightfully obtained from a third party who has the right, without obligation of nondisclosure, to transfer or disclose such information.
 - (b) ***“Educational Programs”*** shall mean educational activities and programs developed by or for use within the DISTRICT, including, without limitation, programs designed to assist students in developing the skills, character and knowledge base needed to succeed in top-quality high schools, universities and in the competitive world beyond, including but not limited to courses of study, curriculum, academic programs, assessments, evaluations, related data compilations, and the like.
 - (c) ***“Marks”*** shall mean the service marks: “Doral Academy®”; “The Doral Academy®”; “The Doral Academy Inc®” , and any other trademarks, service marks, design marks, trade names, logos, trade dress, designs, graphics, logos, emblems, insignia, fascia, slogans, copyrights, drawings, and commercial symbols designated to be used in connection with the DISTRICT.
 - (d) ***“Doral District Program IP”*** shall mean and include all tangible or intangible proprietary information and Materials made available for members of the DISTRICT for use in conducting operations of their respective charter schools, including, without limitation, as applicable, the Marks, all Proprietary Materials, Educational Programs, Oversight Programs, as well as all inventions, improvements, developments or other ideas (whether patentable or unpatentable and whether or not reduced to practice) related thereto, all software and software code; all copyrights and all copyright, trademark and patent registration applications, registrations and renewals in connection therewith and all Confidential Information.

- (e) “**Oversight Programs**” shall mean oversight activities and programs developed by or for use within the DISTRICT, including, without limitation, programs designed to assist charter schools with administrative, financial reporting, budgeting, compliance, and development.
- (f) “**Proprietary Materials**” shall mean all tangible Materials made available to members of the DISTRICT for use in conducting operations of their respective charter schools, including, without limitation, curriculum, programs, guides, manuals, curriculum modules, documents, compilations of data, standards and best practices, including those related to Educational Programs, Oversight Programs and other Doral District Program IP.
- (g) “**School Year**” shall mean the full period from about August of each calendar year through about July of the next calendar year, or the period concerning the designated academic year determined by lawful authority, having jurisdiction over MEMBER SCHOOL, during the Membership Term hereof.

Definitions for the other defined terms used in this Agreement are set forth in this Agreement.

2. DISTRICT MEMBERSHIP, OBLIGATIONS AND REQUIREMENTS.

2.1 Membership. Upon execution of this Agreement by DORAL and MEMBER SCHOOL, the Charter School shall become a member of the DISTRICT for the duration of the Membership Term, and is entitled to all the rights and privileges of membership and subject to all obligations and requirements of membership during the Membership Term. Promptly following the Effective Date (or as soon thereafter as possible, if the charter has not yet been approved), DORAL shall submit, or shall cause to be submitted, an application and supporting information as requested, for AdvancED accreditation for the Charter School as a member of the DISTRICT. MEMBER SCHOOL shall cooperate and provide supporting information as requested by DORAL. The Charter School shall commence operations as a member of the DISTRICT upon approval of the application by AdvancED. MEMBER SCHOOL may choose to apply for a new charter for an additional public school or schools in the Territory. Once a charter is issued for an additional public school, then that school shall be included in the definition of “Charter School,” provided the following conditions are met: (1) MEMBER SCHOOL must give DORAL 180 days written notice of its intention to apply for the additional charter school; and (2) all other existing Charter Schools are performing in compliance with this Agreement.

2.2 Compliance with DISTRICT Standards; General. MEMBER SCHOOL acknowledges that (a) MEMBER SCHOOL must comply with all AdvancED Standards of Quality (including those for Schools, School Systems and Corporations); (b) MEMBER SCHOOL has reviewed and is familiar with all AdvancED Standards of Quality; (c) DORAL developed the Educational Programs, Doral District Program IP, Oversight Programs and Proprietary Materials for use within the DISTRICT, and to satisfy AdvancED Standards of Quality and to obtain accreditation of the DISTRICT from SACS CASI; and (d) the importance of strict compliance with all DISTRICT standards by MEMBER SCHOOL in that the DISTRICT Standards are intended to satisfy AdvancED accreditation standards and Standards of Quality. Accordingly, MEMBER SCHOOL shall strictly comply, and shall cause the Charter School to strictly comply, with all DISTRICT requirements, specifications, standards, guidelines, operating

procedures and rules (each, a “*Standard*”) set forth in this Agreement, in applicable DISTRICT manuals, and in other writings supplied to MEMBER SCHOOL by DORAL from time to time, including those relating to: corporate operations; funding; plant and facilities; safe environment; curricular programs; extra-curricular programs; instructor credentials; technology opportunities; and school improvement (the “DISTRICT Manuals”). MEMBER SCHOOL acknowledges DORAL and its affiliates may change or modify DISTRICT Standards and Manuals from time to time, including without limitation, the adoption and use of new or modified Marks or Educational Materials, in order to improve the quality of DISTRICT programs, comply with Advanced Standards of Quality, or other reasons. MEMBER SCHOOL shall accept and promptly implement any such changes in, or additions to, the DISTRICT Standards as if they were a part of this Agreement as of the date MEMBER SCHOOL receives notice of such change or addition, and shall make such reasonable expenditures as such changes require during the Membership Term. MEMBER SCHOOL and the Charter School shall achieve the strict compliance required by this Section in accordance with the schedule set forth.

2.3 Compliance with DISTRICT Standards; Specific Compliance Requirements. Without limiting the terms of Section 2.2, MEMBER SCHOOL shall, and shall cause the Charter School to, as applicable, during the Membership Term:

- (a) strictly comply with all applicable federal, state and local laws, including all laws relating to the implementation, performance, production, promotion or distribution of any products or services related to the operation of the Charter School, its facilities, and its Educational Programs;
- (b) use best efforts to promote the Marks and to increase the recognition of the DISTRICT;
- (c) brand and operate the Charter School as a “A Doral Academy School” in full compliance with this Agreement;
- (d) comply with all DISTRICT Standards identified by the DISTRICT in District Manuals, including Standards identified in:

[Doral Academy Inc. By-Laws, Doral Academy Inc. District Strategic Plan, Doral Academy Inc. Board Policies and Procedures, Doral Academy Inc. Employee Handbook, Doral Academy Inc. Academic Policies and Procedures;]
- (e) maintain all insurance and payroll programs required by law, DISTRICT Standards, and this Agreement;
- (f) meet all financial obligations associated with membership in the DISTRICT;
- (g) participate in and cooperate with a multi-day formal school evaluation conducted from time to time by a team designated by the DISTRICT, which will, among other reasons, assess the quality of MEMBER SCHOOL’s academic program and its compliance with the requirements of this Agreement and DISTRICT Standards;
- (h) collect and maintain data on the academic achievement level of its students sufficient to allow DISTRICT to evaluate the progress of students and the

effectiveness of the Educational Programs at the Charter School (the “*Data*”). The Data shall include, but not be limited to, longitudinal data on the academic achievement level of the Charter School’s students using state-mandated criterion-references tests, commercially available standardized tests, and/or other similar assessment tools typically used by DISTRICT. MEMBER SCHOOL shall promptly provide DORAL with any and all of the Data upon DORAL’s reasonable written request;

for the avoidance of doubt, DORAL and the DISTRICT may each use the Data, including the historical performance of the Charter School, including revenues, expenses, results of operations, enrollment records and similar financial information and operating information, for any legitimate business or educational purpose, subject to all applicable laws such as the Family Educational Rights and Privacy Act.

- (i) establish procedures for the resolution of disputes with students, parents, teachers and administrators that satisfy DISTRICT Standards; follow applicable established procedures; and, record, timely respond to, and resolve complaints by parents, students, teachers or administrators regarding the Educational Programs and Charter School operations; and, provide DISTRICT, upon reasonable written request, all information and documents relating to complaints subject to review by MEMBER SCHOOL’s Board of Directors;
- (j) provide DISTRICT, upon reasonable written request, any other information related to Educational Programs, Doral District Program IP, Oversight Programs and Proprietary Materials at the Charter School, including financial information;
- (k) promptly notify DISTRICT of any Material changes in its Educational Programs, Oversight Programs, or of any change in its governance structure, including changes in the membership of MEMBER SCHOOL’s Board of Directors;
- (l) not discriminate in the conduct and operation of the Charter School against any person on account of marital status, disability, genetic information, race, creed, color, sex, age, national origin or ancestry, or any other legally protected class; and
- (m) provide the DISTRICT, upon written request, the right to participate in the selection of any principal or school leader of the Charter School.

2.4 Compliance with Accreditation Standards. Without limiting the terms of Section 2.2 or Section 2.3, MEMBER SCHOOL shall, and shall cause the Charter School to, comply with all AdvancED accreditation standards, which will likely include, but not be limited to, the following:

- (a) provide no less than six (6) hours of instruction each school day for all students;
- (b) provide a minimum of 185 full days of instruction per school year and provide DISTRICT with the Charter School’s calendar of activities and programs;

- (c) comply with all applicable curriculum requirements for graduation/earning credits for a standard and/or advanced diploma, including those promulgated by North Carolina state law and The North Carolina State Board of Education;
- (d) comply with all applicable requirements regarding student entrance requirements regarding age, grade placement, and temporary grade placement of students from home school, non-traditional and non-accredited programs, including North Carolina state law and North Carolina State Board of Education policies;
- (e) provide DISTRICT with a monthly attendance report;
- (f) provide a curriculum that meets and/or exceeds the State statutory requirements and utilize curriculum guides for every subject/grade level that include all required DISTRICT Standards;
- (g) implement DISTRICT's licensed, standards-based curriculum with fidelity;
- (h) participate in all progress monitoring assessments in accordance with DISTRICT, and and North Carolina State Board of Education guidelines;
- (i) participate in all DISTRICT continuous improvement and quality assurance programs;
- (j) maintain a qualified and degreed instructional staff and provide the DISTRICT with a Professional Personnel Report prior to the commencement of each School Year and then within ten days of any addition and deletion to staff;
- (k) participate in the North Carolina Educator Evaluation System (NCEES) to evaluate teachers and administrators and shall participate in any required DISTRICT evaluation systems (if any), and implement same with fidelity;
- (l) maintain the correct number of faculty and staff members per grade level;
- (m) require all head and full time administrators to participate in DISTRICT's professional development network including, but not limited to, attendance at any and all trainings at MEMBER SCHOOL's sole cost and expense provided by the DISTRICT, including the Doral District Administrators' Workshop and Leadership Retreat;
- (n) administer all assessments required by the DISTRICT and the North Carolina State Board of Education;
- (o) provide adequate space, buildings, grounds, and facilities to accommodate the curriculum offered and to qualify for accreditation;
- (p) develop and review annually short term and long term goals for facilities;
- (q) submit a school improvement plan annually that is based on the goals and objectives required by federal and state law and complies with the guidelines provided by the DISTRICT by the due date established by law or reasonably established by DISTRICT in consultation with MEMBER SCHOOL. The school

improvement plan shall contain measurable objectives for the subsequent school year.

- (r) develop a school technology plan and review annually progress in technology;
- (s) timely provide to DISTRICT all information, data, reports and forms reasonably required by DISTRICT to comply with requirements of law or of accreditation, or otherwise reasonably required by DISTRICT;
- (t) attend all meetings and professional development events conducted by DISTRICT as required by law, by accreditation by DISTRICT Standards, or otherwise reasonably required by DISTRICT, including the DISTRICT Annual Meeting, Doral District Administrators' Workshop, Leadership Retreat, DISTRICT meetings, leadership training and workshop programs, and the like; and
- (u) uphold the AdvancED standards for accreditation and Standards of Quality applicable to the DISTRICT and to Charter School.

2.5 Doral Obligations. DORAL shall, and shall cause the DISTRICT as applicable to:

- (a) comply with all applicable federal, state and local laws in connection with matters arising from or related to this Agreement;
- (b) fulfill the DISTRICT'S continuing obligations to maintain AdvancED Standards of Quality and to maintain the DISTRICT accreditation;
- (c) provide MEMBER SCHOOL access to DISTRICT leadership training and workshop programs for MEMBER SCHOOL administrators;
- (d) submit an application to AdvancED for accreditation of Charter School and provide such certifications required by the DISTRICT for accreditation of Charter School;
- (e) provide MEMBER SCHOOL reasonable access to DISTRICT regarding compliance and operations; and
- (f) use good faith efforts to provide the Charter School with direction and assistance in the following areas:
 - (i) on site professional development for school administration as required by DISTRICT Standards or agreed in writing by the parties;
 - (ii) on site professional development for school instructional faculty as required by DISTRICT Standards or agreed in writing by the parties;
 - (iii) DISTRICT Standards and DISTRICT's best practices regarding classroom management and student assessment;
 - (iv) DISTRICT Standards and DISTRICT'S best practices for support and instruction on educational technology;

(v) support and assistance in attaining school accreditation, and/or inclusion of Charter School in accreditation of DISTRICT;

(vi) access to DISTRICT conferences, trainings, and consultation services that support Charter School's use and implementation of DISTRICT's standard curriculum and best practices;

(vii) access to professional development standards and best practices of DISTRICT applicable to MEMBER SCHOOL's governance and Board of Directors; and

(viii) other areas mutually agreed upon by the parties.

DORAL will identify to the MEMBER SCHOOL the DISTRICT'S model text books, if any, and will make available to MEMBER SCHOOL Proprietary Materials and Educational Programs for use at the Charter School, subject to the terms and limitations of this Agreement.

If DORAL determines in its reasonable discretion or otherwise learns that MEMBER SCHOOL has failed to comply with any of its obligations in this Section 2, DORAL will endeavor (but without any liability for failing to do so) to notify MEMBER SCHOOL of such failure in order to give MEMBER SCHOOL the opportunity to take corrective and/or remedial action; provided, that the provision or lack of provision of such notice shall in no way limit or otherwise impact the termination provisions set forth in Section 6 below. Such notice may include any action that DORAL deems reasonably necessary or advisable for MEMBER SCHOOL to comply with the provisions of this Agreement, including but not limited to alterations or additions to Educational Programs and restrictions on the MEMBER SCHOOL's use of licensed Marks and Proprietary Materials. Unless otherwise stated, DORAL's advice or guidance is advisory in nature and shall in no way relieve MEMBER SCHOOL of its obligations under this Section 2. DISTRICT Standards represent DORAL's best understanding of what is required to satisfy AdvancED accreditation standards, but ultimately accreditation is determined by AdvancED. MEMBER SCHOOL is responsible for complying with Section 2 and AdvancED accreditation standards. MEMBER SCHOOL shall hold DORAL and its representatives harmless from any liability that results in connection with any advice and guidance given under this Section.

2.6 CHARTER SCHOOL EDUCATIONAL SERVICES AND SUPPORT

DORAL shall provide, Educational Services and Support to MEMBER SCHOOL. DORAL operates a network of public charter schools and has contracts (collectively, the "Charters") with certain public school districts and state boards of education (each individually the "Sponsor") to operate its member schools. MEMBER SCHOOL is governed by the Board of Directors of MEMBER SCHOOL (the "Board"), an independent Board of Volunteers. The Board has complete control over MEMBER SCHOOL, its academic programs, staffing needs, and curricula. DORAL shall provide professional services, academic support, related administrative services and related support and services to ensure that MEMBER SCHOOL is operated in accordance with the requirements of its Charter, all State and Federal laws, as well as all applicable local, municipal and/or county ordinances including, but not limited to, the following:

(a) Duties

DORAL will coordinate the educational and administrative services required to support MEMBER SCHOOL and the Charter School. DORAL will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. DORAL will comply with all Board, MEMBER SCHOOL, and Charter School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. DORAL's services will include: identification of potential school-sites; assistance with staff recruitment; assistance with human resource coordination; regulatory compliance; legal and corporate upkeep; and assistance with the maintenance of the books and records of MEMBER SCHOOL and the Charter School as well as bookkeeping, budgeting and financial forecasting. The Board will review all recommendations made by DORAL and act upon them in the manner the Board decides.

(b) Board of Directors Meetings

DORAL will assist in the coordination of and attend the meetings of the Board. Unless otherwise instructed by the Board, DORAL shall maintain the minutes and records of those meetings and ensure that the Charter School complies with the requirements of State law and the Charter regarding such meetings and record keeping.

(c) Record Keeping

DORAL will maintain the records of the Charter School at the location designated by the Board, and in compliance with the State and Charter requirements for record keeping. In addition, DORAL will ensure that designated on-site Charter School staff receive proper training by the Sponsor's appropriate departments for student/school record keeping through its designated Management Information Services (MIS) programs and proper training regarding public records.

(d) Bookkeeping

DORAL will work with and serve as liaison to any accounting firm selected by the Board to ensure the accuracy and timeliness of the financial reporting, record keeping, and audits required by the Charter and State law.

(e) Staff Administration

MEMBER SCHOOL or Board and/or its delegate will make all hiring decisions for the Charter School in accordance with law. DORAL shall not be considered a delegate of MEMBER SCHOOL or Board for this purpose. DORAL will assist the Board in the identification, solicitation, and/or recruitment of qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals to be employed at or by the Charter School. Charter School employees shall not be employees of DORAL. Charter School employees shall only be removed, dismissed, or transferred with approval of the Board/MEMBER SCHOOL, or its delegate. The Board/MEMBER SCHOOL shall decide whether to use a professional employee management company and the method of human resource management, if any.

The teachers employed by the Charter School will be certified as required North Carolina State law. Skilled selected non-certified personnel may also be employed by or at the Charter School to assist instructional staff members as teachers' aides in the same manner as defined in the General Statutes of North Carolina and North Carolina Charter School Legislation. At the request of the Board, DORAL will, assist in the preparation of employment contracts for review and approval by the Board or its delegate. Upon Board request, DORAL will propose a professional employer organization to the Board which can perform the human resource outsourcing services for the Charter School. If the Board, in its

discretion, approves a professional employer organization and/or human resource outsourcing provider, DORAL will assist in the coordination of these services. DORAL will act as the liaison for the Charter School vis-à-vis the professional employer organization. All Charter School based employees will be employees of MEMBER SCHOOL, and shall be assigned to the Charter School, and may only be removed, dismissed, or transferred with approval of MEMBER SCHOOL, the Board and/or its delegate.

(f) Financial Projections and Financial Statements

DORAL will prepare and present to the Board in a timely manner for review and approval annual budgets and financial forecasts for the Charter School. The Charter School will use the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for North Carolina Schools, or shall utilize GAAP Accounting, and/or other applicable guidelines as a means of codifying all transactions pertaining to financial operations as required by law and the Charter. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by a certified public accounting firm, will adopt accounting policies and procedures. DORAL will timely prepare, for the review and approval of the Board, any required regular unaudited financial statements including a statement of revenues and expenditures and changes in fund balances, in accordance with generally accepted accounting principles to be delivered to the Sponsor. These financial statements will be provided in advance of the deadline for submission of such reports to the Sponsor. MEMBER SCHOOL will provide the Sponsor with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. DORAL will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the annual audited financial reports. The reports shall include a complete set of financial statements and notes prepared in accordance with the Charter and generally accepted accounting principles, for inclusion in the Charter School's annual financial statements, and formatted by revenue source and expenditures, and detailed by function and object.

(g) Grant Solicitation

In consultation with the Board, and with Board approval, DORAL will solicit grants available for the funding of MEMBER SCHOOL and/or the Charter School from the various government, private and institutional sources which may be available. Such grants may include, but are not limited to federal grants programs and various continuation grants for charter schools.

(h) Financing Solicitation and Coordination

If authorized by the Board, DORAL will coordinate obtaining financing from private and public sources for loans desired by the Board.

(i) Other Funding Sources

If authorized by the Board, DORAL will coordinate the solicitation of Capital Outlay Funds, if available, from the appropriate state and/or local agencies. Similarly, as authorized by the Board, DORAL will coordinate the solicitation of other available state, federal, or local government funds earmarked for schools and/or facilities development, improvement, or acquisition, as well as other sources of funding that may become available to charter schools from time to time.

(j) Annual Reporting

DORAL will coordinate the preparation of any Annual Report(s) required by the Charter or by law for MEMBER SCHOOL AND/OR the Charter School. The Report will be submitted to the Board for approval, DORAL will coordinate the delivery and review process established by the Sponsor and Charter School legislation for the Annual Report.

(k) Student Assessment

Upon the approval of the Board, DORAL will coordinate a student assessment methodology, independent from State and/or Sponsor required assessments, and retain on behalf of MEMBER SCHOOL professionals to administer and evaluate results. DORAL will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for Board approval.

(l) School Board Representation

DORAL will serve as a liaison with the Sponsor and its officials on behalf of MEMBER SCHOOL and the Charter School. DORAL's representatives will attend required meetings and public hearings; will facilitate communications between MEMBER SCHOOL, the Charter School and the Sponsor; and, will present or advocate positions reviewed and approved by the Board.

(m) Governmental Compliance

DORAL will advise MEMBER SCHOOL and the Charter School regarding compliance with state regulations and reporting requirements of MEMBER SCHOOL and the Charter School. In addition, DORAL will advise the MEMBER SCHOOL and the Charter School regarding compliance with any requirements of the Sponsor's regarding Disclosure, Verification and/or Affirmation of Fulfillment of Board Requirements. DORAL will also advise MEMBER SCHOOL and the Charter School regarding MEMBER SCHOOL's and the Charter School's compliance with its Charter, the terms of which are incorporated by reference.

(n) Charter Renewal Coordination

DORAL will advise MEMBER SCHOOL regarding the renewal of the Charter, coordinate the renewal with the Sponsor, and assist the Board, MEMBER SCHOOL, and the Charter School to complete the renewal process on a timely basis. DORAL will negotiate the terms of the renewal Charter with the Sponsor, inform the Board of the progress of those negotiations, notify the Board of any renewal provisions which modify or alter the terms of the existing Charter, and obtain Board approval of any negotiating strategy and of the terms of the renewal Charter.

(o) Curriculum Development

As authorized by the Board, DORAL shall identify and or develop curricula in connection with the operations of the Charter School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All curricula shall be approved by the Board prior to use.

(p) School-Site Identification

DORAL shall coordinate with the Board for the purpose of identifying MEMBER SCHOOL's school-site and facilities needs from year-to-year. DORAL shall assist the Board in identifying potential new school sites and potential expansion of existing sites and facilities. DORAL may identify and solicit investors to acquire and/or develop school sites and facilities for lease or use by MEMBER SCHOOL.

Where such investors are related to DORAL or its principals, such relationship will be disclosed to the Board. At the Board's request, DORAL shall recommend qualified professionals, who the Board may retain, in the fields of school design, architecture, and engineering, as well as professionals in the areas of development and construction, for the expansion, design, development, and/or construction of new and/or existing school sites.

(q) Systems Development

DORAL will identify and develop a school information system to be used in connection with the administration and reporting system for the Charter School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services. All such systems must be reviewed and approved by the Board.

(r) Additional Services

DORAL may provide additional services not covered under this Agreement as requested and approved the Board in writing. This may include services that are not within the regular course of running the Charter School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, upon written approval and at the expense of MEMBER SCHOOL, of other professionals or consultants who may be independent from DORAL or part of DORAL's network of consulting professionals.

(s) Conflicts of Interest

DORAL will comply with the Conflicts of Interest policies set out in the Bylaws and the Charter. In addition, if there exists some relationship between DORAL, its officers, directors or principals and any other person or entity providing goods or services to the Charter School, DORAL shall disclose the relationship to the Board.

3. RIGHTS TO USE DORAL DISTRICT PROGRAM IP.

- 3.1 Rights To Use Doral District Program IP. As of the Effective Date, and subject to the terms and conditions of this Agreement, as a member of the DISTRICT and for the duration of the Membership Term, MEMBER SCHOOL shall have a limited and non-transferable, non-sublicenseable and non-exclusive right and license to use, reproduce, and display the Doral District Program IP solely in connection with its operation of the Charter School as a member of the DISTRICT and solely in the territory comprised of Durham County, State of North Carolina ("Territory").
- 3.2 Form of Use. MEMBER SCHOOL shall, and shall cause the Charter School to only use the Marks and other Doral District Program IP in a manner consistent with good trademark and copyright practice and with all appropriate legends and notices (including use of ®, ™ and ©, as may be directed from time to time by DORAL. In no event shall MEMBER SCHOOL or the Charter School remove any legends or intellectual property rights notices from any Doral District Program IP or any other Materials provided or made available to MEMBER SCHOOL or the Charter School in connection with this Agreement.
- 3.3 No Other Rights to Doral District Program IP. The rights granted herein are not intended to be (and shall not be construed as) an assignment, and nothing herein or otherwise confers on MEMBER SCHOOL any right, title or interest in the Marks, Proprietary

Materials or any other Doral District Program IP, other than the limited rights of usage in the Territory and in accordance with this Agreement. As between the parties, other than the limited rights to use the Marks, Proprietary Materials and other applicable Doral District Program IP provided above, DORAL reserves all right, title, and interest in and to the Marks, Proprietary Materials and other applicable Doral District Program IP.

- 3.4 Cooperation. MEMBER SCHOOL shall, and shall cause the Charter School to, reasonably cooperate with DORAL with respect to the perfection, enforcement or acquisition of DORAL's rights, titles and interests in the Marks, Proprietary Materials or any other applicable Doral District Program IP, including any developments contemplated in Section 4 below, and shall use its best efforts to protect the Marks, Proprietary Materials and other applicable Doral District Program IP, and to report promptly to DORAL any infringement or claims of infringement of any of the Marks, Proprietary Materials or other Doral District Program IP of which it has become aware.
- 3.5 Inurement; No Sublicense. All use of the licensed Marks, Proprietary Materials and other Doral District Program IP shall, as between the parties, inure solely to the benefit of, and on behalf of, DORAL. MEMBER SCHOOL shall not use or apply to register any trademark that incorporates, includes, is a derivative of, or would tend to dilute any Mark, except as expressly authorized herein. MEMBER SCHOOL shall not transfer, sublicense or permit any third party the right to use any of the licensed Marks, Proprietary Materials or any other Doral District Program IP, in whole or in part, without the prior written approval of DORAL. MEMBER SCHOOL agrees that it shall not apply for registration of any of the licensed Marks or any other Doral District Program IP or for any trademark, name, logo or other designation that DORAL believes, in good faith, to be confusingly similar to or to dilute the distinctiveness of the licensed Marks, except as otherwise expressly agreed to by the parties.
- 3.6 Importance of Protecting Goodwill and Reputation. MEMBER SCHOOL acknowledges the importance to DORAL of its reputation and goodwill and of maintaining high, uniform standards of quality in the products and services provided in connection with the Marks. MEMBER SCHOOL therefore agrees not to use, or permit the Charter School to use, the Marks or any such other Doral District Program IP, as applicable, in any manner whatsoever which directly or indirectly will derogate or detract from such reputation, nor use the Marks or any other Doral District Program IP or otherwise conduct operations of the Charter School or its own governance matters in a manner that is disparaging to or that could otherwise harm the goodwill associated with DORAL, its affiliates, the DISTRICT, the Marks or any other Doral District Program IP, or in any manner that suggests or implies a relationship between the parties other than the relationship that is set forth in this Agreement and any other agreements between the parties.
- 3.7 Approval of Branded Items. MEMBER SCHOOL shall, at MEMBER SCHOOL's sole cost and expense, provide, and cause the Charter School to provide, DORAL with samples, copies or pictures of any and all goods, packaging, documentations, manuals, advertising, marketing or other materials that bear any of the Marks or that MEMBER SCHOOL intends to use or distribute in connection with the Marks or any other Doral District Program IP. MEMBER SCHOOL agrees that the quality of any goods and services with which it uses the Marks shall be comparable to the quality of goods and services with which the DISTRICT uses the Marks. Prior to the use of the Marks or any other Doral District Program IP in any advertisement, marketing, goods, packaging and the like, MEMBER SCHOOL shall obtain written approval from DORAL. Any

subsequent alteration, modification, or change in any use following such approval must be reviewed and approved by DORAL prior to implementation of such alteration, modification, or change. DORAL retains the right to reasonably specify, from time to time, the format in which MEMBER SCHOOL shall use and display the Marks, and MEMBER SCHOOL shall only use or display the Marks in a format approved (and not subsequently disapproved) by DORAL.

- 3.8 Prominent Disclosure of Member of DISTRICT. On all of its correspondence, documents, signage, clothing, displays and marketing or advertising materials of any kind in connection with the Charter School and/or the Marks, MEMBER SCHOOL shall prominently identify itself as “A Doral Academy School”, or as otherwise expressly agreed upon in writing by the parties.
- 3.9 No Impairment of Goodwill or Doral District Program IP. MEMBER SCHOOL shall not at any time during or after the Membership Term, do, or cause to be done, or omit to do any act or thing, the doing or omission of which would challenge, contest, impair, invalidate, or tend to impair or invalidate any of DORAL’s or its affiliates’ ownership or other rights, title or interest in the Marks, Proprietary materials and any other applicable Doral District Program IP or goodwill, or any registrations, accreditations or recognitions of the like, derived from such rights. SACS CASI accreditation specifically shall not be affected in any way due to MEMBER SCHOOL’s misuse or violation of requirements or guidelines set forth by SACS CASI or this Agreement.
- 3.10 No Limitation of Rights and Remedies. MEMBER SCHOOL acknowledges and agrees that DORAL has, shall retain, and may exercise, both during the term of this Agreement and thereafter, all rights and remedies available to DORAL, whether derived from this Agreement, from statute, or otherwise, as a result of or in connection with MEMBER SCHOOL’s breach of this Agreement, misuse of the Marks or any other applicable Doral District Program IP, or any other use of the Marks or any other applicable Doral District Program IP by MEMBER SCHOOL or the Charter School which is not expressly permitted by this Agreement.

4. DEVELOPMENTS.

For the avoidance of doubt, all ideas, concepts, techniques or materials concerning the operation of the Charter School as a member of the DISTRICT, whether or not protectable intellectual property and whether created by or for MEMBER SCHOOL, must be promptly disclosed to DORAL and will be deemed the sole and exclusive property of DORAL and works made-for-hire for DORAL, and no compensation will be due to MEMBER SCHOOL or its personnel therefore, and MEMBER SCHOOL hereby assigns to DORAL all right, title and interest in any intellectual property so developed. DORAL may incorporate such items into its DISTRICT membership program for other DISTRICT schools to utilize. To the extent any item does not qualify as a “work made-for-hire” for DORAL, MEMBER SCHOOL hereby assigns ownership of that item, and all related rights to that item, to DORAL and shall sign, or cause the assignment of, any assignment or other document as DORAL requests to assist DORAL in obtaining or preserving intellectual property rights in the item. MEMBER SCHOOL also waives any author’s or moral rights in and to such items, and shall ensure its personnel do the same. DORAL agrees to disclose to MEMBER SCHOOL concepts and developments of other member schools that are made part of the DISTRICT membership program. As DORAL may reasonably request, MEMBER SCHOOL shall take all actions to assist DORAL’s efforts to obtain or maintain intellectual property rights in any item or process related to the DISTRICT membership program, whether developed by MEMBER SCHOOL or not.

5. **ANNUAL DISTRICT MEMBERSHIP FEE.**

- 5.1 **Annual Fee.** MEMBER SCHOOL shall pay an annual membership fee equivalent to six hundred fifty dollars (\$650) per pupil per annum of the guaranteed basic support payment funding that MEMBER SCHOOL receives for the Charter School for each such School Year (the “*Annual Fee*”). There will be no other additional membership fees due from MEMBER SCHOOL under this Agreement. In an effort to assist the MEMBER SCHOOL’s development of the Charter School during the first year of this Agreement, the Annual Fee shall be due and payable within thirty (30) days of the close of MEMBER SCHOOL’S first fiscal year following the effective date of this Agreement. Thereafter, the Annual Fee shall be due and payable for each applicable School Year, upon the first to occur of: (1) within thirty (30) days of the beginning of the applicable School Year; or (2) the MEMBER SCHOOL’S receipt of its state and local per pupil funding for such School Year. Along with each payment of the Annual Fee, MEMBER SCHOOL shall provide DORAL supporting documentation with respect to determination of the Annual Fee, and any other document reasonably requested by DORAL.
- 5.2 **Interest on Non-Payment.** If MEMBER SCHOOL fails to timely pay any part of the Annual Fee, DORAL may, in its sole discretion and upon written notice, assess interest on the unpaid amounts owed at the rate of 6% per annum or the maximum permitted under applicable law, if less. Notwithstanding any designation by MEMBER SCHOOL, DORAL has the right to apply any payments by MEMBER SCHOOL to any past due indebtedness of MEMBER SCHOOL and accrued interest thereon.
- 5.3 **Taxes.** MEMBER SCHOOL shall pay to DORAL an amount equal to all sales taxes, excise taxes, withholding taxes, use taxes and similar taxes imposed, if any, on the Annual Fee, or other amounts payable by MEMBER SCHOOL to DORAL under or in connection with this Agreement at the same time as MEMBER SCHOOL remits such fees to DORAL.

6. **DURATION AND TERMINATION.**

- 6.1 **Initial Term.** Subject to the termination provisions set forth in this Agreement, this Agreement shall commence upon the Effective Date and shall remain effective through the fifth (5th) ***full*** School Year under this Agreement (the “*Initial Term*”).
- 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*”.
- 6.3 **DORAL Termination for Convenience.** DORAL may terminate this Agreement at any time, with or without cause, during the Initial Term or any Renewal Term, upon thirty (30) days written notice to the MEMBER SCHOOL provided, that such termination will be deemed effective as of the expiration of the then current School Year in effect at the time such notice of termination is delivered.

- 6.4 Termination Upon Loss of Charter. This Agreement shall terminate automatically upon the expiration or termination of the charter contract for the Charter School. Notwithstanding anything stated to the contrary, this Agreement may be terminated by either Party upon written notice in the event the charter school application submitted in September 2016 to the North Carolina State Board of Education is not approved.
- 6.5 MEMBER SCHOOL Termination for Cause.
- (a) During the Initial Term or any Renewal Term, MEMBER SCHOOL shall have the right to terminate this Agreement, upon a material breach of this Agreement by DORAL which is not cured within thirty (30) days of written notice from MEMBER SCHOOL to DORAL of the breach; provided, that if the breach cannot reasonably be cured within such 30-day period of written notice, such cure period shall be reasonably extended up to one hundred twenty (120) days as long as DORAL continuously and diligently prosecutes such cure.
 - (b) In furtherance of this provision, MEMBER SCHOOL shall cause DORAL to be evaluated on its performance of the terms of this Agreement on an annual basis. The evaluation instrument implemented by MEMBER SCHOOL shall contain measurable objectives to evaluate DORAL'S performance with respect to DORAL'S duties as described in this Agreement. Insufficient performance shall be considered a material breach of this Agreement and MEMBER SCHOOL 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.
- 6.6 DORAL Termination for Cause. In addition to DORAL's other rights of termination set forth in this Agreement, during the Initial Term or any Renewal Term, DORAL shall have the right to terminate this Agreement immediately, upon written notice and without an opportunity to cure, unless otherwise provided, as follows:
- (a) MEMBER SCHOOL commits a material breach of this Agreement; fails to comply with any DISTRICT Standard, including failing to meet accreditation standards for Charter School, failing or substandard educational or financial performance, breach of the charter contract, or otherwise improperly uses any of the Marks or any other Doral District Program IP, in each case that (i) would reasonably be expected to either adversely affect the validity or protectability of such Marks or any such other Doral District Program IP, as applicable, or (ii) would reasonably be expected to impair the goodwill associated with any of the Marks or any such other Doral District Program IP, as applicable;
 - (b) MEMBER SCHOOL discloses, duplicates or otherwise uses in an unauthorized manner any material portion of the Doral District Program IP or any other information provided by DORAL or otherwise made available to MEMBER SCHOOL as a member of the DISTRICT;
 - (c) MEMBER SCHOOL attempts to assign, sub-license, transfer or otherwise convey, without first obtaining DORAL's written consent, any of the rights granted to MEMBER SCHOOL by or in connection with this Agreement;

- (d) Without limiting DORAL's rights to termination immediately for the reasons described in Section 6.6(a) above, MEMBER SCHOOL continues without cure after twenty-four (24) hours of learning of any material breach of any health or safety law, ordinance or regulation, or operates the Charter School in a manner that presents a health or safety hazard to students, faculty or other persons or administrators; or
- (e) Without limiting DORAL's rights to termination immediately for the reasons described in Section 6.6(a) above, MEMBER SCHOOL fails to comply with any other applicable federal, state or local law, ordinance or other regulation promulgated by any applicable municipal, state, federal or other governmental authority within ten (10) days after learning of such noncompliance;
- (f) MEMBER SCHOOL submits any materially false statement to DORAL, DISTRICT, AdvancED or any government regulator regarding MEMBER SCHOOL's obligations under this Agreement or otherwise in connection with the Charter School's operations or participation in the DISTRICT; or
- (g) MEMBER SCHOOL winds up, sells, consolidates or merges its operations or otherwise ceases to conduct operations of the Charter School as "A Doral Academy School".

6.7 Effect of Termination. Upon termination of this Agreement for any reason:

- (a) MEMBER SCHOOL's rights to use the Marks and any other Doral District Program IP will terminate immediately, and MEMBER SCHOOL shall immediately cease and desist from all use of the Marks and Doral District Program IP in connection with the operations of the Charter School or otherwise;
- (b) MEMBER SCHOOL shall immediately de-identify itself as a member of the DISTRICT, including, without limitation, removing all applicable signage and other identifying symbols from the Charter School, and any District Licensed Educational materials, unless expressly agreed to in writing by DORAL, immediately changing MEMBER SCHOOL's corporate name to a name that does not include any of the Marks, or any portion of the Marks;
- (c) MEMBER SCHOOL, at its own cost and expense, shall immediately transfer to DORAL ownership of any registered names including or having a connection to DORAL or the licensed Marks;
- (d) MEMBER SCHOOL shall immediately (and in no event later than twenty four (24) hours after expiration or termination of the Membership Term), return to DORAL or destroy (as certified by MEMBER SCHOOL), at DORAL's direction, all Confidential Information including (all of which is acknowledged by MEMBER SCHOOL to be DORAL's property);
- (e) MEMBERS SCHOOL shall pay all sums owing to DORAL within five (5) days after the effective date of termination or expiration of this Agreement, or any later date that the unpaid amounts due to DORAL are determined. In the event of termination of the Membership Term for any default of MEMBER SCHOOL, such sums shall include, but not be limited to, all damages, costs and expenses,

including reasonable attorneys' fees with respect to litigation and other proceedings, unpaid Annual Fees, and any other amounts due to DORAL; and

- (f) each party shall comply with all other applicable provisions of this Agreement which expressly or by their nature survive the expiration or termination of the Membership Term, each of which shall continue in full force and effect subsequent to and notwithstanding its expiration or termination of the Membership Term and until they are satisfied in full or by their nature expire.

6.8 RESERVED.

6.9 Force Majeure. Neither party shall be considered in default of this Agreement, if its performance of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either Party's control, and which cannot be overcome by reasonable diligence and without extraordinary expense.

6.10 Accrual of Fees. If DORAL terminates this Agreement during a School Year other than for convenience, DORAL shall have a right to collect and retain the entire Annual Fee for such School Year without otherwise limiting any other claim for damages. If DORAL terminates this Agreement during a School Year for convenience or if MEMBER SCHOOL terminates this Agreement for cause during a school year, the Annual Fee shall be prorated for the part of the year the Agreement was in effect without otherwise limiting either party's other claims for damages.

7. RECORDS AND REPORTING OBLIGATIONS.

7.1 Maintenance of Records. During the Membership Term, MEMBER SCHOOL shall maintain full, complete and accurate books, records and accounts in accordance with reasonable standards required by DORAL, including DISTRICT Standards. MEMBER SCHOOL shall make such books, records and accounts available to DORAL for auditing purposes as described in Section 7.2 below. MEMBER SCHOOL shall retain during the Membership Term, and for seven (7) years thereafter (unless otherwise required by applicable law), all books and records related to the Charter School including, without limitation, enrollment records, purchase orders, invoices and cash receipts and disbursement journals, general ledgers, and any other records designated by DORAL or required by law.

7.2 Audit Rights. At any time during the Membership Term and for a period of two (2) years thereafter, DORAL or its designated representatives will have the right to examine and audit MEMBER SCHOOL's records and/or its facilities, operations, and Educational Programs (including the right to visit, monitor and ensure the Charter School is complying with all DISTRICT Standards, policies and procedures during the Membership Term), upon not less than five (5) business days' prior notice and during MEMBER SCHOOL's normal business hours (except in the event of an emergency in which case no advanced notice shall be required and such examination may be performed at any reasonable time), with respect to any and all matters that relate to (a) determination of any of DORAL payments under this Agreement or (b) MEMBER SCHOOL's compliance with its obligations under this Agreement. The foregoing shall include the right for DORAL or its designated representatives to perform operational audits and

inspections of the Charter School. If the audit or any other inspection should reveal that any payments to DORAL have been underpaid, then MEMBER SCHOOL shall immediately pay to DORAL the amount of the underpayment plus interest from the date such amount was due until paid at the rate of six percent (6%) per annum (or the highest rate allowed by the law if lower). The foregoing remedies shall be in addition to any other remedies DORAL may have.

- 7.3 Guidance. In addition, DORAL and its representatives may, in addition, from time to time, be available to render advice, discuss problems and offer general guidance and suggestions to MEMBER SCHOOL by telephone, e-mail, facsimile, newsletters and other methods (including as part of an operational audit) with respect to planning and operating the Charter School. DORAL's advice or guidance is generally based upon the experience of DORAL and its affiliates in operating charter schools and MEMBER SCHOOL shall hold DORAL and its representatives harmless from any liability that results in connection with any such advice and guidance.

8. ASSIGNMENT.

This Agreement may not be assigned or transferred, in whole or in part, by either party without the prior written consent of the other party.

9. WARRANTIES.

Each party represents and warrants to the other party that: (i) it is duly organized, validly existing, and its status is "active" under the laws of the state of its incorporation and has all power and authority to make this Agreement and to carry on its business as it is now being conducted and as it is presently proposed to be conducted; (ii) that the person(s) signing this Agreement on behalf of the party has the full power and authority to execute this Agreement; (iii) it has been represented by counsel in connection with the negotiation and execution of this Agreement and is satisfied with the representation; (iv) it is not in violation of any law, ordinance, or governmental rule or regulation to which it is subject and has not failed to obtain any license, permit, or other governmental authorization presently obtainable and necessary to the full performance of this Agreement; and (v) its execution of this Agreement and its performance of its obligations under this Agreement will not result in (A) the breach of any term or condition of, or constitute a default under, any term or condition of any contract, agreement, arrangement, or other commitment to which it is a party or by which it is bound (including any agreement not to compete and its organizational documents), or constitute an event which, with notice, lapse of time or both, would result in such a breach or event of default nor (B) to its knowledge, result in the violation by it of any applicable statute, rule, regulation, ordinance, code, judgment, order, injunction or decree. NEITHER PARTY MAKES ANY OTHER EXPRESS OR IMPLIED WARRANTY TO THE OTHER PARTY EXCEPT AS EXPRESSLY STATED IN THIS AGREEMENT. WITHOUT LIMITING THE GENERALITY OF THE FOREGOING, MEMBER SCHOOL ACKNOWLEDGES THAT NO REPRESENTATIONS, PROMISES, INDUCEMENTS, GUARANTEES, WARRANTIES CONDITIONS, OR ESTIMATES OF ANY KIND REGARDING FINANCING, PROFITS, PERFORMANCE, COSTS OR EXPENSES OF CHARTER SCHOOLS GENERALLY OR OF ANY SPECIFIC CHARTER SCHOOL WERE MADE BY OR ON BEHALF OF DORAL, WHICH HAVE LED MEMBER SCHOOL TO ENTER INTO THIS AGREEMENT. MEMBER SCHOOL UNDERSTANDS THAT WHETHER THE CHARTER SCHOOL SUCCEEDS IS DEPENDENT ON MULTIPLE FACTORS BEYOND DORAL CONTROL OR INFLUENCE.

10. GOVERNING LAW AND VENUE.

This Agreement and the rights and liabilities of the parties hereunder shall be determined in accordance with the laws of the State of Florida without regard to conflicts of laws principles. Any legal action taken or to be taken by either party regarding this Agreement or the rights and liabilities of the parties hereunder shall be brought only before a federal or state court of competent jurisdiction located within Miami-Dade County, Florida.

11. SEVERABILITY AND ENFORCEABILITY.

The terms of this Agreement are severable, and in the event that any specific term herein is determined to be unenforceable the remainder of the Agreement shall remain in full force and effect.

12. INDEMNIFICATION AND INSURANCE.

12.1 DORAL Indemnity. DORAL shall indemnify and hold harmless MEMBER SCHOOL and its directors, officers, employees, and agents from and against any and all third party claims, suits, actions, costs, damages, and liabilities or causes of action, including reasonable attorney's fees, arising out of DORAL's breach of its obligations under this Agreement.

12.2 MEMBER SCHOOL Indemnity. In addition to any other obligations under this Agreement to indemnify and hold DORAL harmless, MEMBER SCHOOL agrees to indemnify and hold harmless DORAL and DISTRICT their respective members, directors, officers, employees, and agents, from and against any and all claims, suits, actions, costs, damages, and liabilities or causes of action, including reasonable attorney's fees, arising out of, connected with or resulting from: (a) the negligence of MEMBER SCHOOL the Charter School or any of their officers, directors, employees, contractors, subcontractors, or other agents in connection with or arising out of the Educational Programs, the use of the Marks, and any conduct contemplated by this Agreement; (b) disciplinary action or the termination of any employee of MEMBER SCHOOL or the Charter School; (c) any debt of MEMBER SCHOOL or the Charter School; (d) breach of this Agreement or violation of any law by MEMBER SCHOOL; and (e) personal injury, property damage, or violations of civil rights caused by or arising from the actions of MEMBER SCHOOL, the Charter School or their respective directors, officers, employees, contractors or agents; provided, that, in no event shall DORAL be entitled to any indemnification to the extent any such claim is the subject of an indemnifiable claim under Section 12.1 or was otherwise due to the negligence or willful misconduct of DORAL and DISTRICT their respective members, directors, officers, employees, and agents.

12.3 Procedures. Each party shall notify the other party of the existence of any third party claim, demand or other action that could give rise to a claim for indemnification under this Section (a "third-party claim") and shall give the other party a reasonable opportunity to defend the same at its own expense and with its own counsel, and the other party shall at all times have the right to participate in such defense at its own expense. If, within a reasonable amount of time after receipt of notice of a third-party claim, the other party shall fail to undertake to defend, the party giving notice of the third party claim shall have the right, but not the obligation, to defend and to compromise or settle (exercising reasonable business judgment) the third-party claim for the account and at the risk and expense of the other party, which the other party agrees to assume. The parties shall make available to each other, at their expense, such information and assistance as each shall request in connection with the defense of a third-party claim.

- 12.4 Survival. The indemnity obligations in this Section 12 and otherwise stated in this Agreement shall survive the expiration or termination of this Agreement.
- 12.5 Insurance. MEMBER SCHOOL shall, at its sole expense, procure, maintain and keep in force the amounts and types of insurance required by the charter for the Charter School, the accreditation requirements for the Charter School and DISTRICT, and as otherwise required by law, including but not limited to Commercial and General Liability Insurance, Automobile Liability Insurance, Workers Compensation and Employer's Liability Insurance, School Leader's Errors and Omissions Liability Insurance, Property Insurance, and other insurance reasonably required by DISTRICT (but no less than \$1 million per occurrence and \$5 million in total coverage). Each insurer must have a Best's Rating of "A" or better and a Financial Size Category of "VI" or better, according to the latest edition of Best's Key Rating Guide, published by A.M. Best Company, or the insurer must be approved in writing by DORAL. DORAL and DISTRICT must be listed as additional insureds for all policies and must be given thirty (30) days written notice prior to the termination of any policy. The insurance shall commence prior to the commencement of the development and opening of the Charter School or operations as a Doral Academy School, and shall be maintained in force, without interruption, until this Agreement is terminated, for a period of two (2) years thereafter.
- 12.6 Exclusion of Consequential and Other Indirect Damages. To the fullest extent permitted by applicable law, neither party shall be liable for any consequential, incidental, indirect, exemplary, and special or punitive damages whether arising out of breach of contract, tort (including negligence) or otherwise, regardless of whether such damage was foreseeable and whether or not such party has been advised of the possibility of such damages. THE LIMITATIONS ON LIABILITY SET FORTH IN THIS SECTION WILL NOT APPLY TO A MISUSE OR MISAPPROPRIATION OF THE OTHER PARTY'S INTELLECTUAL PROPERTY OR ANY WILLFUL MISCONDUCT, GROSS NEGLIGENCE OR CRIMINAL ACTS.

13. CONFIDENTIALITY.

MEMBER SCHOOL acknowledges that DORAL will disclose or otherwise make available certain Confidential Information during the Membership Term, in connection with training, provision of educational guides and materials, as a result of guidance furnished to MEMBER SCHOOL and for other reasons as result of the Charter School's membership in the DISTRICT. MEMBER SCHOOL shall not acquire any interest in any such Confidential Information, other than the right to utilize it in the operation of the Charter School. MEMBER SCHOOL acknowledges that the use or duplication of the Confidential Information for any other purpose, or the unauthorized disclosure of any such Confidential Information, would constitute an unfair method of competition and would cause irreparable harm to DORAL, its affiliates and the DISTRICT, and therefore MEMBER SCHOOL shall: (a) hold all such Confidential Information in strict confidence; (b) take all steps necessary or appropriate to protect the confidentiality of the Confidential Information and to assure compliance with this Agreement by its Permitted Representatives (as defined below); (c) use such Confidential Information for the sole purpose of operating the Charter School in accordance with the terms and conditions of this Agreement; (d) restrict disclosure of such Confidential Information to those of its officers, directors, employees, professional advisors, agents and representatives (each a "*Permitted Representative*") with a need to know such information in accordance with the terms and conditions of this Agreement, and in each advise each such person of MEMBER SCHOOL'S confidentiality obligations herein and ensure that each such person is equally bound by confidentiality obligations no less stringent than those provided herein; and (e) not

modify, reverse engineer, decompile, create other works from, or disassemble any such Confidential Information.

If MEMBER SCHOOL or any of its Permitted Representatives is required to disclose Confidential Information pursuant to judicial order or other compulsion of law, MEMBER SCHOOL will provide to DORAL prompt notice of such order, cooperate with DORAL to maintain the confidentiality of the Confidential Information, and comply with any protective order imposed on disclosure of the Confidential Information.

In the event MEMBER SCHOOL discloses any confidential or proprietary type information of MEMBER SCHOOL to DORAL and which is identified as "CONFIDENTIAL", DORAL agrees to exercise at least the same degree of care to avoid the publication or dissemination of such confidential or proprietary type information as it affords to its own confidential information of a similar nature which it desires not to be published or disseminated, but in no case less than reasonable care. DORAL agrees not to use any such confidential or proprietary type information except in the furtherance of this Agreement or the performance of its obligations hereunder. For the avoidance of doubt, nothing in this paragraph shall require DORAL or any of its officers, directors, employees, professional advisors, agents and representatives to maintain the confidentiality of its Confidential Information or any information that is deemed to belong to DORAL pursuant to this Agreement.

14. RELATIONSHIP; THIRD PARTIES.

Nothing in this Agreement is intended, or is to be construed, to constitute a partnership, agency of franchise relationship between the parties. Neither party shall have the right or authority to assume or create any obligation on behalf of the other party or to bind the other party to any contract, undertaking, or agreement with any third party. Except for each of third parties entitled to indemnification under Section 13 or otherwise in this Agreement (each of which is an intended third party beneficiary of this Agreement), this Agreement is not intended to create any rights of a third party beneficiary.

15. ATTORNEYS' FEES AND COSTS.

In any action or litigation arising from or relating to the enforcement of this Agreement, the prevailing party shall be entitled to recover from the non-prevailing party its reasonable attorneys' fees and costs in all trial and appellate levels.

16. ENTIRE AGREEMENT; AMENDMENTS.

The foregoing constitutes the entire Agreement between the parties and may be modified only by a writing signed by both parties. This Agreement supersedes all previous agreements, understandings, and arrangements between the parties, whether oral or written, and constitutes the entire agreement between the parties. There are no oral terms to this Agreement. Neither party is relying upon any oral term or representation.

17. WAIVERS.

The waiver by either party of a breach or other violation of any provision of this Agreement shall not operate as, or be construed to be, a waiver of any subsequent breach of the same or other provision of this Agreement.

18. NOTICE.

Unless otherwise provided herein, any notice, demand, or communication required, permitted, or desired to be given hereunder shall be in writing and shall be delivered by hand, or by registered or prepaid certified mail through the United States postal service, return receipt requested, addressed as follows:

If to DORAL: The Doral Academy Inc.
 c/o Angela Ramos
 Board Chair
 6340 Sunset Drive
 Miami, FL 33143
 Attn: President/Chairperson

With a copy to (which shall not constitute notice to DORAL):

Charles Gibson, Esq.
Gibson Law Offices
3634 Grand Avenue
Miami, Florida 33133

If to MEMBER SCHOOL: Doral Academy of North Carolina, Inc.
 c/o Jim Griffin
 Board Chair
 327 Hillsborough Street
 Raleigh, NC 27603

or to such other address, and to the attention of such other persons or officers as either party may designate by written notice. Any notice so addressed and mailed shall be deemed duly given three (3) days after deposit in the United States mail, and if delivered by hand, shall be deemed given when delivered, and if sent by facsimile, shall be deemed given on the first business day immediately following transmittal.

19. EQUITABLE RELIEF.

Each party acknowledges that an actual or threatened violation of the covenants contained in Section 13 of this Agreement, as they related to both parties, or Section 2, 3 and 4, as they related to MEMBER SCHOOL and the Charter School, may cause the other party immediate and irreparable harm, damage and injury that cannot be fully compensated for by an award of damages or other remedies at law. Accordingly, in the event of such actual or threatened violation, the non-breaching party shall be entitled, as a matter of right, to seek an injunction or other equitable relief, including specific performance, from any court of competent jurisdiction restraining any further violation without any requirement to show any actual damage, irreparable harm or establish a balance of convenience, or to post any bond or other security. Such right to equitable relief shall be cumulative and in addition to, and not in limitation of, any other rights and remedies that the non-breaching party may have at law or in equity.

20. COUNTERPARTS.

This Agreement may be executed in several counterparts, each of which shall be an original, but all of which together shall constitute one and the same Agreement. Confirmation of execution by electronic transmission of a facsimile or .pdf signature page will be binding upon any party so confirming.

21. ARTICLES AND OTHER HEADINGS; WAIVER OF JURY TRIAL.

The articles and other headings contained in this Agreement are for reference purposes only, and shall not affect in any way the meaning or interpretation of the terms of this Agreement. EACH PARTY IRREVOCABLY WAIVES TRIAL BY JURY IN ANY ACTION, WHETHER AT LAW OR EQUITY, BROUGHT BY EITHER OF THEM.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals the day and year first above written.

The Doral Academy, Inc.

Doral Academy of North Carolina, Inc.

By: _____

By: _____

Print: _____

Print: _____

Its: _____

Its: _____

WITNESSED:

WITNESSED:

By: _____

By: _____

(Print): _____

(Print): _____

By: _____

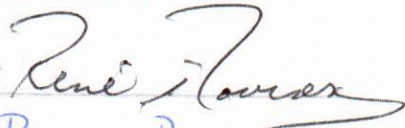
By: _____

(Print): _____

(Print): _____

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals the day and year first above written.


The Doral Academy, Inc.

By: 


Print: Rene Rovirosa

Its: Secretary

WITNESSED:

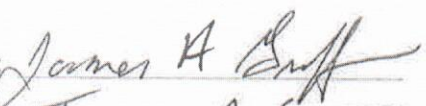
By: 

(Print): Susette Corso

By: 

(Print): Alice Martinez

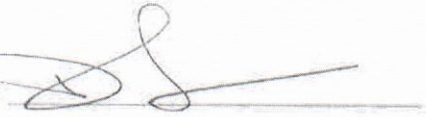
Doral Academy of North Carolina, Inc.

By: 

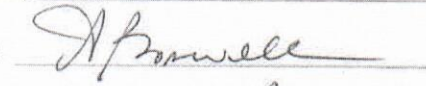
Print: JAMES A GRIFFIN

Its: BOARD CHAIR

WITNESSED:

By: 

(Print): David Cook

By: 

(Print): ANGELA BOSWELL

Appendix K

The Doral Academy, Inc.
Doral, Florida

Special-Purpose
Financial Statements And
Independent Auditors' Report

June 30, 2017

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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.

Coral Gables, Florida
December 08, 2017


CERTIFIED PUBLIC ACCOUNTANTS

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	<u>608,107</u>
Total Current Assets	19,605,477
Deposits	104,942
Property and equipment, net	<u>15,976,843</u>
Total Assets	<u>\$ 35,687,262</u>

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	<u>3,641,641</u>
Total Liabilities	5,681,772
Net Assets:	
Unrestricted (designated per lease agreement)	1,286,134
Unrestricted	<u>28,719,356</u>
Total Net Assets	30,005,490
Total Liabilities and Net Assets	<u>\$ 35,687,262</u>

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

	<u>Unrestricted</u>
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	<u>514,271</u>
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	<u>79,814</u>
Total Operating Expenses	<u>24,421,710</u>
Excess Support and Revenue Over Operating Expenses and Before Facility Expenses	<u>12,180,134</u>
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	<u>249,133</u>
Total Facility Expenses	<u>8,766,258</u>
Change in Net Assets	3,413,876
Net assets at beginning of year	<u>26,591,614</u>
Net assets at end of year	<u>\$ 30,005,490</u>

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	<u>1,968,272</u>
Net Cash Provided by Operating Activities	5,382,148
Cash Flows from Investing Activities	
Acquisition of property and equipment	<u>(1,762,642)</u>
Net Cash Used in Investing Activities	<u>(1,762,642)</u>
Cash Flows from Financing Activities	
Repayment of long term debt	<u>(332,952)</u>
Net Cash Used in Financing Activities	<u>(332,952)</u>
Net increase in cash	3,286,554
Cash and cash equivalents at beginning of year	<u>15,485,454</u>
Cash and cash equivalents at the end of the year	<u>\$ 18,772,008</u>
Cash	1,836,466
Cash equivalents	16,556,000
Cash due to students and clubs	<u>379,542</u>
Total cash and cash equivalents at the end of the year	<u>\$ 18,772,008</u>
<u>Supplemental Information</u>	
Total Interest Paid	<u>\$ 265,440</u>

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

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2017

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.

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2017

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	<u>2,235,631</u>
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	<u>31,386,830</u>
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	<u>(15,409,987)</u>
Capital assets, net	<u>\$ 15,976,843</u>

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	<u>\$ 1,924,489</u>

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.

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2017

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

<u>Year</u>	
2018	\$ 4,930,000
2019	4,930,000
2020	4,930,000
2021	3,325,000
2022	3,325,000
Thereafter	6,649,000
	<u>\$ 28,089,000</u>

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.

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2017

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			Balance
	<u>7/1/2016</u>	<u>Advances</u>	<u>Repayments</u>	<u>6/30/2017</u>
Construction loan	<u>\$ 3,974,593</u>	<u>\$ -</u>	<u>\$ (332,952)</u>	<u>\$ 3,641,641</u>
	<u>\$ 3,974,593</u>	<u>\$ -</u>	<u>\$ (332,952)</u>	<u>\$ 3,641,641</u>

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.

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2017

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**

	Just Arts And Management				Doral Performing Arts and Entertainment Academy		Doral Academy Charter Middle School		Doral Academy High School		(Corporate Account) Doral Academy Inc.		Eliminations	Total
	Doral Academy	Middle	Academy Charter Middle School	Doral Charter Middle School	Doral Academy Entertainment Academy	Doral Academy of Technology	Doral Academy High School	Doral Academy High School	Doral Academy Inc.	Doral NSLP				
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	-	(28,129)	-	-	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	55,867	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

The Doral Academy, Inc.
Doral, Florida

Special-Purpose
Financial Statements And
Independent Auditors' Report

June 30, 2016

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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, 2016, 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, 2016 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.

HJB Gouvier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
December 16, 2016

The Doral Academy, Inc.
Special-Purpose Statement of Financial Position
June 30, 2016

Assets

Current Assets:

Cash	\$ 2,083,503
Cash equivalents	12,940,000
Cash held on behalf of students and clubs	461,951
Due from governmental agencies	139,601
Prepaid expenses and other current assets	<u>603,069</u>

Total Current Assets 16,228,124

Deposits	104,942
Property and equipment, net	<u>16,138,690</u>

Total Assets \$ 32,471,756

Liabilities and Net Assets

Current Liabilities:

Accounts payable and accrued expenses	\$ 1,443,598
Due to students and clubs	461,951
Current portion of long term-debt	<u>332,730</u>

Total Current Liabilities 2,238,279

Long term debt	<u>3,641,863</u>
Total Liabilities	5,880,142

Net Assets:

Unrestricted	<u>26,591,614</u>
Total Net Assets	26,591,614

Total Liabilities and Net Assets \$ 32,471,756

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, 2016

	<u>Unrestricted</u>
Support and Revenue:	
FTE non-specific revenues	\$ 31,306,783
Grants and federal sources	982,968
Capital outlay funding	2,010,444
Fees from pre-school	926,909
Fees from after school	91,830
Fees from lunch program	345,974
Fundraising and other revenue	148,232
Total Support and Revenue	<u>35,813,140</u>
Operating Expenses:	
Instruction	17,496,307
Instructional staff training services	45,750
Board	152,963
School administration	3,689,987
Fiscal services	712,053
Food services	1,391,955
Central services	832,385
Community services	20,853
Pupil transportation services	106,846
Total Operating Expenses	<u>24,449,099</u>
Excess Support and Revenue Over Operating Expenses and Before Facility Expenses	<u>11,364,041</u>
Facility Expenses:	
Facilities acquisition and construction	620,092
Operation of plant	6,345,815
Plant improvement and maintenance	854,547
Interest on long-term debt	340,196
Total Facility Expenses	<u>8,160,650</u>
Change in Net Assets	3,203,391
Net assets at beginning of year	<u>23,388,223</u>
Net assets at end of year	<u>\$ 26,591,614</u>

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, 2016

Cash Flows from Operating Activities	
Change in net assets	\$ 3,203,391
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:	
Depreciation	1,910,852
Decrease in due from governmental agencies	32,448
Decrease in prepaid expenses and other assets	83,344
Increase in accounts payable and accrued expenses	93,681
Increase in due to students and clubs	67,275
Total adjustments	<u>2,187,600</u>
Net Cash Provided by Operating Activities	5,390,991
Cash Flows from Investing Activities	
Acquisition of property and equipment	<u>(1,733,554)</u>
Net Cash Used by Investing Activities	<u>(1,733,554)</u>
Cash Flows from Financing Activities	
Repayment of long term debt	<u>(265,248)</u>
Net Cash Used by Financing Activities	<u>(265,248)</u>
Net increase in cash	3,392,189
Cash and cash equivalents at beginning of year	<u>12,093,265</u>
Cash and cash equivalents at the end of the year	<u>\$ 15,485,454</u>
Cash	2,083,503
Cash and cash equivalents	12,940,000
Cash due to students and clubs	461,951
Total cash and cash equivalents at the end of the year	<u>\$ 15,485,454</u>
<u>Supplemental Information</u>	
Total Interest Paid	<u>\$ 317,022</u>

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

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2016

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, 2017 and June 30, 2030, 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, 2016 when the Schools' enrollment amounted to approximately 4,697 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 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.

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2016

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, 2016.

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, 2016.

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 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 16, 2016, which is the date the financial statements were available to be issued.

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2016

Note 3 –Capital Assets

The following schedule provides a summary of capital assets, acquired substantially with public funds, for the year ended June 30, 2016:

	Balance 06/30/2016
Capital assets, non-depreciable:	
Land	\$ 1,579,768
Total Capital Assets, non-depreciable	<u>1,579,768</u>
Capital assets, depreciable	
Building and improvements	16,655,749
Computer equipment	1,127,557
Furniture, equipment, and textbooks	10,261,113
Total capital assets	<u>29,624,187</u>
Less accumulated depreciation	
Building and improvements	(5,036,947)
Computer equipment	(1,043,775)
Furniture, equipment, and textbooks	(7,404,775)
Total capital assets	<u>(13,485,497)</u>
Capital assets, net	<u>\$ 16,138,690</u>

For the fiscal year ended June 30, 2016, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	\$ 961,593
Facilities acquisition	620,092
Operation of plant	309,901
School administration	427
Food services	1,962
Pupil Transportation Services	6,332
Maintenance of plant	10,545
Total Depreciation Expense	<u>\$ 1,910,852</u>

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, 2017 and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2016, the Organization incurred \$2,113,875 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, 2016, the Organization had deposits in excess of the Federal Depository Insurance Corporation (FDIC) coverage of approximately \$1,600,000. The Organization also had approximately \$15,690,000 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 January 1, 2016, the fund's annual report, maturities of the fund's portfolio holdings are approximately 83% 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, 2016, 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.

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2016

Note 6 – Commitments, Contingencies and Concentrations

The Organization has entered into three lease agreements for its charter school facilities, including two with affiliates of the Organization’s educational service provider. The agreements expire at multiple dates beginning 2020 through 2024.

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, 2016, the required reserve was waived. 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 2016, rent expense pertaining to the facilities leased totaled \$4,851,574, including approximately \$3,385,000 paid to an affiliate of the Organization’s educational service provider. As of June 30, 2016, the Organization had prepaid rent expense of approximately \$272,000.

Future minimum payments under these leases are as follows:

<u>Year</u>	
2017	\$ 4,847,000
2018	4,847,000
2019	4,847,000
2020	4,847,000
2021	3,242,000
Thereafter	9,726,000
	<u>\$ 32,356,000</u>

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.

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2016

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. As of June 30, 2016, the principal loan amount outstanding on Phase I and II is approximately \$2,544,000 and \$1,430,000, respectively.

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.

Future maturities of the Phase I and II promissory notes under the construction loan agreement are as follows as of June 30, 2016:

	2017	\$	332,730
	2018		<u>3,641,863</u>
Total		\$	<u>3,974,593</u>

The following schedule provides a summary of changes in long-term debt for the year ended June 30, 2016:

	Balance <u>07/01/2015</u>	Advances	Repayments	Balance <u>06/30/2016</u>
Construction loan	\$ 4,239,841	\$ -	\$ (265,248)	\$ 3,974,593
	<u>\$ 4,239,841</u>	<u>\$ -</u>	<u>\$ (265,248)</u>	<u>\$ 3,974,593</u>

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2016

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 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, 2016, the College repaid \$10,000 to the School.

Educational Services Agreements

On August 31, 2015, the Organization entered into an Educational Services Agreement with the College to provide educational services and program support for the Organization’s students. The Organization renewed the agreement for 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 \$814,620 to the College for the 2015-2016 academic year.

Other

The Organization provides office and classroom space used by the College under a usage agreement. For the year ending June 30, 2016, the Organization paid a usage fee of approximately \$28,000, the estimated fair market value of those services.

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 \$199,678 for the year ended June 30, 2016. The Organization does not exercise any control or fiduciary responsibility over the Plans’ assets, which are administered by MassMutual Financial Group.

SUPPLEMENTARY INFORMATION

The Doral Academy, Inc.
Special-Purpose Statement of Financial Position by Charter School
June 30, 2016

	Just Arts And Management Middle				Doral Performing Arts and Entertainment Academy			Doral Academy of Technology			Doral Academy High School		(Corporate Account) Doral Academy Inc.		Eliminations	Total
	Doral Academy	Doral Academy Charter Middle School	Doral Academy Charter Middle School	Doral Academy Charter Middle School	Doral Academy Charter Middle School	Doral Academy Charter Middle School	Doral Academy Charter Middle School	Doral Academy Charter Middle School	Doral Academy Charter Middle School	Doral Academy Charter Middle School	Doral Academy Charter Middle School	Doral Academy Charter Middle School	Doral Academy Charter Middle School	Doral Academy Charter Middle School		
Assets																
Current Assets:																
Cash	\$ 345,728	\$ 50,808	\$ 491,345	\$ 2,600	\$ 1,046,499	\$ 124,192	\$ 972	\$ 2,083,503								
Cash equivalents	5,670,000	200,000	3,430,000	1,560,000	640,000	320,000	-	12,940,000								
Cash held on behalf of students and clubs	73,862	-	36,463	-	351,626	-	-	461,951								
Due from governmental agencies	31,474	1,490	34,071	9,020	60,281	-	-	139,601								
Prepaid expenses & Other current assets	138,447	23,158	179,116	41,513	197,301	2,279	-	603,069								
Due from other charter schools	65,700	31,834	411,800	-	1,047	-	-	-								
Total Current Assets	6,325,211	307,290	4,582,795	1,613,133	2,295,707	447,518	972	16,228,124								
Deposits	42,254	-	32,137	-	30,551	-	-	104,942								
Property and equipment, net	2,515,901	128,653	2,240,848	43,152	9,529,256	1,610,758	-	16,138,690								
Due from other charter school, long-term	-	-	500,000	550,000	1,029,768	-	-	-								
Total Assets	\$ 8,883,366	\$ 435,943	\$ 7,355,780	\$ 2,206,285	\$ 12,885,282	\$ 2,058,276	\$ 972	\$ 32,471,756								
Liabilities and Net Assets																
Current Liabilities:																
Accounts payable and accrued expenses	\$ 436,270	\$ 29,774	\$ 299,507	\$ 92,877	\$ 543,115	\$ 28,227	\$ 1,443,598									
Due to other charter schools	31,834	65,700	-	-	-	-	1,047	461,951								
Due to students and clubs	73,862	-	36,463	-	351,626	-	-	332,730								
Current portion of long term-debt	-	-	-	-	-	-	-	-								
	541,966	95,474	335,970	92,877	1,227,471	29,274	2,238,279									
Due to other charter, long term debt	-	-	-	-	1,050,000	1,029,768	-	3,641,863								
Long Term Debt	-	-	-	-	411,800	-	-	(2,491,568)								
Total Liabilities	541,966	95,474	335,970	92,877	425,628	1,029,768	29,274	5,880,142								
Net Assets:																
Unrestricted	8,341,400	340,469	7,019,810	2,113,408	6,965,948	1,028,508	(28,302)	26,591,614								
Total Net Assets	8,341,400	340,469	7,019,810	2,113,408	6,965,948	1,028,508	(28,302)	26,591,614								
Total Liabilities and Net Assets	\$ 8,883,366	\$ 435,943	\$ 7,355,780	\$ 2,206,285	\$ 12,885,282	\$ 2,058,276	\$ 972	\$ 32,471,756								

The Doral Academy, Inc.
Special-Purpose Statement of Activities by Charter School
For the year ended June 30, 2016

	Doral Academy	Just Arts and Management Middle	Doral Academy Charter Middle School	Doral Performing Arts and Entertainment Academy	Doral Academy of Technology	Doral High School	(Corporate Account) Doral Academy Inc.	Doral NSLP	Eliminations	Total
Support and Revenue:										
FTE non-specific revenues	\$ 8,046,653	\$ 656,090	\$ 7,476,308	2,738,696	\$ 1,212,746	\$ 11,176,290	-	\$ -	\$ -	\$ 31,306,783
Grants and federal sources	233,666	22,438	228,621	92,816	34,162	371,265	-	-	-	982,968
Capital outlay funding	459,585	16,412	526,610	116,701	29,937	861,199	-	-	-	2,010,444
Fees from pre-school	926,909	-	-	-	-	-	-	-	-	926,909
Fees from after school	-	-	-	-	-	-	91,830	-	-	91,830
Fees from lunch program	127,792	11,247	75,025	24,140	11,210	96,560	-	-	-	345,974
Fundraising and other revenue	43,459	200	11,291	1,034	788	157,158	824,582	47	(890,327)	148,232
Total Support and Revenue	9,838,064	706,387	8,317,855	2,973,387	1,288,843	12,662,472	916,412	47	(890,327)	35,813,140
Operating Expenses:										
Instruction	5,204,432	364,642	3,240,186	1,384,060	587,980	5,941,617	773,390	-	-	17,496,307
Instructional staff training	2,344	-	9,171	1,437	611	32,187	-	-	-	45,750
Board	187,850	21,800	193,000	87,300	34,650	348,600	87,713	-	(807,950)	152,963
School administration	875,109	93,286	1,198,235	254,687	117,856	1,144,665	5,602	-	-	3,689,987
Fiscal services	173,775	15,300	178,425	64,050	27,900	250,200	2,403	547	-	712,053
Food services	527,690	46,440	260,799	103,516	38,967	414,065	478	-	-	1,391,955
Central services	200,246	16,918	215,567	56,084	27,900	315,670	-	-	-	832,385
Pupil transportation services	-	-	620	-	-	20,233	-	-	-	20,853
Community services	-	-	-	-	-	-	106,846	-	-	106,846
Total Operating Expenses	7,171,446	558,386	5,296,003	1,951,134	835,864	8,467,237	976,432	547	(807,950)	24,449,099
Excess Support and Revenue Over Operating Expenses and Before Facility Expenses	2,666,618	148,001	3,021,852	1,022,253	452,979	4,195,235	(60,020)	(500)	(82,377)	11,364,041
Facility Expenses:										
Facilities acquisition	126,189	-	148,023	-	-	345,880	-	-	-	620,092
Operation of plant	1,629,747	137,166	1,784,026	410,591	276,150	2,168,833	21,679	-	(82,377)	6,345,815
Plant improvement and maintenance	282,864	1,571	175,442	17,169	7,410	370,091	-	-	-	854,547
Interest on long-term debt	-	-	-	-	-	340,196	-	-	-	340,196
Total Facility Expenses	2,038,800	138,737	2,107,491	427,760	283,560	3,225,000	21,679	-	(82,377)	8,160,650
Change in Net Assets	627,818	9,264	914,361	594,493	169,419	970,235	(81,699)	(500)	-	3,203,391
Net assets at beginning of year	7,713,582	331,205	6,105,449	1,518,915	640,954	5,995,713	1,110,207	(27,802)	-	23,388,223
Net assets at end 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

The Doral Academy, Inc.
Doral, Florida

Special-Purpose
Financial Statements And
Independent Auditors' Report

June 30, 2015

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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, 2015, 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, 2015 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.

Coral Gables, Florida
November 19, 2015


CERTIFIED PUBLIC ACCOUNTANTS

The Doral Academy, Inc.
Special-Purpose Statement of Financial Position
June 30, 2015

Assets

Current Assets:	
Cash and cash equivalents	\$ 11,698,589
Cash held on behalf of students and clubs	394,676
Due from governmental agencies	172,049
Prepaid expenses and other current assets	<u>686,413</u>
Total Current Assets	12,951,727
Deposits	104,942
Property and equipment, net	<u>16,315,988</u>
Total Assets	<u><u>\$ 29,372,657</u></u>

Liabilities and Net Assets

Current Liabilities:	
Accounts payable and accrued expenses	\$ 1,349,917
Due to students and clubs	394,676
Current portion of long term-debt	<u>315,958</u>
Total Current Liabilities	2,060,551
Long term debt	<u>3,923,883</u>
Total Liabilities	5,984,434
Net Assets:	
Unrestricted	<u>23,388,223</u>
Total Net Assets	23,388,223
Total Liabilities and Net Assets	<u><u>\$ 29,372,657</u></u>

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, 2015

	<u>Unrestricted</u>
Support and Revenue:	
FTE non-specific revenues	\$ 29,099,193
Grants and federal sources	956,049
Capital outlay funding	2,334,318
Fees from pre-school	887,044
Fees from after school	76,242
Fees from lunch program	358,065
Fundraising and other revenue	11,004
Total Support and Revenue	<u>33,721,915</u>
Operating Expenses:	
Instruction	15,494,077
Instructional staff training services	114,065
Board	182,259
School administration	3,513,052
Fiscal services	697,969
Food services	1,409,814
Central services	759,998
Community services	23,906
Pupil transportation services	121,783
Total Operating Expenses	<u>22,316,923</u>
Excess Support and Revenue Over Operating Expenses and Before Facility Expenses	<u>11,404,992</u>
Facility Expenses:	
Facilities acquisition and construction	543,329
Operation of plant	7,107,457
Plant improvement and maintenance	806,043
Interest on long-term debt	310,974
Total Facility Expenses	<u>8,767,803</u>
Change in Net Assets	2,637,189
Net assets at beginning of year	<u>20,751,034</u>
Net assets at end of year	<u>\$ 23,388,223</u>

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, 2015

Cash Flows from Operating Activities	
Change in net assets	\$ 2,637,189
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:	
Depreciation	1,644,979
Decrease in due from governmental agencies	42,975
Decrease in prepaid expenses and other assets	284,548
Increase in accounts payable and accrued expenses	163,641
Increase in due to students and clubs	255,184
Total adjustments	<u>2,391,327</u>
Net Cash Provided by Operating Activities	5,028,516
Cash Flows from Investing Activities	
Acquisition of property and equipment	<u>(1,994,736)</u>
Net Cash Used by Investing Activities	<u>(1,994,736)</u>
Cash Flows from Financing Activities	
Repayment of long term debt	<u>(284,970)</u>
Net Cash Used by Financing Activities	<u>(284,970)</u>
Net increase in cash	2,748,810
Cash and cash equivalents at beginning of year	<u>9,344,455</u>
Cash and cash equivalents at the end of the year	<u>\$ 12,093,265</u>
Cash and cash equivalents	11,698,589
Cash due to students and clubs	<u>394,676</u>
Total cash and cash equivalents at the end of the year	<u>\$ 12,093,265</u>
<u>Supplemental Information</u>	
Total Interest Paid	<u>\$ 297,972</u>

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

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2015

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, 2017 and June 30, 2030, 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, 2015 when the Schools' enrollment amounted to approximately 4,600 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 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.

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2015

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, 2015.

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, 2015.

Cash and equivalents

Cash and cash equivalents include all highly liquid investments with a maturity of three months or less.

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 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.

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2015

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 November 19, 2015, which is the date the financial statements were available to be issued.

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2015

Note 3 –Capital Assets

The following schedule provides a summary of capital assets, acquired substantially with public funds, for the year ended June 30, 2015:

	Balance 06/30/2015
Capital assets, non-depreciable:	
Land	\$ 1,579,768
Total Capital Assets, non-depreciable	<u>1,579,768</u>
Capital assets, depreciable	
Building and improvements	16,277,848
Computer equipment	883,013
Furniture, equipment, and textbooks	9,150,005
Total capital assets	<u>27,890,634</u>
Less accumulated depreciation	
Building and improvements	(4,347,556)
Computer equipment	(801,892)
Furniture, equipment, and textbooks	(6,425,198)
Total capital assets	<u>(11,574,646)</u>
Capital assets, net	<u><u>\$ 16,315,988</u></u>

For the fiscal year ended June 30, 2015, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	\$ 751,909
Facilities acquisition	543,974
Operation of plant	326,055
School administration	4,832
Food services	4,000
Pupil Transportation Services	6,332
Maintenance of plant	7,877
Total Depreciation Expense	<u><u>\$ 1,644,979</u></u>

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, 2017 and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During the year ended June 30, 2015, the Organization incurred approximately \$2,177,000 in fees.

Note 5 – Deposits Policy and Credit Risk

Deposits

The Organization maintains its cash and cash equivalents in major banks and in high grade investments. As of June 30, 2015, the Organization had deposits in excess of the Federal Depository Insurance Corporation (FDIC) coverage of approximately \$1,743,000. The Organization also had approximately \$12,505,000 that was fully collateralized under a repurchase agreement with Regions Bank (the “Bank”).

Investments and Credit Risk

Custodial credit risk for deposits is the risk that in the event of a failure of a depository financial institution, 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, 2015, all of the Organization’s investments in repurchase agreements were held as part of the Bank’s investment portfolio.

The Organization has not formally approved an investment policy regarding custodial credit risk; however it mitigates its credit risk by maintaining excess funds available in overnight repurchase agreements. Amounts invested in repurchase agreements are secured obligations collateralized by securities that include: non-callable U.S. Government and Agency Securities; Callable and Structured Agency Securities; Agency Mortgage-Backed Securities guaranteed by a federal agency, Bonds issued by government sponsored enterprises, Freddie Mac and Fannie Mae. Amounts invested in repurchase agreements are not insured by the FDIC and are subject to investment risks, including possible loss of principal invested, and if the Bank fails the Organization will become a secured creditor and may become an unsecured general creditor to the extent the market value of the securities used as collateral falls below the outstanding amount of repurchase obligations to the Organization.

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2015

Note 6– Commitments, Contingencies and Concentrations

The Organization has entered into multiple lease agreements for its various charter school facilities, including some with affiliates of the Organization’s educational service provider. The agreements expire at multiple dates beginning 2020 through 2024.

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, 2015, the required reserve was waived. 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 2015, rent expense pertaining to the facilities leased totaled approximately \$4,700,000, including approximately \$3,250,000 in rent expense paid to an affiliate of the Organization’s educational service provider. As of June 30, 2015, the Organization had prepaid rent expense of approximately \$266,000.

Future minimum payments under these leases are as follows:

<u>Year</u>		
2016	\$	4,827,750
2017	\$	4,839,000
2018	\$	4,839,000
2019	\$	4,839,000
2020	\$	4,839,000
Thereafter	\$	12,936,000

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.

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2015

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 has made a commitment to extend 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. Principal and interest payments began on July 1, 2012 for Phase I and September 1, 2013 for Phase II. All principal, interest, and unpaid costs shall be due and payable on the maturity date of July 1, 2017. As of June 30, 2015, the principal loan amount outstanding on Phase I and II is approximately \$2,681,000 and \$1,556,000, respectively.

Interest expense paid on the Phase I and II promissory notes as of June 30, 2015 is \$297,972. Interest expense accrued for Phase I and II promissory notes as of as of June 30, 2015 is approximately \$26,400.

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.

Future maturities of the Phase I and II promissory notes under the construction loan agreement are as follows as of June 30, 2015:

2016	\$	315,958
2017		3,923,883
Total	\$	<u>4,239,841</u>

The following schedule provides a summary of changes in long-term debt for the year ended June 30, 2015:

	Balance 07/01/2014	Advances	Repayments	Balance 06/30/2015
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Construction loan	\$ 4,524,811	\$ -	\$ (284,970)	\$ 4,239,841
	<u>\$ 4,524,811</u>	<u>\$ -</u>	<u>\$ (284,970)</u>	<u>\$ 4,239,841</u>

The Doral Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2015

Note 8 – Transactions with Affiliates

Doral College, Inc.

A member of the Board of Trustees of the Doral College, Inc. (the “College”) also served on the Board of The Doral Academy, Inc. during 2014-2015. The board composition changed during the year, and effective December 31, 2014, the College and the School no longer have any board members in common.

Recoverable Grant

During the year ended June 30, 2012, the Organization granted \$400,000 to the College under a recoverable grant agreement. The purpose of the grant is for the College to develop a fully integrated concurrent collegiate enrollment program for the benefit of the Organization’s students. Under the terms of the grant, the College would repay the Organization in the event that the College experiences a surplus of its operating budget for any period ending on December 31, following the execution of the agreement. During the year ended June 30, 2015, and 2014 no funds of the recoverable grant were repaid to the Organization. The College has repaid \$200,000 of the recoverable grant to the Organization in prior periods.

Educational Services Agreements

On November 15, 2012, the Organization entered into an Educational Services Agreement with the College to provide educational services and program support for the School’s students. This agreement expires on August 15, 2013, and is renewable for a total of three additional one-year terms. The School renewed the agreement for the 2014-2015 academic year to continue through August 15, 2015. Under the service agreement the School paid fees of \$250,000 to the College for the 2014-2015 academic year.

In-Kind Contributed Services

The Organization provides office space used by the College under a usage agreement and made an in-kind contribution to the College for the rental expense. For the year ending June 30, 2015, the Organization estimated the fair market value of those services to be approximately \$28,000. The College paid the Organization \$6,123 for the use of its facilities and recognized in-kind contribution revenue and expense for the balance of \$22,192.

Memorandum of Understanding

During the year ended June 30, 2015, the Organization on behalf of Doral Academy High School (the “School”) entered into a Memorandum of Understanding (“MOU”) with the College. As outlined by the MOU, the College and the School have established a staffing program (“the Program”) where the College’s participating instructors will provide teaching services at the School’s campus during the School’s 2014-2015 academic year. The School will reimburse the College for all related costs of the services provided by the College’s participating instructors in connection with the program. The School reimbursed approximately \$371,000 in instructional salaries and benefits in connection with the MOU to the College.

The School also paid the College \$47,500 for supplies and materials in connection with SAT preparation materials for students. This amount is reflected in instructional expenses in the statement of activities.

Note 9 – Transactions with Other Organizations

Florida law requires the school to contract with a state authorized Virtual Instruction Provider. The School entered into a Florida Virtual Instruction Provider Contract with Somerset Virtual Academy, an entity which contracts with the same services and support provider, for a variety of educational products and services and administrative and technology services. During 2015, the School paid Somerset Virtual Academy approximately \$90,000 in fees for services provided under this contract.

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 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 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 \$106,000 for the year ended June 30, 2015. The Organization does not exercise any control or fiduciary responsibility over the Plans' assets, which are administered by MassMutual Financial Group.

Note 12 – Subsequent Events

Deposits and Investments

Effective July 1, 2015, the Organization moved to utilizing a government money market mutual fund as an investment vehicle for its excess deposit funds. A government money market mutual fund invests exclusively in obligations issued or guaranteed by the U.S. Government and its agencies and instrumentalities and in repurchase agreements collateralized by such securities. All balances held under the repurchase agreement as of June 30, 2015 have been moved to this new vehicle.

Recoverable Grant with Doral College, Inc.

On August 31, 2015, the College and the Organization entered into an amendment to the recoverable grant agreement. 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, 2016 through December 31, 2020 and \$30,000 per annum commencing on December 31, 2021 through 2025.

SUPPLEMENTARY INFORMATION

**The Doral Academy, Inc.
Special-Purpose Statement of Financial Position by Charter School
June 30, 2015**

	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	\$ 5,251,305	\$ 165,601	\$ 3,602,109	\$ 544,710	\$ 644,850	\$ 943,080	\$ 546,009	\$ 925	\$ -	\$ 11,698,589
Cash held on behalf of students and clubs	57,599	-	19,813	-	-	317,264	-	-	-	394,676
Due from governmental agencies	37,011	-	41,769	15,999	5,323	71,947	-	-	-	172,049
Prepaid expenses & Other current assets	108,977	11,121	280,475	28,521	16,708	231,610	9,001	-	-	686,413
Due from other charter schools	-	-	125,485	700,000	-	-	1,347	-	(826,832)	-
Total Current Assets	5,454,892	176,722	4,069,651	1,289,230	666,881	1,563,901	556,357	925	(826,832)	12,951,727
Deposits	42,254	-	32,137	-	-	30,551	-	-	-	104,942
Property and equipment, net	2,663,934	169,665	1,855,730	11,692	158,813	9,872,536	1,583,618	-	-	16,315,988
Due from other charter school, long-term	-	-	500,000	350,000	-	1,029,768	-	-	(1,879,768)	-
Total Assets	\$ 8,161,080	\$ 346,387	\$ 6,457,518	\$ 1,650,922	\$ 825,694	\$ 12,496,756	\$ 2,139,975	\$ 925	\$ (2,706,600)	\$ 29,372,657
Liabilities and Net Assets										
Current Liabilities:										
Accounts payable and accrued expenses	\$ 389,899	15,182	332,256	132,007	59,255	393,938	-	27,380	\$ -	\$ 1,349,917
Due to other charter schools	-	-	-	-	125,485	700,000	-	1,347	(826,832)	-
Due to students and clubs	57,599	-	19,813	-	-	317,264	-	-	-	394,676
Current portion of long term-debt	-	-	-	-	-	315,958	-	-	-	315,958
	447,498	15,182	352,069	132,007	184,740	1,727,160	-	28,727	(826,832)	2,060,551
Due to other charter, long term debt	-	-	-	-	-	850,000	1,029,768	-	(1,879,768)	-
Long Term Debt	-	-	-	-	-	3,923,883	-	-	-	3,923,883
Total Liabilities	447,498	15,182	352,069	132,007	184,740	6,501,043	1,029,768	28,727	(2,706,600)	5,984,434
Net Assets:										
Unrestricted	7,713,582	331,205	6,105,449	1,518,915	640,954	5,995,713	1,110,207	(27,802)	-	23,388,223
Total Net Assets	7,713,582	331,205	6,105,449	1,518,915	640,954	5,995,713	1,110,207	(27,802)	-	23,388,223
Total Liabilities and Net Assets	\$ 8,161,080	\$ 346,387	\$ 6,457,518	\$ 1,650,922	\$ 825,694	\$ 12,496,756	\$ 2,139,975	\$ 925	\$ (2,706,600)	\$ 29,372,657

The Doral Academy, Inc.
Special-Purpose Statement of Activities by Charter School
For the year ended June 30, 2015

	Doral Academy	Just Arts Management And Middle	Doral 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	\$ 7,723,385	\$ 609,025	\$ 7,711,902	2,432,419	\$ 1,182,016	\$ 9,440,446	\$ -	\$ -	\$ -	\$ 29,099,193
Grants and federal sources	222,214	18,875	258,687	83,516	38,636	334,121	-	-	-	956,049
Capital outlay funding	513,989	-	623,142	188,495	61,825	946,867	-	-	-	2,334,318
Fees from pre-school	887,044	-	-	-	-	-	-	-	-	887,044
Fees from after school	-	-	-	-	-	-	76,242	-	-	76,242
Fees from lunch program	146,753	12,761	80,373	21,234	12,010	84,934	-	-	-	358,065
Fundraising and other revenue	135	-	2,513	1,380	-	88,505	690,600	848	(772,977)	11,004
Total Support and Revenue	9,493,520	640,661	8,676,617	2,727,044	1,294,487	10,894,873	766,842	848	(772,977)	33,721,915
Operating Expenses:										
Instruction	4,706,194	317,196	3,930,279	1,258,393	669,298	4,695,094	-	-	(82,377)	15,494,077
Instructional staff training	11,187	46	23,961	4,449	2,914	71,508	-	-	-	114,065
Board	191,600	20,850	216,641	85,600	33,250	241,250	83,668	-	(690,600)	182,259
School administration	797,608	95,294	1,127,405	316,271	166,741	1,001,134	8,599	-	-	3,513,052
Fiscal services	171,375	14,925	190,050	63,175	27,825	229,725	894	-	-	697,969
Food services	519,201	34,045	375,499	85,511	53,813	341,745	-	-	-	1,409,814
Central services	194,887	17,290	207,684	53,117	28,582	258,438	-	-	-	759,998
Pupil transportation services	-	-	51	772	7	23,076	-	-	-	23,906
Community services	26,763	-	14,774	-	-	33,868	46,378	-	-	121,783
Total Operating Expenses	6,618,815	499,646	6,086,344	1,867,288	982,430	6,895,838	139,539	-	(772,977)	22,316,923
Excess Support and Revenue Over Operating Expenses and Before Facility Expenses	2,874,705	141,015	2,590,273	859,756	312,057	3,999,035	627,303	848	-	11,404,992
Facility Expenses:										
Facilities acquisition	150,443	-	89,210	-	-	303,676	-	-	-	543,329
Operation of plant	1,537,686	134,576	1,787,230	473,110	261,483	2,886,224	27,148	-	-	7,107,457
Plant improvement and maintenance	281,959	10,411	177,312	39,236	14,970	282,155	-	-	-	806,043
Interest on long-term debt	-	-	-	-	-	310,974	-	-	-	310,974
Total Facility Expenses	1,970,088	144,987	2,053,752	512,346	276,453	3,783,029	27,148	-	-	8,767,803
Change in Net Assets	904,617	(3,972)	536,521	347,410	35,604	216,006	600,155	848	-	2,637,189
Net assets at beginning of year	6,808,965	335,177	5,568,928	1,171,505	605,350	5,779,707	510,052	(28,650)	-	20,751,034
Net assets at end of year	\$ 7,713,582	\$ 331,205	\$ 6,105,449	\$ 1,518,915	\$ 640,954	\$ 5,995,713	\$ 1,110,207	\$ (27,802)	\$ -	\$ 23,388,223

DORAL NORTH CAROLINA INSURANCE ESTIMATE

September 24, 2018

Dear Jeanette,

Per our conversation, and your request, please find our Indication/Quote for Doral North Carolina School insurance requirements.

Coverage	Limits
Property Insurance	
Contents	\$300,000 Special Form
Deductible	\$1,000
Equipment Breakdown	Included
Estimated Annual Cost Premium	\$1,500.00
Comprehensive General Liability (will vary based on student count – 300 students)	
Per Occurrence	\$1,000,000
Annual Aggregate	\$2,000,000
Sexual Abuse/Molestation	\$1,000,000
Employee Benefits	\$1,000,000
Estimated Annual Cost Premium	\$4,500.00
Educator’s Legal Liability (Directors & Officers/ Errors and Omissions)	
Per Occurrence	\$1,000,000
Annual Aggregate	\$1,000,000
Non-Monetary Defense Expense	\$100,000 each claim/\$300,000 aggregate
Employment Practices Liability	\$1,000,000 each claim/aggregate
Estimated Annual Cost Premium	\$3,000.00
Crime Coverage	
Employee Theft and Dishonesty Minimum Amount	\$250,000
Employee Theft and Dishonesty Maximum Amount	\$250,000
Estimated Annual Cost Premium	\$350.00
Automobile Liability (Hired/Non-Owned Only)	
Per Occurrence	\$1,000,000
Estimated Annual Cost Premium	\$300.00
Head of Class Endorsement	\$150.00

DORAL NORTH CAROLINA INSURANCE ESTIMATE

Workers Compensation	
Statutory State	North Carolina
Employers Liability	\$1,000,000/\$1,000,000/\$1,000,000
Payroll Estimate	\$1,000,000
Estimated Annual Cost Premium	\$10,000.00
Umbrella	
Per Occurrence	\$4,000,000
Estimated Annual Cost Premium	\$2,500.00
Student Accident	
Rate per Student	\$3.76
Estimated # of Students	300
Estimated Annual Cost Premium	\$1,128.00
Total Estimated Premium	\$23,428.00

This indication is subject to change based on Carrier review and approval of completed submission application.

Terms, conditions and exclusions are also subject to change upon review from carrier.

Named insured will include the insured Organization (School Entity), School Board Members and any similar governing body, Employees, Student Teachers, School Volunteers and Students while in a supervised internship program.

SBE will be named as Additional Insured.

Please review and advise should you need any additional information.

Regards,

Brian Martino

Appendix N

TAX RETURN FILING INSTRUCTIONS

FORM 990

FOR THE YEAR ENDING

JUNE 30, 2017

Prepared for	THE DORAL ACADEMY, INC. 6340 SUNSET DRIVE MIAMI, FL 33143	ELECTRONIC COPY
Prepared by	HLB GRAVIER, LLP 396 ALHAMBRA CIRCLE, SUITE 900 CORAL GABLES, FL 33134-5095	
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	THIS RETURN HAS QUALIFIED FOR ELECTRONIC FILING. AFTER YOU HAVE REVIEWED THE RETURN FOR COMPLETENESS AND ACCURACY, PLEASE SIGN, DATE AND RETURN FORM 8879-EO TO OUR OFFICE. WE WILL TRANSMIT THE RETURN ELECTRONICALLY TO THE IRS AND NO FURTHER ACTION IS REQUIRED. RETURN FORM 8879-EO TO US BY MAY 15, 2018.	

Form **990**

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

2016

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

▶ Do not enter social security numbers on this form as it may be made public.
▶ Information about Form 990 and its instructions is at www.irs.gov/form990.

A For the 2016 calendar year, or tax year beginning **JUL 1, 2016** and ending **JUN 30, 2017**

B Check if applicable:	C Name of organization THE DORAL ACADEMY, INC. Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 6340 SUNSET DRIVE City or town, state or province, country, and ZIP or foreign postal code MIAMI, FL 33143 F Name and address of principal officer: ANGELA RAMOS SAME AS C ABOVE	D Employer identification number 65-0944569 E Telephone number 305-597-9950 G Gross receipts \$ 38,347,242. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ HTTP://WWW.DORALACADEMYSCHOOLS.ORG		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 1999 M State of legal domicile: FL

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: TO CREATE A HIGH QUALITY K-12 EDUCATIONAL LEARNING COMMUNITY WHERE STAKEHOLDERS ARE DEDICATED TO 2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets. 3 Number of voting members of the governing body (Part VI, line 1a) 3 4 4 Number of independent voting members of the governing body (Part VI, line 1b) 4 4 5 Total number of individuals employed in calendar year 2016 (Part V, line 2a) 5 515 6 Total number of volunteers (estimate if necessary) 6 3264 7a Total unrelated business revenue from Part VIII, column (C), line 12 7a 0. 7b Net unrelated business taxable income from Form 990-T, line 34 7b 0.	
------------------------------------	---	--

		Prior Year	Current Year
Revenue	8 Contributions and grants (Part VIII, line 1h)	34,300,195.	34,782,609.
	9 Program service revenue (Part VIII, line 2g)	1,446,406.	1,321,087.
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	10,635.	63,746.
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	55,904.	434,402.
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	35,813,140.	36,601,844.
	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
Expenses	14 Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	17,127,280.	17,792,718.
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
	b Total fundraising expenses (Part IX, column (D), line 25) ▶ 0.	15,482,469.	15,395,250.
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	32,609,749.	33,187,968.
	18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	3,203,391.	3,413,876.
	19 Revenue less expenses. Subtract line 18 from line 12		
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	32,471,756.	35,687,262.
	21 Total liabilities (Part X, line 26)	5,880,142.	5,681,772.
	22 Net assets or fund balances. Subtract line 21 from line 20	26,591,614.	30,005,490.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer ANGELA RAMOS, BOARD CHAIR Type or print name and title	Date
Paid Preparer Use Only	Print/Type preparer's name LEONARDO D. GRAVIER	Preparer's signature <i>LDG</i>
	Firm's name ▶ HLB GRAVIER, LLP	Date 5/12/18 Check <input type="checkbox"/> if self-employed PTIN P00368983
	Firm's address ▶ 396 ALHAMBRA CIRCLE, SUITE 900 CORAL GABLES, FL 33134-5095	Firm's EIN ▶ 20-4946415 Phone no. 305-446-3022

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Form **8868**
(Rev. January 2017)

**Application for Automatic Extension of Time To File an
Exempt Organization Return**

OMB No. 1545-1709

Department of the Treasury
Internal Revenue Service

► **File a separate application for each return.**
► **Information about Form 8868 and its instructions is at www.irs.gov/form8868.**

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/efile, click on Charities & Non-Profits, and click on e-file for Charities and Non-Profits.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print	Enter filer's identifying number	
	Name of exempt organization or other filer, see instructions. THE DORAL ACADEMY, INC.	Employer identification number (EIN) or 65-0944569
File by the due date for filing your return. See instructions. Number, street, and room or suite no. If a P.O. box, see instructions. 6340 SUNSET DRIVE	Social security number (SSN)	
City, town or post office, state, and ZIP code. For a foreign address, see instructions. MIAMI, FL 33143		

Enter the Return Code for the return that this application is for (file a separate application for each return) 0 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

ANA MARIA MARTINEZ

- The books are in the care of ► **6340 SUNSET DRIVE - MIAMI, FL 33143**
Telephone No. ► **305-669-2906** Fax No. ► _____
- If the organization does not have an office or place of business in the United States, check this box
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . If it is for part of the group, check this box and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 6-month extension of time until **MAY 15, 2018**, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

► calendar year _____ or
► tax year beginning **07/01/2016**, and ending **06/30/2017**.

2 If the tax year entered in line 1 is for less than 12 months, check reason: Initial return Final return
 Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$	0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

LHA For Privacy Act and Paperwork Reduction Act Notice, see instructions.

Form 8868 (Rev. 1-2017)

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission: ESTABLISHED AS A CHARTER SCHOOL OF THE DISTRICT SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 29,477,031. including grants of \$) (Revenue \$ 1,539,341.) PROVIDES EDUCATION FOR CHILDREN FROM PRE-KINDERGARTEN THROUGH TWELFTH GRADE. FOR THE FISCAL YEAR ENDED JUNE 30, 2017, APPROXIMATELY 4,713 STUDENTS WERE ENROLLED.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe in Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 29,477,031.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	X	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>		X
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	X	
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>	X	
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19?	X	

Note. All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

Main form table with columns for question numbers (1a-14b), Yes/No checkboxes, and numerical input fields. Includes questions about Form 1096, Form W-2G, Form W-3, and various tax compliance requirements.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI [X]

Section A. Governing Body and Management

Table with 3 columns: Question, Yes, No. Rows include: 1a Enter the number of voting members... 1b Enter the number of voting members... 2 Did any officer, director, trustee, or key employee have a family relationship... 3 Did the organization delegate control over management duties... 4 Did the organization make any significant changes to its governing documents... 5 Did the organization become aware during the year of a significant diversion of the organization's assets? 6 Did the organization have members or stockholders? 7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body? 7b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body? 8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following: 8a The governing body? 8b Each committee with authority to act on behalf of the governing body? 9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

Table with 3 columns: Question, Yes, No. Rows include: 10a Did the organization have local chapters, branches, or affiliates? 10b If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes? 11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form? 11b Describe in Schedule O the process, if any, used by the organization to review this Form 990. 12a Did the organization have a written conflict of interest policy? If "No," go to line 13 12b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts? 12c Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done 13 Did the organization have a written whistleblower policy? 14 Did the organization have a written document retention and destruction policy? 15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision? 15a The organization's CEO, Executive Director, or top management official 15b Other officers or key employees of the organization If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions). 16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year? 16b If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed FL
18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
Own website Another's website [X] Upon request Other (explain in Schedule O)
19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
20 State the name, address, and telephone number of the person who possesses the organization's books and records: ANGELA RAMOS - 305-669-2906 6340 SUNSET DRIVE, MIAMI, FL 33143

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former** directors or trustees that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) RENE ROVIROSA DIRECTOR, SECRETARY	2.00	X		X				0.	0.	0.
(2) ANGELA RAMOS DIRECTOR, PRESIDENT, BOARD CHAIR	3.00	X		X				0.	0.	0.
(3) KIM GUILARTE DIRECTOR	2.00	X						0.	0.	0.
(4) MONIQUE RODRIGUEZ DIRECTOR RESIGNED 5/10/17	2.00	X						0.	0.	0.
(5) ELEONORA CUESTA PRINCIPAL	40.00					X		136,135.	0.	0.
(6) CARLOS A FERRALLS PRINCIPAL	40.00					X		155,267.	0.	0.
(7) ELIZABETH SIMON EMPLOYEE	40.00					X		101,548.	0.	0.
(8) MARIANELLA CAPOTE EMPLOYEE	40.00					X		103,851.	0.	0.
(9) MIKE CRUDELE EMPLOYEE	40.00					X		105,151.	0.	0.
(10) OLGA DOMINGUEZ EMPLOYEE	40.00					X		102,532.	0.	0.
(11) DOMINGO MONTENEGRO EMPLOYEE	40.00					X		118,139.	0.	0.
(12) JORGE NUNEZ EMPLOYEE	40.00					X		119,655.	0.	0.
(13) YVETTE TAMARGO EMPLOYEE	40.00					X		124,661.	0.	0.

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	34,772,609.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	10,000.			
	g Noncash contributions included in lines 1a-1f: \$					
	h Total. Add lines 1a-1f		34,782,609.			
Program Service Revenue	2 a INSTRUCTION	Business Code 611710	862,335.	862,335.		
	b FOOD SERVICES	611710	394,176.	394,176.		
	c COMMUNITY SERVICES	611710	58,453.	58,453.		
	d RENTAL INCOME	611710	6,123.	6,123.		
	e					
	f All other program service revenue	611710				
	g Total. Add lines 2a-2f		1,321,087.			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		63,746.	63,746.		
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
	6 a Gross rents	(i) Real (ii) Personal				
	b Less: rental expenses					
	c Rental income or (loss)					
	d Net rental income or (loss)					
	7 a Gross amount from sales of assets other than inventory	(i) Securities (ii) Other				
	b Less: cost or other basis and sales expenses					
	c Gain or (loss)					
	d Net gain or (loss)					
	8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a	2,025,292.			
	b Less: direct expenses	b	1,745,398.			
	c Net income or (loss) from fundraising events		279,894.			279,894.
	9 a Gross income from gaming activities. See Part IV, line 19	a				
b Less: direct expenses	b					
c Net income or (loss) from gaming activities						
10 a Gross sales of inventory, less returns and allowances	a					
b Less: cost of goods sold	b					
c Net income or (loss) from sales of inventory						
Miscellaneous Revenue			Business Code			
11 a AFFILIATION FEES	611710	114,564.	114,564.			
b E-RATE REBATES	611710	39,705.	39,705.			
c MISCELLANEOUS INCOME	611710	239.	239.			
d All other revenue						
e Total. Add lines 11a-11d		154,508.				
12 Total revenue. See instructions.		36,601,844.	1,539,341.	0.	279,894.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees				
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	14,965,554.	13,242,764.	1,722,790.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	296,329.	249,198.	47,131.	
9 Other employee benefits	2,530,835.	2,113,419.	417,416.	
10 Payroll taxes				
11 Fees for services (non-employees):				
a Management	2,121,075.	1,414,050.	707,025.	
b Legal	11,498.		11,498.	
c Accounting	104,300.		104,300.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	1,297,478.	814,261.	483,217.	
12 Advertising and promotion				
13 Office expenses				
14 Information technology				
15 Royalties				
16 Occupancy	4,988,033.	4,982,417.	5,616.	
17 Travel	84,106.	77,311.	6,795.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	249,133.	249,133.		
20 Interest				
21 Payments to affiliates	1,924,489.	1,924,030.	459.	
22 Depreciation, depletion, and amortization	286,062.	286,062.		
23 Insurance				
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a PRE-K EXPENSES	877,189.	877,189.		
b SUPPLIES	619,113.	618,907.	206.	
c FOOD SERVICES	618,348.	618,348.		
d REPAIR & MAINTENANCE	564,945.	564,945.		
e All other expenses	1,649,481.	1,444,997.	204,484.	
25 Total functional expenses. Add lines 1 through 24e	33,187,968.	29,477,031.	3,710,937.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year	
Assets	1	Cash - non-interest-bearing	15,485,454.	1	18,772,008.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net	139,601.	3	110,797.
	4	Accounts receivable, net		4	
	5	Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	603,069.	9	608,107.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 31,386,830.		
	b	Less: accumulated depreciation	10b 15,409,987.		
	11	Investments - publicly traded securities	16,138,690.	10c	15,976,843.
	12	Investments - other securities. See Part IV, line 11		11	
	13	Investments - program-related. See Part IV, line 11		12	
	14	Intangible assets		13	
	15	Other assets. See Part IV, line 11	104,942.	14	219,507.
16	Total assets. Add lines 1 through 15 (must equal line 34)	32,471,756.	15	35,687,262.	
Liabilities	17	Accounts payable and accrued expenses	1,443,598.	16	1,660,589.
	18	Grants payable		17	
	19	Deferred revenue		18	
	20	Tax-exempt bond liabilities		19	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		20	
	22	Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		21	
	23	Secured mortgages and notes payable to unrelated third parties		22	
	24	Unsecured notes and loans payable to unrelated third parties	3,974,593.	23	3,641,641.
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	461,951.	24	379,542.
	26	Total liabilities. Add lines 17 through 25	5,880,142.	25	5,681,772.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.				
	27	Unrestricted net assets	26,591,614.	26	30,005,490.
	28	Temporarily restricted net assets		27	
	29	Permanently restricted net assets		28	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.				
	30	Capital stock or trust principal, or current funds		29	
	31	Paid-in or capital surplus, or land, building, or equipment fund		30	
	32	Retained earnings, endowment, accumulated income, or other funds		31	
	33	Total net assets or fund balances	26,591,614.	32	30,005,490.
	34	Total liabilities and net assets/fund balances	32,471,756.	33	35,687,262.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	36,601,844.
2	Total expenses (must equal Part IX, column (A), line 25)	2	33,187,968.
3	Revenue less expenses. Subtract line 2 from line 1	3	3,413,876.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	26,591,614.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	30,005,490.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

	Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other		
If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant?		X
If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		
b Were the organization's financial statements audited by an independent accountant?	X	
If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input checked="" type="checkbox"/> Both consolidated and separate basis		
c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	X	
If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.		
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits		

SCHEDULE A
(Form 990 or 990-EZ)

Public Charity Status and Public Support

OMB No. 1545-0047

2016

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

Attach to Form 990 or Form 990-EZ.

Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Name of the organization

THE DORAL ACADEMY, INC.

Employer identification number

65-0944569

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 [] A church, convention of churches, or association of churches described in section 170(b)(1)(A)(i).
2 [X] A school described in section 170(b)(1)(A)(ii). (Attach Schedule E (Form 990 or 990-EZ).)
3 [] A hospital or a cooperative hospital service organization described in section 170(b)(1)(A)(iii).
4 [] A medical research organization operated in conjunction with a hospital described in section 170(b)(1)(A)(iii). Enter the hospital's name, city, and state:
5 [] An organization operated for the benefit of a college or university owned or operated by a governmental unit described in section 170(b)(1)(A)(iv). (Complete Part II.)
6 [] A federal, state, or local government or governmental unit described in section 170(b)(1)(A)(v).
7 [] An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in section 170(b)(1)(A)(vi). (Complete Part II.)
8 [] A community trust described in section 170(b)(1)(A)(vi). (Complete Part II.)
9 [] An agricultural research organization described in section 170(b)(1)(A)(ix) operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:
10 [] An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See section 509(a)(2). (Complete Part III.)
11 [] An organization organized and operated exclusively to test for public safety. See section 509(a)(4).
12 [] An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See section 509(a)(3). Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
a [] Type I. A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. You must complete Part IV, Sections A and B.
b [] Type II. A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). You must complete Part IV, Sections A and C.
c [] Type III functionally integrated. A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). You must complete Part IV, Sections A, D, and E.
d [] Type III non-functionally integrated. A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). You must complete Part IV, Sections A and D, and Part V.
e [] Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
f Enter the number of supported organizations

Table with 6 columns: (i) Name of supported organization, (ii) EIN, (iii) Type of organization (described on lines 1-10 above (see instructions)), (iv) Is the organization listed in your governing document? (Yes/No), (v) Amount of monetary support (see instructions), (vi) Amount of other support (see instructions). Includes a Total row.

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge ...						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources ...						
9 Net income from unrelated business activities, whether or not the business is regularly carried on ...						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2016 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2015 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2016. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2015. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2016. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2015. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here

Section C. Computation of Public Support Percentage

15 Public support percentage for 2016 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2015 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2016 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2015 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2016. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2015. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

- 1 Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*
- 2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).*
- 3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer (b) and (c) below.*
 - b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in Part VI when and how the organization made the determination.*
 - c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in Part VI what controls the organization put in place to ensure such use.*
- 4a Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.*
 - b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*
 - c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*
- 5a Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*
 - b **Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?
 - c **Substitutions only.** Was the substitution the result of an event beyond the organization's control?
- 6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in Part VI.*
- 7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*
- 8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*
- 9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in Part VI.*
 - b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in Part VI.*
 - c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in Part VI.*
- 10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer 10b below.*
 - b Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*

	Yes	No
1		
2		
3a		
3b		
3c		
4a		
4b		
4c		
5a		
5b		
5c		
6		
7		
8		
9a		
9b		
9c		
10a		
10b		

Part IV Supporting Organizations (continued)

- 11 Has the organization accepted a gift or contribution from any of the following persons?
- a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?
 - b A family member of a person described in (a) above?
 - c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI.

	Yes	No
11a		
11b		
11c		

Section B. Type I Supporting Organizations

- 1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.
- 2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.

	Yes	No
1		
2		

Section C. Type II Supporting Organizations

- 1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).

	Yes	No
1		

Section D. All Type III Supporting Organizations

- 1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?
- 2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).
- 3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.

	Yes	No
1		
2		
3		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).

- a The organization satisfied the Activities Test. Complete line 2 below.
- b The organization is the parent of each of its supported organizations. Complete line 3 below.
- c The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).

2 Activities Test. Answer (a) and (b) below.

- a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.
- b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.

3 Parent of Supported Organizations. Answer (a) and (b) below.

- a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI.
- b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.

	Yes	No
2a		
2b		
3a		
3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI.) See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	
Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions)	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	
Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions			Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes		
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity		
3	Administrative expenses paid to accomplish exempt purposes of supported organizations		
4	Amounts paid to acquire exempt-use assets		
5	Qualified set-aside amounts (prior IRS approval required)		
6	Other distributions (describe in Part VI). See instructions		
7	Total annual distributions. Add lines 1 through 6		
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions		
9	Distributable amount for 2016 from Section C, line 6		
10	Line 8 amount divided by Line 9 amount		
Section E - Distribution Allocations (see instructions)			
	(i) Excess Distributions	(ii) Underdistributions Pre-2016	(iii) Distributable Amount for 2016
1	Distributable amount for 2016 from Section C, line 6		
2	Underdistributions, if any, for years prior to 2016 (reasonable cause required- explain in Part VI). See instructions		
3	Excess distributions carryover, if any, to 2016:		
a			
b			
c	From 2013		
d	From 2014		
e	From 2015		
f	Total of lines 3a through e		
g	Applied to underdistributions of prior years		
h	Applied to 2016 distributable amount		
i	Carryover from 2011 not applied (see instructions)		
j	Remainder. Subtract lines 3g, 3h, and 3i from 3f.		
4	Distributions for 2016 from Section D, line 7: \$		
a	Applied to underdistributions of prior years		
b	Applied to 2016 distributable amount		
c	Remainder. Subtract lines 4a and 4b from 4		
5	Remaining underdistributions for years prior to 2016, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions		
6	Remaining underdistributions for 2016. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions		
7	Excess distributions carryover to 2017. Add lines 3j and 4c		
8	Breakdown of line 7:		
a			
b	Excess from 2013		
c	Excess from 2014		
d	Excess from 2015		
e	Excess from 2016		

Schedule A (Form 990 or 990-EZ) 2016

Schedule B
(Form 990, 990-EZ,
or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Information about Schedule B (Form 990, 990-EZ, or 990-PF) and
its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2016

Name of the organization

THE DORAL ACADEMY, INC.

Employer identification number

65-0944569

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF. Schedule B (Form 990, 990-EZ, or 990-PF) (2016)

Name of organization THE DORAL ACADEMY, INC.	Employer identification number 65-0944569
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Part I Contributors (See instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	DORAL COLLEGE, INC. 6340 SUNSET DRIVE MIAMI, FL 33143	\$ 10,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization

Employer identification number

THE DORAL ACADEMY, INC.

65-0944569

Part II Noncash Property (See instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions)	(d) Date received
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____

Name of organization

Employer identification number

THE DORAL ACADEMY, INC.

65-0944569

Part III

Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) ▶ \$

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
<hr/> <hr/> <hr/>		<hr/> <hr/> <hr/>	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
<hr/> <hr/> <hr/>		<hr/> <hr/> <hr/>	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
<hr/> <hr/> <hr/>		<hr/> <hr/> <hr/>	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
<hr/> <hr/> <hr/>		<hr/> <hr/> <hr/>	

SCHEDULE D (Form 990)

Supplemental Financial Statements

OMB No. 1545-0047

2016

Open to Public Inspection

Department of the Treasury Internal Revenue Service

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b. Attach to Form 990.

Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

Name of the organization

THE DORAL ACADEMY, INC.

Employer identification number 65-0944569

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

Table with 2 columns: (a) Donor advised funds, (b) Funds and other accounts. Rows include: 1 Total number at end of year, 2 Aggregate value of contributions to (during year), 3 Aggregate value of grants from (during year), 4 Aggregate value at end of year, 5 Did the organization inform all donors... Yes/No, 6 Did the organization inform all grantees... Yes/No.

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

- 1 Purpose(s) of conservation easements held by the organization (check all that apply). 2 Complete lines 2a through 2d if the organization held a qualified conservation contribution... 3 Number of conservation easements modified... 4 Number of states where property subject to conservation easement is located... 5 Does the organization have a written policy regarding the periodic monitoring... 6 Staff and volunteer hours devoted to monitoring... 7 Amount of expenses incurred in monitoring... 8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? 9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement...

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

- 1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items. b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items: (i) Revenue included on Form 990, Part VIII, line 1 (ii) Assets included in Form 990, Part X 2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items: a Revenue included on Form 990, Part VIII, line 1 b Assets included in Form 990, Part X

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange programs
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Temporarily restricted endowment _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|-----------------------------|--------|----|
| (i) unrelated organizations | 3a(i) | |
| (ii) related organizations | 3a(ii) | |
- b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		1,579,768.		1,579,768.
b Buildings		16,922,462.	5,764,236.	11,158,226.
c Leasehold improvements				
d Equipment		12,223,887.	9,644,296.	2,579,591.
e Other		660,713.	1,455.	659,258.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				15,976,843.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) DUE TO STUDENTS AND CLUBS	379,542.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

Table with 5 main rows and sub-rows (a-e) for adjustments. Total revenue reported as 36,601,844.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

Table with 5 main rows and sub-rows (a-e) for adjustments. Total expenses reported as 33,187,968.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Series of horizontal lines provided for entering supplemental information.

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2016

Open to Public Inspection

Name of the organization

THE DORAL ACADEMY, INC.

Employer identification number

65-0944569

Part I

- 1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?
- 2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?
- 3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II
- SEE PART II**

- 4 Does the organization maintain the following?
- a Records indicating the racial composition of the student body, faculty, and administrative staff?
- b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?
- c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?
- d Copies of all material used by the organization or on its behalf to solicit contributions?
- If you answered "No" to any of the above, please explain. If you need more space, use Part II.
- THE SCHOOL DOES NOT OFFER SCHOLARSHIPS AND/OR FINANCIAL ASSISTANCE TO ANY STUDENT.**

- 5 Does the organization discriminate by race in any way with respect to:
- a Students' rights or privileges?
- b Admissions policies?
- c Employment of faculty or administrative staff?
- d Scholarships or other financial assistance?
- e Educational policies?
- f Use of facilities?
- g Athletic programs?
- h Other extracurricular activities?
- If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.

- 6a Does the organization receive any financial aid or assistance from a governmental agency?
- b Has the organization's right to such aid ever been revoked or suspended?
- If you answered "Yes" on either line 6a or line 6b, explain on Part II.
- 7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II

	YES	NO
1	X	
2	X	
3	X	
4a	X	
4b		X
4c	X	
4d	X	
5a		X
5b		X
5c		X
5d		X
5e		X
5f		X
5g		X
5h		X
6a	X	
6b		X
7	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) 2016

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.

Also provide any other additional information.

LINE 3 - EXPLANATION OF NONDISCRIMINATION POLICY:

A NON-DISCRIMANTORY STATEMENT IS INCLUDED IN REGISTRATION
PACKETS, SCHOOL WEBSITES, EMPLOYEE HANDBOOKS, AND OTHER
DISTRIBUTED MATERIALS. FURTHER, THE CHARTER SCHOOL CONTRACT
WITH THE LOCAL SCHOOL DISTRICT INCLUDES A NON-DISCRIMINATORY
STATEMENT. ADDITIONALLY, A PUBLIC NOTICE IS PUBLISHED EACH
YEAR FOR THE LUNCH PROGRAM ON LOCAL NEWSPAPER AND TELEVISION STATIONS.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THE SCHOOLS MAY RECEIVE SUPPORT FROM FEDERAL, STATE, AND COUNTY GRANTS.

Part II Fundraising Events. Complete if the organization answered "Yes" on Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

		(a) Event #1	(b) Event #2	(c) Other events	(d) Total events (add col. (a) through col. (c))
		MISC. FUNDRAISING (event type)	(event type)	NONE (total number)	
Revenue	1	Gross receipts	2,025,292.		2,025,292.
	2	Less: Contributions			
	3	Gross income (line 1 minus line 2)	2,025,292.		2,025,292.
Direct Expenses	4	Cash prizes			
	5	Noncash prizes			
	6	Rent/facility costs			
	7	Food and beverages			
	8	Entertainment			
	9	Other direct expenses	1,745,398.		1,745,398.
	10	Direct expense summary. Add lines 4 through 9 in column (d)			1,745,398.
	11	Net income summary. Subtract line 10 from line 3, column (d)			279,894.

Part III Gaming. Complete if the organization answered "Yes" on Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))
Revenue	1	Gross revenue			
Direct Expenses	2	Cash prizes			
	3	Noncash prizes			
	4	Rent/facility costs			
	5	Other direct expenses			
	6	Volunteer labor	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No
	7	Direct expense summary. Add lines 2 through 5 in column (d)			
	8	Net gaming income summary. Subtract line 7 from line 1, column (d)			

9 Enter the state(s) in which the organization conducts gaming activities: _____
 a Is the organization licensed to conduct gaming activities in each of these states? Yes No
 b If "No," explain: _____

 10a Were any of the organization's gaming licenses revoked, suspended, or terminated during the tax year? Yes No
 b If "Yes," explain: _____

**SCHEDULE J
(Form 990)**

Compensation Information

OMB No. 1545-0047

2016

Open to Public
Inspection

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.

▶ Attach to Form 990.

▶ Information about Schedule J (Form 990) and its instructions is at www.irs.gov/form990.

Department of the Treasury
Internal Revenue Service

Name of the organization

THE DORAL ACADEMY, INC.

Employer identification number

65-0944569

Part I Questions Regarding Compensation

1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|--|---|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (such as, maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?

3 Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|--|---|
| <input type="checkbox"/> Compensation committee | <input checked="" type="checkbox"/> Written employment contract |
| <input type="checkbox"/> Independent compensation consultant | <input type="checkbox"/> Compensation survey or study |
| <input type="checkbox"/> Form 990 of other organizations | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

a Receive a severance payment or change-of-control payment?

b Participate in, or receive payment from, a supplemental nonqualified retirement plan?

c Participate in, or receive payment from, an equity-based compensation arrangement?

If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

a The organization?

b Any related organization?

If "Yes" on line 5a or 5b, describe in Part III.

6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

a The organization?

b Any related organization?

If "Yes" on line 6a or 6b, describe in Part III.

7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III

8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III

9 If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

	Yes	No
1a		
1b		
2		
3		
4a		X
4b		X
4c		X
5a		X
5b		X
6a		X
6b		X
7		X
8		X
9		

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2016

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Name of the organization

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2016

Open to Public
Inspection

Employer identification number
65-0944569

THE DORAL ACADEMY, INC.

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

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.

FORM 990, PART VI, SECTION A, LINE 3:

ACADEMICA DADE, LLC, AN EDUCATIONAL SERVICE AND SUPPORT PROVIDER COMPANY,
PROVIDES PROFESSIONAL SERVICES AND RELATED SUPPORT TO PUBLIC CHARTER
SCHOOLS, INCLUDING, BUT NOT LIMITED TO ACADEMIC SUPPORT, FACILITY
DEVELOPMENT & COMPLIANCE, HUMAN RESOURCE AND PAYROLL COORDINATION,
REGULATORY COMPLIANCE, LEGAL AND CORPORATE UPKEEP, BOOKKEEPING AND
ACCOUNTING, BUDGETING, AND FINANCIAL REPORTING.

FORM 990, PART VI, SECTION B, LINE 11B:

THE ORGANIZATION REVIEWS THE CONTENTS OF THE FORM 990 BEFORE IT IS
SUBMITTED TO THE INTERNAL REVENUE SERVICE.

FORM 990, PART VI, SECTION B, LINE 12C:

THE ORGANIZATION REQUIRES THAT ALL OFFICERS AND/OR DIRECTORS DISCLOSE ANY
ACTIVITY THAT MAY BE A CONFLICT OF INTEREST.

FORM 990, PART VI, SECTION B, LINE 15:

DURING THE DETERMINATION OF COMPENSATION FOR OFFICERS AND KEY EMPLOYEES,
THE ORGANIZATION REVIEWS THE OFFICER'S CONTRACT, BUDGET, AND PERFORMANCE.

Name of the organization

THE DORAL ACADEMY, INC.

Employer identification number

65-0944569

FORM 990, PART VI, SECTION C, LINE 18:

THIS INFORMATION IS AVAILABLE TO THE GENERAL PUBLIC VIA WWW.GUIDESTAR.ORG.

FORM 990, PART VI, SECTION C, LINE 19:

THIS INFORMATION IS AVAILABLE UPON REQUEST.

FORM 990, PART XII, LINE 2C

THE ORGANIZATION HAS NOT CHANGED ITS OVERSIGHT PROCESS OR SELECTION
PROCESS DURING THE TAX YEAR.

SECTION 1.263(A)-1(F) DE MINIMIS SAFE HARBOR ELECTION

THE DORAL ACADEMY INC.

6340 SUNSET DRIVE

MIAMI, FL 33143

EIN:65-0944569

FOR THE YEAR ENDING JUNE 30, 2017

THE DORAL ACADEMY INC IS MAKING DE MINIMIS SAFE HARBOR ELECTION UNDER
REG.SEC.1.263(A)-1(F).

SECTION 1.263(A)-1(N) ELECTION

THE DORAL ACADEMY INC

6340 SUNSET DRIVE

MIAMI, FL 33143

Name of the organization

THE DORAL ACADEMY, INC.

Employer identification number

65-0944569

EIN: 65-0944569

FOR THE YEAR ENDING JUNE 30, 2017

THE DORAL ACADEMY INC IS ELECTING TO CAPITALIZE REPAIRS AND MAINTENANCE COSTS UNDER REG.SEC.1.263(A)-1(N).

Depreciation and Amortization
 (Including Information on Listed Property) **990**

2016

Attachment
 Sequence No. 179

▶ Attach to your tax return.

▶ Information about Form 4562 and its separate instructions is at www.irs.gov/form4562.

Name(s) shown on return: **THE DORAL ACADEMY, INC.**
 Business or activity to which this form relates: **FORM 990 PAGE 10**
 Identifying number: **65-0944569**

Part I Election To Expense Certain Property Under Section 179 Note: If you have any listed property, complete Part V before you complete Part I.

1	Maximum amount (see instructions)	500,000.
2	Total cost of section 179 property placed in service (see instructions)	
3	Threshold cost of section 179 property before reduction in limitation	2,010,000.
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	
5	Dollar limitation for tax year. Subtract line 4 from line 1. If zero or less, enter -0-. If married filing separately, see instructions	
6	(a) Description of property	(b) Cost (business use only) (c) Elected cost
7	Listed property. Enter the amount from line 29	7
8	Total elected cost of section 179 property. Add amounts in column (c), lines 6 and 7	8
9	Tentative deduction. Enter the smaller of line 5 or line 8	9
10	Carryover of disallowed deduction from line 13 of your 2015 Form 4562	10
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11
12	Section 179 expense deduction. Add lines 9 and 10, but don't enter more than line 11	12
13	Carryover of disallowed deduction to 2017. Add lines 9 and 10, less line 12	13

Note: Don't use Part II or Part III below for listed property. Instead, use Part V.

Part II Special Depreciation Allowance and Other Depreciation (Don't include listed property.)

14	Special depreciation allowance for qualified property (other than listed property) placed in service during the tax year	14
15	Property subject to section 168(f)(1) election	15
16	Other depreciation (including ACRS)	532,096.

Part III MACRS Depreciation (Don't include listed property.) (See instructions.)

Section A

17	MACRS deductions for assets placed in service in tax years beginning before 2016	1,392,393.
18	If you are electing to group any assets placed in service during the tax year into one or more general asset accounts, check here <input type="checkbox"/>	

Section B - Assets Placed in Service During 2016 Tax Year Using the General Depreciation System

(a) Classification of property	(b) Month and year placed in service	(c) Basis for depreciation (business/investment use only - see instructions)	(d) Recovery period	(e) Convention	(f) Method	(g) Depreciation deduction
19a 3-year property						
b 5-year property						
c 7-year property						
d 10-year property						
e 15-year property						
f 20-year property						
g 25-year property			25 yrs.		S/L	
h Residential rental property	/		27.5 yrs.	MM	S/L	
	/		27.5 yrs.	MM	S/L	
i Nonresidential real property	/		39 yrs.	MM	S/L	
	/			MM	S/L	

Section C - Assets Placed in Service During 2016 Tax Year Using the Alternative Depreciation System

20a Class life					S/L	
b 12-year			12 yrs.		S/L	
c 40-year	/		40 yrs.	MM	S/L	

Part IV Summary (See instructions.)

21	Listed property. Enter amount from line 28	21
22	Total. Add amounts from line 12, lines 14 through 17, lines 19 and 20 in column (g), and line 21. Enter here and on the appropriate lines of your return. Partnerships and S corporations - see instr.	1,924,489.
23	For assets shown above and placed in service during the current year, enter the portion of the basis attributable to section 263A costs	23

Part V Listed Property (Include automobiles, certain other vehicles, certain aircraft, certain computers, and property used for entertainment, recreation, or amusement.) Note: For any vehicle for which you are using the standard mileage rate or deducting lease expense, complete only 24a, 24b, columns (a) through (c) of Section A, all of Section B, and Section C if applicable.

Section A - Depreciation and Other Information (Caution: See the instructions for limits for passenger automobiles.)

24a Do you have evidence to support the business/investment use claimed? Yes No 24b If "Yes," is the evidence written? Yes No

Table with 9 columns: (a) Type of property, (b) Date placed in service, (c) Business/investment use percentage, (d) Cost or other basis, (e) Basis for depreciation, (f) Recovery period, (g) Method/Convention, (h) Depreciation deduction, (i) Elected section 179 cost. Includes rows 25-29 for depreciation calculations.

Section B - Information on Use of Vehicles

Complete this section for vehicles used by a sole proprietor, partner, or other "more than 5% owner," or related person. If you provided vehicles to your employees, first answer the questions in Section C to see if you meet an exception to completing this section for those vehicles.

Table with 6 columns: (a) Vehicle, (b) Vehicle, (c) Vehicle, (d) Vehicle, (e) Vehicle, (f) Vehicle. Includes rows 30-36 for mileage and availability questions.

Section C - Questions for Employers Who Provide Vehicles for Use by Their Employees

Answer these questions to determine if you meet an exception to completing Section B for vehicles used by employees who aren't more than 5% owners or related persons.

Table with 2 columns: Yes, No. Includes rows 37-41 for employer policy and use questions.

Note: If your answer to 37, 38, 39, 40, or 41 is "Yes," don't complete Section B for the covered vehicles.

Part VI Amortization

Table with 6 columns: (a) Description of costs, (b) Date amortization begins, (c) Amortizable amount, (d) Code section, (e) Amortization period or percentage, (f) Amortization for this year. Includes rows 42-44 for amortization calculations.

HLB GRAVIER, LLP
396 ALHAMBRA CIRCLE, SUITE 900
CORAL GABLES, FL 33134

MAY 8, 2017

THE DORAL ACADEMY, INC.
6340 SUNSET DRIVE
MIAMI, FL 33143

DEAR ANA MARIA MARTINEZ,

ENCLOSED IS THE 2015 EXEMPT ORGANIZATION RETURN, AS
FOLLOWS...

2015 FORM 990

INSTRUCTIONS FOR FILING THE ABOVE FORM ARE FURNISHED FOR EASY
REFERENCE. YOUR COPY SHOULD BE RETAINED FOR YOUR FILES.

VERY TRULY YOURS,

HLB GRAVIER, LLP

TAX RETURN FILING INSTRUCTIONS

FORM 990

FOR THE YEAR ENDING

.....JUNE 30, 2016.....

Prepared for	THE DORAL ACADEMY, INC. 6340 SUNSET DRIVE MIAMI, FL 33143
Prepared by	HLB GRAVIER, LLP 396 ALHAMBRA CIRCLE, SUITE 900 CORAL GABLES, FL 33134-5095
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	THIS RETURN HAS QUALIFIED FOR ELECTRONIC FILING. AFTER YOU HAVE REVIEWED THE RETURN FOR COMPLETENESS AND ACCURACY, PLEASE SIGN, DATE AND RETURN FORM 8879-EO TO OUR OFFICE. WE WILL TRANSMIT THE RETURN ELECTRONICALLY TO THE IRS AND NO FURTHER ACTION IS REQUIRED. RETURN FORM 8879-EO TO US BY MAY 15, 2017.

IRS e-file Signature Authorization for an Exempt Organization

For calendar year 2015, or fiscal year beginning JUL 1, 2015, and ending JUN 30, 2016

2015

Department of the Treasury
Internal Revenue Service

▶ **Do not send to the IRS. Keep for your records.**

▶ **Information about Form 8879-EO and its instructions is at www.irs.gov/form8879eo.**

Name of exempt organization THE DORAL ACADEMY, INC.	Employer identification number 65-0944569
---	---

Name and title of officer
ANA MARIA MARTINEZ
AUTHORIZED REP

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line 1a, 2a, 3a, 4a, or 5a, below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, or 5b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than 1 line in Part I.

1a Form 990 check here ▶ <input checked="" type="checkbox"/>	b Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1b 35,813,140.
2a Form 990-EZ check here ▶ <input type="checkbox"/>	b Total revenue, if any (Form 990-EZ, line 9)	2b _____
3a Form 1120-POL check here ▶ <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b _____
4a Form 990-PF check here ▶ <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b _____
5a Form 8868 check here ▶ <input type="checkbox"/>	b Balance Due (Form 8868, Part I, line 3c or Part II, line 8c)	5b _____

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2015 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

I authorize HLB GRAVIER, LLP to enter my PIN 44569
ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the organization's tax year 2015 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2015 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ _____ Date ▶ _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

65608321000
do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2015 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ _____ Date ▶ _____

ERO Must Retain This Form - See Instructions
Do Not Submit This Form To the IRS Unless Requested To Do So

EXTENDED TO MAY 15, 2017

Form **990**

Return of Organization Exempt From Income Tax

OMB No. 1545-0047

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

2015

Department of the Treasury
Internal Revenue Service

Do not enter social security numbers on this form as it may be made public.

Information about Form 990 and its instructions is at www.irs.gov/form990.

Open to Public Inspection

A For the 2015 calendar year, or tax year beginning **JUL 1, 2015** and ending **JUN 30, 2016**

B Check if applicable:	C Name of organization THE DORAL ACADEMY, INC.	D Employer identification number 65-0944569
<input type="checkbox"/> Address change	Doing business as	E Telephone number 305-597-9950
<input type="checkbox"/> Name change	Number and street (or P.O. box if mail is not delivered to street address) Room/suite 6340 SUNSET DRIVE	
<input type="checkbox"/> Initial return	City or town, state or province, country, and ZIP or foreign postal code MIAMI, FL 33143	G Gross receipts \$ 37,568,094.
<input type="checkbox"/> Final return/terminated	F Name and address of principal officer: ANA MARTINEZ SAME AS C ABOVE	H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<input type="checkbox"/> Amended return		H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions)
<input type="checkbox"/> Application pending	I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c)() (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527	H(c) Group exemption number ▶
J Website: ▶ HTTP://WWW.DORALACADEMYSCHOOLS.ORG		K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶
		L Year of formation: 1999 M State of legal domicile: FL

Part I Summary

1	Briefly describe the organization's mission or most significant activities: TO CREATE A HIGH QUALITY K-12 EDUCATIONAL LEARNING COMMUNITY WHERE STAKEHOLDERS ARE DEDICATED TO			
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.			
Activities & Governance	3 Number of voting members of the governing body (Part VI, line 1a)	3		4
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4		4
	5 Total number of individuals employed in calendar year 2015 (Part V, line 2a)	5		527
	6 Total number of volunteers (estimate if necessary)	6		3476
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a		0.
	7b Net unrelated business taxable income from Form 990-T, line 34	7b		0.
	Revenue	8 Contributions and grants (Part VIII, line 1h)	32,389,560.	Prior Year
9 Program service revenue (Part VIII, line 2g)		1,381,865.	Current Year	1,446,406.
10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)		18.		10,635.
11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		-61,204.		55,904.
12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)		33,710,239.		35,813,140.
13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)		22,192.		0.
Expenses	14 Benefits paid to or for members (Part IX, column (A), line 4)	0.		0.
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	16,399,314.		17,127,280.
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0.		0.
	b Total fundraising expenses (Part IX, column (D), line 25)	0.		
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	14,651,544.		15,482,469.
	18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	31,073,050.		32,609,749.
19 Revenue less expenses. Subtract line 18 from line 12	2,637,189.		3,203,391.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	29,372,657.	Beginning of Current Year	32,471,756.
	21 Total liabilities (Part X, line 26)	5,984,434.	End of Year	5,880,142.
	22 Net assets or fund balances. Subtract line 21 from line 20	23,388,223.		26,591,614.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer ANA MARTINEZ, AUTHORIZED REP	Date	
	Type or print name and title		
Paid Preparer Use Only	Print/Type preparer's name LEONARDO D. GRAVIER	Preparer's signature	Date
	Firm's name ▶ HLB GRAVIER, LLP	Check if self-employed <input type="checkbox"/>	PTIN P00368983
	Firm's address ▶ 396 ALHAMBRA CIRCLE, SUITE 900	Firm's EIN ▶ 20-4946415	
	CORAL GABLES, FL 33134-5095	Phone no. 305-446-3022	

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission: ESTABLISHED AS A CHARTER SCHOOL OF THE DISTRICT SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.

4a (Code:) (Expenses \$ 28,766,799. including grants of \$) (Revenue \$ 1,495,042.) PROVIDES EDUCATION FOR CHILDREN FROM PRE-KINDERGARTEN THROUGH TWELFTH GRADE. FOR THE FISCAL YEAR ENDED JUNE 30, 2016, APPROXIMATELY 4,697 STUDENTS WERE ENROLLED.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe in Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 28,766,799.

Part IV Checklist of Required Schedules

		Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2	Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?		X
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c	Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e	Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>		X
12a	Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	X	
13	Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?		X
b	Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17	Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>	X	
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X

Part IV Checklist of Required Schedules (continued)

		Yes	No
20a	Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21	Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X
22	Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>		X
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26	Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a	A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b	A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29	Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34	Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		
36	Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19?	X	

Note. All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

		Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
	1a 52		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
	1b 0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		
	1c		
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
	2a 527		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)	X	
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
b	If "Yes," has it filed a Form 990-T for this year? If "No," to line 3b, provide an explanation in Schedule O		
	3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
b	If "Yes," enter the name of the foreign country: See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
c	If "Yes," to line 5a or 5b, did the organization file Form 8886-T?		
	5c		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
	6b		
7	Organizations that may receive deductible contributions under section 170(c).		
a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
d	If "Yes," indicate the number of Forms 8282 filed during the year		
	7d		
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		
	7e		
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		
	7f		
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
	7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
	7h		
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		
	8		
9	Sponsoring organizations maintaining donor advised funds.		
a	Did the sponsoring organization make any taxable distributions under section 4966?		
	9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		
	9b		
10	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on Part VIII, line 12	10a	
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b	
11	Section 501(c)(12) organizations. Enter:		
a	Gross income from members or shareholders	11a	
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b	
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?	12a	
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b	
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
a	Is the organization licensed to issue qualified health plans in more than one state? Note. See the instructions for additional information the organization must report on Schedule O.	13a	
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b	
c	Enter the amount of reserves on hand	13c	
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a	X
b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O	14b	

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.		
1b	Enter the number of voting members included in line 1a, above, who are independent		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?	X	
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
7b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8a	The governing body?	X	
8b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		X
10b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
12b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15a	The organization's CEO, Executive Director, or top management official	X	
15b	Other officers or key employees of the organization	X	
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed ► **FL**
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain in Schedule O)
- 19** Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records: ►
ANA MARIA MARTINEZ - 305-669-2906
6340 SUNSET DRIVE, MIAMI, FL 33143

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) RENE ROVIROSA DIRECTOR, SECRETARY	2.00	X		X				0.	0.	0.
(2) ANGELA RAMOS DIRECTOR, PRESIDENT, CHAIR	3.00	X		X				0.	0.	0.
(3) KIM GUILARTE DIRECTOR	2.00	X						0.	0.	0.
(4) MONIQUE RODRIGUEZ DIRECTOR	2.00	X						0.	0.	0.
(5) ELEONORA CUESTA EMPLOYEE	40.00					X	123,625.	0.	0.	0.
(6) CARLOS A FERRALLS EMPLOYEE	40.00					X	125,000.	0.	0.	0.
(7) JORGE NUNEZ EMPLOYEE	40.00					X	121,271.	0.	0.	0.
(8) YVETTE TAMARGO EMPLOYEE	40.00					X	120,391.	0.	0.	0.

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Sub-total							490,287.	0.	0.	
c Total from continuation sheets to Part VII, Section A							0.	0.	0.	
d Total (add lines 1b and 1c)							490,287.	0.	0.	

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **4**

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
ADP TOTAL SOURCE 10200 SW 72ND ST, MIAMI, FL 33173	PAYROLL	16,779,547.
ACADEMICA DADE LLC 6340 SUNSET DRIVE, MIAMI, FL 33143	EDUCATIONAL SUPPORT SERVICES	1,949,738.
CARLOS ALBIZU UNIVERSITY 2173 NW 99 AVE, MIAMI, FL 33172	RENT	1,436,924.
SCHOOL DEVELOPMENT, LLC 6457 SUNSET DRIVE, MIAMI, FL 33143	RENT	998,248.
SCHOOL DEVELOPMENT II, LLC 6457 SUNSET DRIVE, MIAMI, FL 33143	RENT	899,670.

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **5**

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	34,300,195.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f				
	g Noncash contributions included in lines 1a-1f: \$					
	h Total. Add lines 1a-1f		34,300,195.			
	Program Service Revenue	Business Code				
2 a INSTRUCTION		611710	926,909.	926,909.		
b FOOD SERVICES		611710	345,974.	345,974.		
c COMMUNITY SERVICES		611710	91,830.	91,830.		
d USAGE FEES		611710	53,693.	53,693.		
e RENTAL INCOME		531120	28,000.	28,000.		
f All other program service revenue						
g Total. Add lines 2a-2f		1,446,406.				
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		10,635.	10,635.		
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
	6 a Gross rents	(i) Real				
		(ii) Personal				
		b Less: rental expenses				
		c Rental income or (loss)				
	d Net rental income or (loss)					
	7 a Gross amount from sales of assets other than inventory	(i) Securities				
		(ii) Other				
		b Less: cost or other basis and sales expenses				
		c Gain or (loss)				
	d Net gain or (loss)					
	8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a	1,772,857.			
		b Less: direct expenses	b	1,754,954.		
		c Net income or (loss) from fundraising events		17,903.		17,903.
	9 a Gross income from gaming activities. See Part IV, line 19	a				
b Less: direct expenses		b				
c Net income or (loss) from gaming activities						
10 a Gross sales of inventory, less returns and allowances	a					
	b Less: cost of goods sold	b				
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue		Business Code				
11 a MISCELLANEOUS	611710	38,001.	38,001.			
b						
c						
d All other revenue						
e Total. Add lines 11a-11d		38,001.				
12 Total revenue. See instructions.		35,813,140.	1,495,042.	0.	17,903.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees				
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	14,500,730.	12,130,030.	2,370,700.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	199,677.	164,583.	35,094.	
9 Other employee benefits	2,426,873.	2,069,086.	357,787.	
10 Payroll taxes				
11 Fees for services (non-employees):				
a Management	2,114,100.	1,409,400.	704,700.	
b Legal	26,780.		26,780.	
c Accounting	103,750.		103,750.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	1,223,711.	1,187,774.	35,937.	
12 Advertising and promotion				
13 Office expenses				
14 Information technology				
15 Royalties				
16 Occupancy	4,936,387.	4,922,887.	13,500.	
17 Travel	67,688.	65,738.	1,950.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest	267,750.	267,750.		
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	1,910,852.	1,910,426.	426.	
23 Insurance	293,122.	293,122.		
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a PRE-K EXPENSES	902,788.	902,788.		
b REPAIR & MAINTENANCE	683,925.	683,550.	375.	
c FOOD SERVICES	666,470.	666,470.		
d SUPPLIES	582,428.	579,236.	3,192.	
e All other expenses	1,702,718.	1,513,959.	188,759.	
25 Total functional expenses. Add lines 1 through 24e	32,609,749.	28,766,799.	3,842,950.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	12,093,265.	1	15,485,454.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net	172,049.	3	139,601.
	4 Accounts receivable, net		4	
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	686,413.	9	603,069.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 29,624,187.		
	b Less: accumulated depreciation	10b 13,485,497.	16,315,988.	10c 16,138,690.
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	104,942.	15	104,942.
16 Total assets. Add lines 1 through 15 (must equal line 34)	29,372,657.	16	32,471,756.	
Liabilities	17 Accounts payable and accrued expenses	1,349,917.	17	1,443,598.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23 Secured mortgages and notes payable to unrelated third parties	4,239,841.	23	3,974,593.
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	394,676.	25	461,951.
	26 Total liabilities. Add lines 17 through 25	5,984,434.	26	5,880,142.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	23,388,223.	27	26,591,614.
	28 Temporarily restricted net assets		28	
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
33 Total net assets or fund balances	23,388,223.	33	26,591,614.	
34 Total liabilities and net assets/fund balances	29,372,657.	34	32,471,756.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	35,813,140.
2	Total expenses (must equal Part IX, column (A), line 25)	2	32,609,749.
3	Revenue less expenses. Subtract line 2 from line 1	3	3,203,391.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	23,388,223.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	26,591,614.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

	Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
b Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input checked="" type="checkbox"/> Both consolidated and separate basis	X	
c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits		

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2015

Open to Public
Inspection

Name of the organization THE DORAL ACADEMY, INC.	Employer identification number 65-0944569
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Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E (Form 990 or 990-EZ).)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 11a through 11d that describes the type of supporting organization and complete lines 11e, 11f, and 11g.
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
 - f Enter the number of supported organizations
- g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge ...						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources ...						
9 Net income from unrelated business activities, whether or not the business is regularly carried on ...						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2015 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2014 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2015. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2014. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2015. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2014. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge ...						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources ...						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2015 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2014 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2015 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2014 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2015. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2014. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 11 on Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No" describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 11a or 11b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?		
a	A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b	A family member of a person described in (a) above?		
c	A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI.		

Section B. Type I Supporting Organizations

		Yes	No
1	Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		

Section C. Type II Supporting Organizations

		Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		

Section D. All Type III Supporting Organizations

		Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
3	By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		

Section E. Type III Functionally-Integrated Supporting Organizations

1	Check the box next to the method that the organization used to satisfy the Integral Part Test during the year(see instructions):		
a	<input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b	<input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c	<input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2	Activities Test. Answer (a) and (b) below.	Yes	No
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.		
b	Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
3	Parent of Supported Organizations. Answer (a) and (b) below.		
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI.		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970. See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions).		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions		Current Year		
1	Amounts paid to supported organizations to accomplish exempt purposes			
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity			
3	Administrative expenses paid to accomplish exempt purposes of supported organizations			
4	Amounts paid to acquire exempt-use assets			
5	Qualified set-aside amounts (prior IRS approval required)			
6	Other distributions (describe in Part VI). See instructions.			
7	Total annual distributions. Add lines 1 through 6.			
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.			
9	Distributable amount for 2015 from Section C, line 6			
10	Line 8 amount divided by Line 9 amount			
Section E - Distribution Allocations (see instructions)		(i) Excess Distributions	(ii) Underdistributions Pre-2015	(iii) Distributable Amount for 2015
1	Distributable amount for 2015 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2015 (reasonable cause required-see instructions)			
3	Excess distributions carryover, if any, to 2015:			
a				
b				
c				
d	From 2013			
e	From 2014			
f	Total of lines 3a through e			
g	Applied to underdistributions of prior years			
h	Applied to 2015 distributable amount			
i	Carryover from 2010 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4	Distributions for 2015 from Section D, line 7: \$			
a	Applied to underdistributions of prior years			
b	Applied to 2015 distributable amount			
c	Remainder. Subtract lines 4a and 4b from 4.			
5	Remaining underdistributions for years prior to 2015, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions).			
6	Remaining underdistributions for 2015. Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions).			
7	Excess distributions carryover to 2016. Add lines 3j and 4c.			
8	Breakdown of line 7:			
a				
b				
c	Excess from 2013			
d	Excess from 2014			
e	Excess from 2015			

Schedule A (Form 990 or 990-EZ) 2015

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990.

▶ Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2015

Open to Public Inspection

Name of the organization **THE DORAL ACADEMY, INC.** Employer identification number **65-0944569**

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?		<input type="checkbox"/> Yes <input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
 Preservation of land for public use (e.g., recreation or education) Preservation of a historically important land area
 Protection of natural habitat Preservation of a certified historic structure
 Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1

(ii) Assets included in Form 990, Part X

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included on Form 990, Part VIII, line 1

b Assets included in Form 990, Part X

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange programs
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Temporarily restricted endowment _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|-----------------------------|--------|----|
| (i) unrelated organizations | 3a(i) | |
| (ii) related organizations | 3a(ii) | |
- b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? 3b

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		1,579,768.		1,579,768.
b Buildings		16,277,848.	8,269,094.	8,008,754.
c Leasehold improvements				
d Equipment				
e Other		11,766,571.	5,216,403.	6,550,168.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				16,138,690.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) DUE TO STUDENTS AND CLUBS	461,951.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	461,951.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

SCHEDULE E
(Form 990 or 990-EZ)

Schools

OMB No. 1545-0047

2015

Open to Public Inspection

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Department of the Treasury
Internal Revenue Service

Name of the organization
THE DORAL ACADEMY, INC.

Employer identification number
65-0944569

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SEE PART II		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis? ...	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d Copies of all material used by the organization or on its behalf to solicit contributions?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you answered "No" to any of the above, please explain. If you need more space, use Part II. THE SCHOOL DOES NOT OFFER SCHOLARSHIPS AND/OR FINANCIAL ASSISTANCE TO ANY STUDENT.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b Admissions policies?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c Employment of faculty or administrative staff?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d Scholarships or other financial assistance?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e Educational policies?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f Use of facilities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g Athletic programs?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h Other extracurricular activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b Has the organization's right to such aid ever been revoked or suspended?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	<input checked="" type="checkbox"/>	<input type="checkbox"/>

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) (2015)

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.
Also provide any other additional information.

LINE 3 - EXPLANATION OF NONDISCRIMINATION POLICY:

A NON-DISCRIMANTORY STATEMENT IS INCLUDED IN REGISTRATION
PACKETS, SCHOOL WEBSITES, EMPLOYEE HANDBOOKS, AND OTHER
DISTRIBUTED MATERIALS. FURTHER, THE CHARTER SCHOOL CONTRACT
WITH THE LOCAL SCHOOL DISTRICT INCLUDES A NON-DISCRIMINATORY
STATEMENT. ADDITIONALLY, A PUBLIC NOTICE IS PUBLISHED EACH
YEAR FOR THE LUNCH PROGRAM ON LOCAL NEWSPAPER AND TELEVISION STATIONS.

Part II Fundraising Events. Complete if the organization answered "Yes" on Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

		(a) Event #1	(b) Event #2	(c) Other events	(d) Total events (add col. (a) through col. (c))
		MISCELLANEOUS SCHOOL FUN (event type)	(event type)	NONE (total number)	
Revenue	1	Gross receipts	1,772,857.		1,772,857.
	2	Less: Contributions			
	3	Gross income (line 1 minus line 2)	1,772,857.		1,772,857.
Direct Expenses	4	Cash prizes			
	5	Noncash prizes			
	6	Rent/facility costs			
	7	Food and beverages			
	8	Entertainment			
	9	Other direct expenses	1,754,954.		1,754,954.
	10	Direct expense summary. Add lines 4 through 9 in column (d)			1,754,954.
	11	Net income summary. Subtract line 10 from line 3, column (d)			17,903.

Part III Gaming. Complete if the organization answered "Yes" on Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))
Revenue	1	Gross revenue			
Direct Expenses	2	Cash prizes			
	3	Noncash prizes			
	4	Rent/facility costs			
	5	Other direct expenses			
	6	Volunteer labor	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No
	7	Direct expense summary. Add lines 2 through 5 in column (d)			
	8	Net gaming income summary. Subtract line 7 from line 1, column (d)			

9 Enter the state(s) in which the organization conducts gaming activities: _____

a Is the organization licensed to conduct gaming activities in each of these states? Yes No

b If "No," explain: _____

10a Were any of the organization's gaming licenses revoked, suspended or terminated during the tax year? Yes No

b If "Yes," explain: _____

- 11 Does the organization conduct gaming activities with nonmembers? Yes No
- 12 Is the organization a grantor, beneficiary or trustee of a trust or a member of a partnership or other entity formed to administer charitable gaming? Yes No
- 13 Indicate the percentage of gaming activity conducted in:

a The organization's facility	13a	%
b An outside facility	13b	%

14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name ▶ _____

Address ▶ _____

- 15a Does the organization have a contract with a third party from whom the organization receives gaming revenue? Yes No
- b If "Yes," enter the amount of gaming revenue received by the organization ▶ \$ _____ and the amount of gaming revenue retained by the third party ▶ \$ _____.
- c If "Yes," enter name and address of the third party:

Name ▶ _____

Address ▶ _____

16 Gaming manager information:

Name ▶ _____

Gaming manager compensation ▶ \$ _____

Description of services provided ▶ _____

Director/officer Employee Independent contractor

- 17 Mandatory distributions:
 - a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license? Yes No
 - b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ▶ \$ _____

Part IV Supplemental Information. Provide the explanations required by Part I, line 2b, columns (iii) and (v); and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information (see instructions).

PART I, LINE 2B, COLUMN (V):

MISCELLANEOUS SCHOOL FUNDRAISERS

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2015

Open to Public
Inspection

Name of the organization

THE DORAL ACADEMY, INC.

Employer identification number
65-0944569

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

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.

FORM 990, PART VI, SECTION A, LINE 3:

ACADEMICA DADE, LLC, A PROFESSIONAL EDUCATIONAL SERVICE PROVIDER COMPANY,
PROVIDES PROFESSIONAL SERVICES AND RELATED SUPPORT TO PUBLIC CHARTER
SCHOOLS INCLUDING, BUT NOT LIMITED TO ACADEMIC SUPPORT, FACILITY
DEVELOPMENT & COMPLIANCE, STAFFING RECOMMENDATIONS, HUMAN RESOURCE AND
PAYROLL COORDINATION, REGULATORY COMPLIANCE, LEGAL AND CORPORATE
UPKEEP, BOOKKEEPING AND ACCOUNTING, BUDGETING, AND FINANCIAL REPORTING.

FORM 990, PART VI, SECTION B, LINE 11:

THE ORGANIZATION REVIEWS THE CONTENTS OF THE FORM 990 BEFORE IT IS
SUBMITTED TO THE INTERNAL REVENUE SERVICE.

FORM 990, PART VI, SECTION B, LINE 12C:

THE ORGANIZATION REQUIRES THAT ALL OFFICERS AND/OR DIRECTORS DISCLOSE ANY
ACTIVITY THAT MAY BE A CONFLICT OF INTEREST.

FORM 990, PART VI, SECTION B, LINE 15:

THE DETERMINATION OF COMPENSATION FOR OFFICERS AND KEY EMPLOYEES, INVOLVES
REVIEWING OFFICER'S CONTRACT, ORGANIZATION'S BUDGET, AND PAST PERFORMANCE.

Name of the organization

THE DORAL ACADEMY, INC.

Employer identification number

65-0944569

FORM 990, PART VI, SECTION C, LINE 18:

THIS INFORMATION IS AVAILABLE UPON REQUEST.

FORM 990, PART VI, SECTION C, LINE 19:

THIS INFORMATION IS AVAILABLE TO THE GENERAL PUBLIC VIA WWW.GUIDESTAR.ORG.

SECTION 1.263(A)-1(F) DE MINIMIS SAFE HARBOR ELECTION

THE DORAL ACADEMY INC.

6340 SUNSET DRIVE

MIAMI, FL 33143

EIN:65-0944569

FOR THE YEAR ENDING JUNE 30, 2016

THE DORAL ACADEMY INC IS MAKING DE MINIMIS SAFE HARBOR ELECTION UNDER

REG.SEC.1.263(A)-1(F).

SECTION 1.263(A)-1(N) ELECTION

THE DORAL ACADEMY INC

6340 SUNSET DRIVE

MIAMI, FL 33143

EIN:65-0944569

FOR THE YEAR ENDING JUNE 30, 2016

THE DORAL ACADEMY INC IS ELECTING TO CAPITALIZE REPAIRS AND MAINTENANCE

COSTS UNDER REG.SEC.1.263(A)-1(N).

Department of the Treasury Internal Revenue Service (99)

Attach to your tax return.

Information about Form 4562 and its separate instructions is at www.irs.gov/form4562.

Name(s) shown on return

Business or activity to which this form relates

Identifying number

THE DORAL ACADEMY, INC.

FORM 990 PAGE 10

65-0944569

Part I Election To Expense Certain Property Under Section 179 Note: If you have any listed property, complete Part V before you complete Part I.

Table with 5 columns: Line number, Description, and Amount. Includes lines 1-13 for Section 179 election details.

Note: Do not use Part II or Part III below for listed property. Instead, use Part V.

Part II Special Depreciation Allowance and Other Depreciation (Do not include listed property.)

Table with 3 columns: Line number, Description, and Amount. Includes lines 14-16 for special depreciation allowance.

Part III MACRS Depreciation (Do not include listed property.) (See instructions.)

Section A

Table with 3 columns: Line number, Description, and Amount. Includes line 17 for MACRS deductions and line 18 for election to group assets.

Section B - Assets Placed in Service During 2015 Tax Year Using the General Depreciation System

Table with 7 columns: (a) Classification of property, (b) Month and year placed in service, (c) Basis for depreciation, (d) Recovery period, (e) Convention, (f) Method, (g) Depreciation deduction. Includes lines 19a-i.

Section C - Assets Placed in Service During 2015 Tax Year Using the Alternative Depreciation System

Table with 6 columns: Line number, Class life, (b) Month and year placed in service, (d) Recovery period, (e) Convention, (f) Method. Includes lines 20a-c.

Part IV Summary (See instructions.)

Table with 3 columns: Line number, Description, and Amount. Includes lines 21-23 for summary of listed property.

Part V

Listed Property (Include automobiles, certain other vehicles, certain aircraft, certain computers, and property used for entertainment, recreation, or amusement.)

Note: For any vehicle for which you are using the standard mileage rate or deducting lease expense, complete **only** 24a, 24b, columns (a) through (c) of Section A, all of Section B, and Section C if applicable.

Section A - Depreciation and Other Information (Caution: See the instructions for limits for passenger automobiles.)

24a Do you have evidence to support the business/investment use claimed? **Yes** **No** **24b** If "Yes," is the evidence written? **Yes** **No**

(a) Type of property (list vehicles first)	(b) Date placed in service	(c) Business/ investment use percentage	(d) Cost or other basis	(e) Basis for depreciation (business/investment use only)	(f) Recovery period	(g) Method/ Convention	(h) Depreciation deduction	(i) Elected section 179 cost
--	-------------------------------------	--	-------------------------------	--	---------------------------	------------------------------	----------------------------------	---------------------------------------

25 Special depreciation allowance for qualified listed property placed in service during the tax year and used more than 50% in a qualified business use **25**

26 Property used more than 50% in a qualified business use:

	:	:	%					
	:	:	%					
	:	:	%					

27 Property used 50% or less in a qualified business use:

	:	:	%			S/L -		
	:	:	%			S/L -		
	:	:	%			S/L -		

28 Add amounts in column (h), lines 25 through 27. Enter here and on line 21, page 1 **28**

29 Add amounts in column (i), line 26. Enter here and on line 7, page 1 **29**

Section B - Information on Use of Vehicles

Complete this section for vehicles used by a sole proprietor, partner, or other "more than 5% owner," or related person. If you provided vehicles to your employees, first answer the questions in Section C to see if you meet an exception to completing this section for those vehicles.

	(a) Vehicle		(b) Vehicle		(c) Vehicle		(d) Vehicle		(e) Vehicle		(f) Vehicle	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
30 Total business/investment miles driven during the year (do not include commuting miles)												
31 Total commuting miles driven during the year ...												
32 Total other personal (noncommuting) miles driven												
33 Total miles driven during the year. Add lines 30 through 32												
34 Was the vehicle available for personal use during off-duty hours?												
35 Was the vehicle used primarily by a more than 5% owner or related person?												
36 Is another vehicle available for personal use?												

Section C - Questions for Employers Who Provide Vehicles for Use by Their Employees

Answer these questions to determine if you meet an exception to completing Section B for vehicles used by employees who are not more than 5% owners or related persons.

	Yes	No
37 Do you maintain a written policy statement that prohibits all personal use of vehicles, including commuting, by your employees?		
38 Do you maintain a written policy statement that prohibits personal use of vehicles, except commuting, by your employees? See the instructions for vehicles used by corporate officers, directors, or 1% or more owners		
39 Do you treat all use of vehicles by employees as personal use?		
40 Do you provide more than five vehicles to your employees, obtain information from your employees about the use of the vehicles, and retain the information received?		
41 Do you meet the requirements concerning qualified automobile demonstration use?		

Note: If your answer to 37, 38, 39, 40, or 41 is "Yes," do not complete Section B for the covered vehicles.

Part VI Amortization

(a) Description of costs	(b) Date amortization begins	(c) Amortizable amount	(d) Code section	(e) Amortization period or percentage	(f) Amortization for this year
-----------------------------	------------------------------------	------------------------------	------------------------	---	--------------------------------------

42 Amortization of costs that begins during your 2015 tax year:

	:	:			
	:	:			

43 Amortization of costs that began before your 2015 tax year **43**

44 Total. Add amounts in column (f). See the instructions for where to report **44**

• If you are filing for an **Additional (Not Automatic) 3-Month Extension**, complete only Part II and check this box **X**

Note. Only complete Part II if you have already been granted an automatic 3-month extension on a previously filed Form 8868.

• If you are filing for an **Automatic 3-Month Extension**, complete only Part I (on page 1).

Part II Additional (Not Automatic) 3-Month Extension of Time. Only file the original (no copies needed).

Enter filer's identifying number, see instructions

Type or print File by the due date for filing your return. See instructions.	Name of exempt organization or other filer, see instructions. THE DORAL ACADEMY, INC.	Employer identification number (EIN) or 65-0944569
	Number, street, and room or suite no. If a P.O. box, see instructions. 6340 SUNSET DRIVE	Social security number (SSN)
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. MIAMI, FL 33143	

Enter the Return code for the return that this application is for (file a separate application for each return)

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01		
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

STOP! Do not complete Part II if you were not already granted an automatic 3-month extension on a previously filed Form 8868.

ANA MARIA MARTINEZ

• The books are in the care of **6340 SUNSET DRIVE - MIAMI, FL 33143**

Telephone No. **305-669-2906** Fax No.

• If the organization does not have an office or place of business in the United States, check this box

• If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) . If this is for the whole group, check this box . If it is for part of the group, check this box and attach a list with the names and EINs of all members the extension is for.

- 4 I request an additional 3-month extension of time until MAY 15, 2017.
- 5 For calendar year , or other tax year beginning JUL 1, 2015, and ending JUN 30, 2016.
- 6 If the tax year entered in line 5 is for less than 12 months, check reason: Initial return Final return
 Change in accounting period
- 7 State in detail why you need the extension

ADDITIONAL TIME IS NEEDED TO GATHER ALL NECESSARY INFORMATION IN ORDER TO FILE AN ACCURATE RETURN WITH ALL REQUIRED DISCLOSURES AND STATEMENTS.

8a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	8a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit and any amount paid previously with Form 8868.	8b	\$	0.
c Balance due. Subtract line 8b from line 8a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	8c	\$	0.

Signature and Verification must be completed for Part II only.

Under penalties of perjury, I declare that I have examined this form, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete, and that I am authorized to prepare this form.

Signature Title **AUTHORIZED REP** Date

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

2014

Department of the Treasury
Internal Revenue Service

Do not enter social security numbers on this form as it may be made public.

Open to Public Inspection

Information about Form 990 and its instructions is at www.irs.gov/form990.

A For the 2014 calendar year, or tax year beginning **JUL 1, 2014** and ending **JUN 30, 2015**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization THE DORAL ACADEMY, INC. Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 6340 SUNSET DRIVE City or town, state or province, country, and ZIP or foreign postal code MIAMI, FL 33143	D Employer identification number 65-0944569 E Telephone number 305-597-9950 G Gross receipts \$ 34,810,048. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ HTTP://WWW.DORAL-ACADEMY-INC.ENSCHOOL.ORG		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 99 M State of legal domicile: FL

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: THE MISSION OF DORAL ACADEMY CHARTER SCHOOL IS TO DELIVER A FIRST-CLASS ACADEMIC PROGRAM THAT 2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets. 3 Number of voting members of the governing body (Part VI, line 1a) 3 5 4 Number of independent voting members of the governing body (Part VI, line 1b) 4 5 5 Total number of individuals employed in calendar year 2014 (Part V, line 2a) 5 541 6 Total number of volunteers (estimate if necessary) 6 3441 7 a Total unrelated business revenue from Part VIII, column (C), line 12 7a 0. b Net unrelated business taxable income from Form 990-T, line 34 7b 0.																									
Revenue		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Prior Year</th> <th>Current Year</th> </tr> </thead> <tbody> <tr> <td>8 Contributions and grants (Part VIII, line 1h)</td> <td style="text-align: right;">31,164,923.</td> <td style="text-align: right;">32,389,560.</td> </tr> <tr> <td>9 Program service revenue (Part VIII, line 2g)</td> <td style="text-align: right;">1,304,651.</td> <td style="text-align: right;">1,381,865.</td> </tr> <tr> <td>10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)</td> <td style="text-align: right;">13.</td> <td style="text-align: right;">18.</td> </tr> <tr> <td>11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)</td> <td style="text-align: right;">211,389.</td> <td style="text-align: right;">-61,204.</td> </tr> <tr> <td>12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)</td> <td style="text-align: right;">32,680,976.</td> <td style="text-align: right;">33,710,239.</td> </tr> </tbody> </table>		Prior Year	Current Year	8 Contributions and grants (Part VIII, line 1h)	31,164,923.	32,389,560.	9 Program service revenue (Part VIII, line 2g)	1,304,651.	1,381,865.	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	13.	18.	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	211,389.	-61,204.	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	32,680,976.	33,710,239.						
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Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer: ANA MARTINEZ, AUTHORIZED REP Type or print name and title	Date: 05/06/16
Paid Preparer Use Only	Print/Type preparer's name LEONARDO D. GRAVIER Preparer's signature: Date: 5/5/16 Check if self-employed <input type="checkbox"/> PTIN: P00368983 Firm's name ▶ HLB GRAVIER, LLP Firm's EIN ▶ 20-4946415 Firm's address ▶ 396 ALHAMBRA CIRCLE, SUITE 900 CORAL GABLES, FL 33134-5095 Phone no. 305-446-3022	

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

• If you are filing for an **Additional (Not Automatic) 3-Month Extension**, complete only **Part II** and check this box **X**

Note. Only complete Part II if you have already been granted an automatic 3-month extension on a previously filed Form 8868.

• If you are filing for an **Automatic 3-Month Extension**, complete only **Part I** (on page 1).

Part II Additional (Not Automatic) 3-Month Extension of Time. Only file the original (no copies needed).

	Enter filer's identifying number, see instructions	
Type or print	Name of exempt organization or other filer, see instructions.	Employer identification number (EIN) or
File by the due date for filing your return. See instructions.	THE DORAL ACADEMY, INC.	65-0944569
	Number, street, and room or suite no. If a P.O. box, see instructions.	Social security number (SSN)
	6340 SUNSET DRIVE	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions.	
	MIAMI, FL 33143	

Enter the Return code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01		
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

STOP! Do not complete Part II if you were not already granted an automatic 3-month extension on a previously filed Form 8868.

ANA MARIA MARTINEZ

• The books are in the care of **▶ 6340 SUNSET DRIVE - MIAMI, FL 33143**
 Telephone No. **▶ 305-669-2906** Fax No. **▶**

• If the organization does not have an office or place of business in the United States, check this box

• If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) **_____**. If this is for the whole group, check this box . If it is for part of the group, check this box and attach a list with the names and EINs of all members the extension is for.

4 I request an additional 3-month extension of time until **MAY 15, 2016**.

5 For calendar year **_____**, or other tax year beginning **JUL 1, 2014**, and ending **JUN 30, 2015**.

6 If the tax year entered in line 5 is for less than 12 months, check reason: Initial return Final return
 Change in accounting period

7 State in detail why you need the extension
ADDITIONAL TIME IS NEEDED IN ORDER TO GATHER ALL NECESSARY INFORMATION TO COMPLETE AN ACCURATE RETURN.

8a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any <u>nonrefundable</u> credits. See instructions.	8a	\$
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit and any amount paid previously with Form 8868.	8b	\$
c Balance due. Subtract line 8b from line 8a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	8c	\$

Signature and Verification must be completed for Part II only.

Under penalties of perjury, I declare that I have examined this form, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete, and that I am authorized to prepare this form.

Signature **▶** Title **▶** CPA Date **▶** 2/5/16

**Application for Extension of Time To File an
Exempt Organization Return**

Form **8868**
(Rev. January 2014)

OMB No. 1545-1709

Department of the Treasury
Internal Revenue Service

► **File a separate application for each return.**
► **Information about Form 8868 and its instructions is at www.irs.gov/form8868.**

- If you are filing for an **Automatic 3-Month Extension**, complete only **Part I** and check this box **X**
- If you are filing for an **Additional (Not Automatic) 3-Month Extension**, complete only **Part II** (on page 2 of this form).

Do not complete Part II unless you have already been granted an automatic 3-month extension on a previously filed Form 8868.

Electronic filing (e-file). You can electronically file Form 8868 if you need a 3-month automatic extension of time to file (6 months for a corporation required to file Form 990-T), or an additional (not automatic) 3-month extension of time. You can electronically file Form 8868 to request an extension of time to file any of the forms listed in Part I or Part II with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, which must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/efile and click on *e-file for Charities & Nonprofits*.

Part I Automatic 3-Month Extension of Time. Only submit original (no copies needed).

A corporation required to file Form 990-T and requesting an automatic 6-month extension - check this box and complete

Part I only

All other corporations (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print	Name of exempt organization or other filer, see instructions.	Enter filer's identifying number	
		Employer identification number (EIN) or	
	THE DORAL ACADEMY, INC.	65-0944569	
File by the due date for filing your return. See instructions.	Number, street, and room or suite no. If a P.O. box, see instructions. 6340 SUNSET DRIVE	Social security number (SSN)	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. MIAMI, FL 33143		

Enter the Return code for the return that this application is for (file a separate application for each return)

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
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ANA MARIA MARTINEZ

• The books are in the care of ► **6340 SUNSET DRIVE - MIAMI, FL 33143**

Telephone No. ► **305-669-2906**

Fax No. ►

• If the organization does not have an office or place of business in the United States, check this box

• If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) . If this is for the whole group, check this box . If it is for part of the group, check this box and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 3-month (6 months for a corporation required to file Form 990-T) extension of time until **FEBRUARY 15, 2016**, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

► calendar year _____ or

► tax year beginning **07/01/2014**, and ending **06/30/2015**

2 If the tax year entered in line 1 is for less than 12 months, check reason: Initial return Final return Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$	0.

Caution. If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III []

1 Briefly describe the organization's mission: ESTABLISHED AS A CHARTER SCHOOL OF THE DISTRICT SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA AND IS CONSIDERED A COMPONENT UNIT OF SUCH BOARD.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 27,294,013. including grants of \$ 22,192.) (Revenue \$ 1,384,111.) PROVIDES EDUCATION FOR CHILDREN FROM PRE-KINDERGARTEN THROUGH TWELFTH GRADE. FOR THE FISCAL YEAR ENDED JUNE 30, 2015, APPROXIMATELY 4,600 STUDENTS WERE ENROLLED.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe in Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 27,294,013.

Part IV Checklist of Required Schedules

		Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2	Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?		X
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c	Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e	Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>		X
12a	Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	X	
13	Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?		X
b	Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17	Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>	X	
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a	Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		X
20b			

Part IV Checklist of Required Schedules (continued)

		Yes	No
21	Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? If "Yes," complete Schedule I, Parts I and II	X	
22	Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? If "Yes," complete Schedule I, Parts I and III		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? If "Yes," complete Schedule J	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? If "Yes," complete Schedule L, Part I		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I		X
26	Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? If "Yes," complete Schedule L, Part II		X
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? If "Yes," complete Schedule L, Part III		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a	A current or former officer, director, trustee, or key employee? If "Yes," complete Schedule L, Part IV		X
b	A family member of a current or former officer, director, trustee, or key employee? If "Yes," complete Schedule L, Part IV		X
c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? If "Yes," complete Schedule L, Part IV	X	
29	Did the organization receive more than \$25,000 in non-cash contributions? If "Yes," complete Schedule M		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? If "Yes," complete Schedule M		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? If "Yes," complete Schedule N, Part I		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? If "Yes," complete Schedule N, Part II		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? If "Yes," complete Schedule R, Part I		X
34	Was the organization related to any tax-exempt or taxable entity? If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1	X	
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," complete Schedule R, Part V, line 2		
36	Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? If "Yes," complete Schedule R, Part V, line 2		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? If "Yes," complete Schedule R, Part VI		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

Main form table with columns for question numbers (1a-14b), Yes/No checkboxes, and numerical input fields. Includes questions about Form 1096, Form W-2G, Form W-3, and various tax compliance requirements.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

	1a	1b	2	3	4	5	6	7a	7b	8a	8b	9	Yes	No
1a Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.	5													
b Enter the number of voting members included in line 1a, above, who are independent		5												
2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?														X
3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?					X									
4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?														X
5 Did the organization become aware during the year of a significant diversion of the organization's assets?														X
6 Did the organization have members or stockholders?														X
7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?														X
b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?														X
8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:														
a The governing body?					X									
b Each committee with authority to act on behalf of the governing body?					X									
9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O														X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

	10a	10b	11a	11b	12a	12b	12c	13	14	15a	15b	16a	16b	Yes	No
10a Did the organization have local chapters, branches, or affiliates?															X
b If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?															
11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?			X												
b Describe in Schedule O the process, if any, used by the organization to review this Form 990.															
12a Did the organization have a written conflict of interest policy? If "No," go to line 13					X										
b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?					X										
c Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done							X								
13 Did the organization have a written whistleblower policy?							X								
14 Did the organization have a written document retention and destruction policy?							X								
15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?															
a The organization's CEO, Executive Director, or top management official										X					
b Other officers or key employees of the organization										X					
If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).															
16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?															X
b If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?															

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed **FL**
- 18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain in Schedule O)
- 19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20 State the name, address, and telephone number of the person who possesses the organization's books and records: **ANA MARIA MARTINEZ - 305-669-2906**
6340 SUNSET DRIVE, MIAMI, FL 33143

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former** directors or trustees that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) ANGELA RAMOS DIRECTOR, PRESIDENT, CHAIRMAN	3.00	X		X				0.	0.	0.
(2) KIM GUILARTE DIRECTOR	2.00	X						0.	0.	0.
(3) RENE ROVIROSA DIRECTOR, SECRETARY	2.00	X		X				0.	0.	0.
(4) MONIQUE RODRIGUEZ DIRECTOR	2.00	X						0.	0.	0.
(5) LUIS FUSTE DIRECTOR, VICE-CHAIR, TRESURER	2.00	X		X				0.	0.	0.
(6) ANDREINA FIGUEROA VICE-CHAIR	2.00	X						0.	0.	0.
(7) DR. ROBERT ABELLO DIRECTOR	2.00	X						0.	0.	0.
(8) LOURDES BALEPOGI DIRECTOR	2.00	X						0.	0.	0.
(9) WENDY GRANT DIRECTOR	2.00	X						0.	0.	0.
(10) MICHAEL HAGGARD DIRECTOR	2.00	X						0.	0.	0.
(11) CLAUDIA PUIG DIRECTOR	2.00	X						0.	0.	0.
(12) SOPHIA VIGNOLO DIRECTOR	2.00	X						0.	0.	0.
(13) JUAN GARCIA DIRECTOR	2.00	X						0.	0.	0.
(14) JENNY ESQUIJAROSA DIRECTOR	2.00	X						0.	0.	0.
(15) ANTONIO ROCA DIRECTOR	2.00	X						0.	0.	0.
(16) DOUGLAS RODRIGUEZ PRINCIPAL	40.00				X			172,923.	0.	0.
(17) ELEONORA CUESTA PRINCIPAL	40.00					X		123,354.	0.	0.

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(18) CARLOS A FERRALLS VICE-PRINCIPAL	40.00					X		126,752.	0.	0.
(19) JORGE NUNEZ EMPLOYEE	40.00					X		102,124.	0.	0.
(20) YVETTE TAMARGO EMPLOYEE	40.00					X		107,460.	0.	0.
1b Sub-total								632,613.	0.	0.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								632,613.	0.	0.

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **5**

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete Schedule J for such individual		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? If "Yes," complete Schedule J for such individual	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? If "Yes," complete Schedule J for such person		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
ACADEMICA DADE LLC 6340 SUNSET DRIVE, MIAMI, FL 33143	EDUCATIONAL SUPPORT SERVICES	2,203,913.
CARLOS ALBIZU UNIVERSITY 2173 NW 99 AVE, MIAMI, FL 33172	RENT	1,074,686.
EGIS INSURANCE ADVISORS, LLC, 101 PLAZA REAL SOUTH SUITE 216, BOCA RATON, FL 33432	INSURANCE	169,469.

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **3**

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e	32,389,560.			
	f	All other contributions, gifts, grants, and similar amounts not included above	1f				
	g	Noncash contributions included in lines 1a-1f: \$					
	h	Total. Add lines 1a-1f		32,389,560.			
	Program Service Revenue	2 a	<u>INSTRUCTION</u>	Business Code 611710	887,044.	887,044.	
b		<u>FOOD SERVICES</u>	611710	358,065.	358,065.		
c		<u>COMMUNITY SERVICES</u>	611710	76,241.	76,241.		
d		<u>USAGE FEE</u>	611710	32,200.	32,200.		
e		<u>RENTAL INCOME</u>	531120	28,315.	28,315.		
f		All other program service revenue					
g		Total. Add lines 2a-2f		1,381,865.			
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)		18.	18.		
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
	6 a	Gross rents	(i) Real (ii) Personal				
		Less: rental expenses					
		Rental income or (loss)					
		Net rental income or (loss)					
	7 a	Gross amount from sales of assets other than inventory	(i) Securities (ii) Other				
		Less: cost or other basis and sales expenses					
		Gain or (loss)					
		Net gain or (loss)					
	8 a	Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a	1,036,377.			
		Less: direct expenses	b	1,099,809.			
		Net income or (loss) from fundraising events		-63,432.			-63,432.
9 a	Gross income from gaming activities. See Part IV, line 19	a					
	Less: direct expenses	b					
	Net income or (loss) from gaming activities						
10 a	Gross sales of inventory, less returns and allowances	a					
	Less: cost of goods sold	b					
	Net income or (loss) from sales of inventory						
Miscellaneous Revenue			Business Code				
11 a	<u>MISCELLANEOUS</u>	611710	2,228.	2,228.			
	b						
	c						
	d	All other revenue					
e	Total. Add lines 11a-11d		2,228.				
12	Total revenue. See instructions.		33,710,239.	1,384,111.	0.	-63,432.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21	22,192.	22,192.		
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees				
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	13,872,797.	11,591,926.	2,280,871.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	106,038.	87,925.	18,113.	
9 Other employee benefits	2,420,479.	2,011,687.	408,792.	
10 Payroll taxes				
11 Fees for services (non-employees):				
a Management	2,072,475.	1,381,650.	690,825.	
b Legal	77,523.		77,523.	
c Accounting	101,600.	8,500.	93,100.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	906,732.	894,187.	12,545.	
12 Advertising and promotion				
13 Office expenses				
14 Information technology				
15 Royalties				
16 Occupancy	4,826,217.	4,826,217.		
17 Travel	106,579.	106,579.		
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest	310,975.	310,975.		
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	1,645,003.	1,645,003.		
23 Insurance	365,160.	365,160.		
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a PRE-K EXPENSES	807,116.	807,116.		
b REPAIR & MAINTENANCE	667,426.	667,426.		
c FOOD SERVICES	657,656.	657,656.		
d PUBLIC UTILITY SERVICE	554,507.	554,507.		
e All other expenses	1,552,575.	1,355,307.	197,268.	
25 Total functional expenses. Add lines 1 through 24e	31,073,050.	27,294,013.	3,779,037.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year	
Assets	1	Cash - non-interest-bearing	9,344,455.	1	12,093,265.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net	215,024.	3	172,049.
	4	Accounts receivable, net		4	
	5	Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	970,960.	9	686,413.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 27,890,659.		
	b	Less: accumulated depreciation	10b 11,574,671.	10c	16,315,988.
	11	Investments - publicly traded securities	15,966,231.	11	
	12	Investments - other securities. See Part IV, line 11		12	
	13	Investments - program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11	104,942.	15	104,942.
16	Total assets. Add lines 1 through 15 (must equal line 34)	26,601,612.	16	29,372,657.	
Liabilities	17	Accounts payable and accrued expenses	1,186,275.	17	1,349,917.
	18	Grants payable		18	
	19	Deferred revenue		19	
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23	Secured mortgages and notes payable to unrelated third parties		23	
	24	Unsecured notes and loans payable to unrelated third parties	4,524,811.	24	4,239,841.
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	139,492.	25	394,676.
	26	Total liabilities. Add lines 17 through 25	5,850,578.	26	5,984,434.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.				
	27	Unrestricted net assets	20,751,034.	27	23,388,223.
	28	Temporarily restricted net assets		28	
	29	Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.				
	30	Capital stock or trust principal, or current funds		30	
	31	Paid-in or capital surplus, or land, building, or equipment fund		31	
	32	Retained earnings, endowment, accumulated income, or other funds		32	
33	Total net assets or fund balances	20,751,034.	33	23,388,223.	
34	Total liabilities and net assets/fund balances	26,601,612.	34	29,372,657.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	33,710,239.
2	Total expenses (must equal Part IX, column (A), line 25)	2	31,073,050.
3	Revenue less expenses. Subtract line 2 from line 1	3	2,637,189.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	20,751,034.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	23,388,223.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	2a	X
b	Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input checked="" type="checkbox"/> Both consolidated and separate basis	2b	X
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	2c	X
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? _____	3a	X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits _____	3b	

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge ...						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources ...						
9 Net income from unrelated business activities, whether or not the business is regularly carried on ...						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	

13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here

Section C. Computation of Public Support Percentage

- 14** Public support percentage for 2014 (line 6, column (f) divided by line 11, column (f)) **14** %
- 15** Public support percentage from 2013 Schedule A, Part II, line 14 **15** %
- 16a 33 1/3% support test - 2014.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization
- b 33 1/3% support test - 2013.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization
- 17a 10% -facts-and-circumstances test - 2014.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization
- b 10% -facts-and-circumstances test - 2013.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization
- 18 Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here

Section C. Computation of Public Support Percentage

15 Public support percentage for 2014 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2013 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2014 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2013 Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2014.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization

b **33 1/3% support tests - 2013.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box on line 11 of Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? If "No" describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? If "Yes," answer (b) and (c) below.		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? If "Yes," describe in Part VI when and how the organization made the determination.		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? If "Yes," explain in Part VI what controls the organization put in place to ensure such use.		
4a Was any supported organization not organized in the United States ("foreign supported organization")? If "Yes" and if you checked 11a or 11b in Part I, answer (b) and (c) below.		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI , including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action, (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (a) its supported organizations; (b) individuals that are part of the charitable class benefited by one or more of its supported organizations; or (c) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? If "Yes," provide detail in Part VI .		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in IRC 4958(c)(3)(C)), a family member of a substantial contributor, or a 35-percent controlled entity with regard to a substantial contributor? If "Yes," complete Part I of Schedule L (Form 990).		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? If "Yes," complete Part I of Schedule L (Form 990).		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? If "Yes," provide detail in Part VI .		
b Did one or more disqualified persons (as defined in line 9(a)) hold a controlling interest in any entity in which the supporting organization had an interest? If "Yes," provide detail in Part VI .		
c Did a disqualified person (as defined in line 9(a)) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? If "Yes," provide detail in Part VI .		
10a Was the organization subject to the excess business holdings rules of IRC 4943 because of IRC 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? If "Yes," answer (b) below.		
b Did the organization have any excess business holdings in the tax year? (Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI.		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		

Section D. Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (1) a written notice describing the type and amount of support provided during the prior tax year, (2) a copy of the Form 990 that was most recently filed as of the date of notification, and (3) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		

Section E. Type III Functionally-Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions):		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.	Yes	No
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI.		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970. See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8	
Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	
Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions).		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions

	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2014 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2014	(iii) Distributable Amount for 2014
1 Distributable amount for 2014 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2014 (reasonable cause required-see instructions)			
3 Excess distributions carryover, if any, to 2014:			
a			
b			
c			
d			
e From 2013			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2014 distributable amount			
i Carryover from 2009 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2014 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2014 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2014, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions).			
6 Remaining underdistributions for 2014. Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions).			
7 Excess distributions carryover to 2015. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a			
b			
c			
d Excess from 2013			
e Excess from 2014			

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes" to Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990.

OMB No. 1545-0047

2014

Open to Public Inspection

▶ Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

Name of the organization **THE DORAL ACADEMY, INC.** Employer identification number **65-0944569**

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

- Purpose(s) of conservation easements held by the organization (check all that apply).

<input type="checkbox"/> Preservation of land for public use (e.g., recreation or education)	<input type="checkbox"/> Preservation of a historically important land area
<input type="checkbox"/> Protection of natural habitat	<input type="checkbox"/> Preservation of a certified historic structure
<input type="checkbox"/> Preservation of open space	
- Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d
- Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____
- Number of states where property subject to conservation easement is located ▶ _____
- Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?
- Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶ _____
- Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ \$ _____
- Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?
- In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

- If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.
- If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included in Form 990, Part VIII, line 1	▶ \$ _____
(ii) Assets included in Form 990, Part X	▶ \$ _____
- If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included in Form 990, Part VIII, line 1	▶ \$ _____
b Assets included in Form 990, Part X	▶ \$ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange programs
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment %
 - b Permanent endowment %
 - c Temporarily restricted endowment %
- The percentages in lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|---|--------|----|
| (i) unrelated organizations | 3a(i) | |
| (ii) related organizations | 3a(ii) | |
| b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		1,579,768.		1,579,768.
b Buildings		16,277,848.	7,212,025.	9,065,823.
c Leasehold improvements				
d Equipment		10,033,018.	4,362,646.	5,670,372.
e Other		25.		25.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				16,315,988.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) DUE TO STUDENTS AND CLUBS	394,676.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	394,676.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" to Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	33,721,915.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d	11,676.	
e	Add lines 2a through 2d		2e	11,676.
3	Subtract line 2e from line 1		3	33,710,239.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	0.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)		5	33,710,239.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" to Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	31,084,726.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d	11,676.	
e	Add lines 2a through 2d		2e	11,676.
3	Subtract line 2e from line 1		3	31,073,050.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	0.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)		5	31,073,050.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART XI, LINE 2D - OTHER ADJUSTMENTS:

FUNDRAISING REVENUE

THE DIFFERENCE BETWEEN REVENUE AND EXPENSES PER AUDIT AND PER TAX IS DUE TO THE WAY FUNDRAISING EXPENSES ARE REFLECTED ON THE AUDITED FINANCIALS STATEMENTS. FOR AUDIT PURPOSES REVENUE AND EXPENSES ARE REFLECTED SEPARATELY, HOWEVER PER TAX EXPENSES ARE NETTED AGAINST REVENUES. IN ADDITION IN KIND REVENUE OF \$22,192 WAS NETTED ON AUDITED FINANCIAL STATEMENTS BUT SEPARATELY STATED FOR TAX PURPOSES.

PART XII, LINE 2D - OTHER ADJUSTMENTS:

MISCELLANEOUS EXPENSE

Part XIII Supplemental Information *(continued)*

THE DIFFERENCE BETWEEN REVENUE AND EXPENSES PER AUDIT AND PER TAX IS DUE TO THE WAY FUNDRAISING EXPENSES ARE REFLECTED ON THE AUDITED FINANCIALS STATEMENTS. FOR AUDIT PURPOSES REVENUE AND EXPENSES ARE REFLECTED SEPARATELY, HOWEVER PER TAX EXPENSES ARE NETTED AGAINST REVENUES. IN ADDITION IN KIND REVENUE OF \$22,192 WAS NETTED ON AUDITED FINANCIAL STATEMENTS BUT SEPARATELY STATED FOR TAX PURPOSES.

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

▶ Complete if the organization answered "Yes" to Form 990, Part IV, line 13,
or Form 990-EZ, Part VI, line 48.

▶ Attach to Form 990 or Form 990-EZ.

OMB No. 1545-0047

2014

Open to Public
Inspection

▶ Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Name of the organization

THE DORAL ACADEMY, INC.

Employer identification number

65-0944569

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	X	
SEE PART II		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?		X
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II. THE SCHOOL DOES NOT OFFER SCHOLARSHIPS AND/OR FINANCIAL ASSISTANCE TO ANY STUDENT.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities?		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	X	
b Has the organization's right to such aid ever been revoked or suspended?		X
If you answered "Yes" to either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) (2014)

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.

Also provide any other additional information.

LINE 3 - EXPLANATION OF NONDISCRIMINATION POLICY:

WE INCLUDE A NON-DISCRIMANTORY STATEMENT IN THE REGISTRATION
PACKETS, SCHOOL WEBSITES, EMPLOYEE HANDBOOKS, AND OTHER
DISTRIBUTED MATERIALS. FURTHER, THE CHARTER SCHOOL CONTRACT
WITH THE LOCAL SCHOOL DISTRICT INCLUDES THIS TYPE OF
STATEMENT ADDITIONALLY, FOR THE LUNCH PROGRAM WE SEND OUT A
PUBLIC NOTICE EACH YEAR, WHICH IS SENT TO THE LOCAL NEWSPAPER AND
TELEVISION STATIONS.

Part II Fundraising Events. Complete if the organization answered "Yes" to Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

		(a) Event #1	(b) Event #2	(c) Other events	(d) Total events (add col. (a) through col. (c))
		MISCELLANEOUS SCHOOL FUN (event type)	(event type)	NONE (total number)	
Revenue	1	Gross receipts	1,036,377.		1,036,377.
	2	Less: Contributions			
	3	Gross income (line 1 minus line 2)	1,036,377.		1,036,377.
Direct Expenses	4	Cash prizes			
	5	Noncash prizes			
	6	Rent/facility costs			
	7	Food and beverages			
	8	Entertainment			
	9	Other direct expenses	1,099,809.		1,099,809.
	10	Direct expense summary. Add lines 4 through 9 in column (d)			1,099,809.
	11	Net income summary. Subtract line 10 from line 3, column (d)			-63,432.

Part III Gaming. Complete if the organization answered "Yes" to Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))
Revenue	1	Gross revenue			
	2	Cash prizes			
Direct Expenses	3	Noncash prizes			
	4	Rent/facility costs			
	5	Other direct expenses			
	6	Volunteer labor	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No
	7	Direct expense summary. Add lines 2 through 5 in column (d)			
	8	Net gaming income summary. Subtract line 7 from line 1, column (d)			

9 Enter the state(s) in which the organization conducts gaming activities: _____
 a Is the organization licensed to conduct gaming activities in each of these states? Yes No
 b If "No," explain: _____

 10a Were any of the organization's gaming licenses revoked, suspended or terminated during the tax year? Yes No
 b If "Yes," explain: _____

- 11 Does the organization conduct gaming activities with nonmembers? Yes No
- 12 Is the organization a grantor, beneficiary or trustee of a trust or a member of a partnership or other entity formed to administer charitable gaming? Yes No
- 13 Indicate the percentage of gaming activity conducted in:

a The organization's facility	13a	%
b An outside facility	13b	%
- 14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name ▶ _____

Address ▶ _____

15a Does the organization have a contract with a third party from whom the organization receives gaming revenue? Yes No

b If "Yes," enter the amount of gaming revenue received by the organization ▶ \$ _____ and the amount of gaming revenue retained by the third party ▶ \$ _____.

c If "Yes," enter name and address of the third party:

Name ▶ _____

Address ▶ _____

16 Gaming manager information:

Name ▶ _____

Gaming manager compensation ▶ \$ _____

Description of services provided ▶ _____

- Director/officer
- Employee
- Independent contractor

17 Mandatory distributions:

a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license? Yes No

b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ▶ \$ _____

Part IV Supplemental Information. Provide the explanations required by Part I, line 2b, columns (iii) and (v), and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information (see instructions).

PART I, LINE 2B, COLUMN (V):

MISCELLANEOUS SCHOOL FUNDRAISERS

**SCHEDULE I
(Form 990)**

Department of the Treasury
Internal Revenue Service

**Grants and Other Assistance to Organizations,
Governments, and Individuals in the United States**

Complete if the organization answered "Yes" to Form 990, Part IV, line 21 or 22.

▶ Attach to Form 990.

▶ Information about Schedule I (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014

Open to Public
Inspection

Name of the organization

Employer identification number
65-0944569

THE DORAL ACADEMY, INC.

Part I General Information on Grants and Assistance

1 Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? Yes No

2 Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

Part II Grants and Other Assistance to Domestic Organizations and Domestic Governments. Complete if the organization answered "Yes" to Form 990, Part IV, line 21, for any recipient that received more than \$5,000. Part II can be duplicated if additional space is needed.

1 (a) Name and address of organization or government	(b) EIN	(c) IRC section if applicable	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of non-cash assistance	(h) Purpose of grant or assistance
DORAL COLLEGE, INC 6340 SUNSET DRIVE MIAMI, FL 33143	65-1115240	501 (C)(3)	0.	22,192.FMV	IN KIND RENT	GENERAL SUPPORT	

2 Enter total number of section 501(c)(3) and government organizations listed in the line 1 table **1.**

3 Enter total number of other organizations listed in the line 1 table **1.**

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990. **Schedule I (Form 990) (2014)**

Part III Grants and Other Assistance to Domestic Individuals. Complete if the organization answered "Yes" to Form 990, Part IV, line 22. Part III can be duplicated if additional space is needed.

(a) Type of grant or assistance	(b) Number of recipients	(c) Amount of cash grant	(d) Amount of non-cash assistance	(e) Method of valuation (book, FMV, appraisal, other)	(f) Description of non-cash assistance

Part IV Supplemental Information. Provide the information required in Part I, line 2, Part III, column (b), and any other additional information.

THE ORGANIZATION WORKS CLOSELY WITH THE GRANT RECIPIENT TO ENSURE THAT THE FUNDS PROVIDED ARE USED FOR THE INTENDED PURPOSE.

**SCHEDULE J
(Form 990)**

Compensation Information

OMB No. 1545-0047

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

2014

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.

▶ Attach to Form 990.

Open to Public Inspection

▶ Information about Schedule J (Form 990) and its instructions is at www.irs.gov/form990.

Department of the Treasury
Internal Revenue Service

Name of the organization

THE DORAL ACADEMY, INC.

Employer identification number

65-0944569

Part I Questions Regarding Compensation

1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed in Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|--|--|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (e.g., maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked in line 1a?

3 Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|--|--|
| <input type="checkbox"/> Compensation committee | <input type="checkbox"/> Written employment contract |
| <input type="checkbox"/> Independent compensation consultant | <input type="checkbox"/> Compensation survey or study |
| <input type="checkbox"/> Form 990 of other organizations | <input type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed in Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

a Receive a severance payment or change-of-control payment?

b Participate in, or receive payment from, a supplemental nonqualified retirement plan?

c Participate in, or receive payment from, an equity-based compensation arrangement?

If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

a The organization?

b Any related organization?

If "Yes" to line 5a or 5b, describe in Part III.

6 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

a The organization?

b Any related organization?

If "Yes" to line 6a or 6b, describe in Part III.

7 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization provide any non-fixed payments not described in lines 5 and 6? If "Yes," describe in Part III

8 Were any amounts reported in Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III

9 If "Yes" to line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

Yes No

1b

2

4a X

4b X

4c X

5a X

5b X

6a X

6b X

7 X

8 X

9

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2014

Part IV Business Transactions Involving Interested Persons.

Complete if the organization answered "Yes" on Form 990, Part IV, line 28a, 28b, or 28c.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of transaction	(d) Description of transaction	(e) Sharing of organization's revenues?	
				Yes	No
LUIS FUSTE	BOARD MEMBER OF TAX	250,000.	TAXPAYER PA		X
LUIS FUSTE	BOARD MEMBER OF TAX	22,192.	TAXPAYER GR		X

Part V Supplemental Information

Provide additional information for responses to questions on Schedule L (see instructions).

SCH L, PART IV, BUSINESS TRANSACTIONS INVOLVING INTERESTED PERSONS:

(A) NAME OF PERSON: LUIS FUSTE

(B) RELATIONSHIP BETWEEN INTERESTED PERSON AND ORGANIZATION:

BOARD MEMBER OF TAXPAYER AND DORAL COLLEGE INC

(D) DESCRIPTION OF TRANSACTION: TAXPAYER PAID DORAL COLLEGE INC

\$250,000.00 FOR EDUCATIONAL SERVICES

(A) NAME OF PERSON: LUIS FUSTE

(B) RELATIONSHIP BETWEEN INTERESTED PERSON AND ORGANIZATION:

BOARD MEMBER OF TAXPAYER AND DORAL COLLEGE INC

(D) DESCRIPTION OF TRANSACTION: TAXPAYER GRANTED FACILITY RENTALS TO

DORAL COLLEGE INC AT NO COST

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014

Open to Public
Inspection

Name of the organization

THE DORAL ACADEMY, INC.

Employer identification number
65-0944569

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

STUDENTS TO BECOME PRODUCTIVE CITIZENS WHO ARE PREPARED TO ADDRESS THE
CHALLENGES OF THE TWENTY FIRST CENTURY. WHETHER THEY GO ON TO COLLEGE,
TECHNICAL TRAINING, OR EMPLOYMENT, DORAL'S GRADUATES WILL LEAVE SCHOOL
WITH A SENSE OF PURPOSE, A BELIEF IN THEIR OWN EFFICIENCY, A COMMITMENT
TO THE COMMON GOOD, AND A ZEST FOR LEARNING.

FORM 990, PART VI, SECTION A, LINE 3:

ACADEMICA DADE, LLC, A PROFESSIONAL EDUCATIONAL SERVICE PROVIDER COMPANY,
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, AND BUDGETING FINANCIAL
REPORTING.

FORM 990, PART VI, SECTION B, LINE 11:

THE ORGANIZATION HOLDS A MEETING WITH THE BOARD OF DIRECTORS TO REVIEW THE
CONTENTS OF THE FORM 990 BEFORE IT IS SUBMITTED TO THE INTERNAL REVENUE
SERVICE.

FORM 990, PART VI, SECTION B, LINE 12C:

THE ORGANIZATION REQUIRES THAT ALL OFFICERS AND/OR DIRECTORS DISCLOSE ANY
ACTIVITY THAT MAYBE A CONFLICT OF INTEREST.

FORM 990, PART VI, SECTION B, LINE 15:

THE DETERMINATION OF COMPENSATION FOR OFFICERS AND KEY EMPLOYEES, INVOLVES

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990 or 990-EZ) (2014)

Name of the organization

THE DORAL ACADEMY, INC.

Employer identification number

65-0944569

REVIEWING OFFICER'S CONTRACT, ORGANIZATION'S BUDGET, AND PAST PERFORMANCE.

FORM 990, PART VI, SECTION C, LINE 18:

THIS INFORMATION IS AVAILABLE UPON REQUEST.

FORM 990, PART VI, SECTION C, LINE 19:

THIS INFORMATION IS ALREADY AVAILABLE TO THE GENERAL PUBLIC VIA
WWW.GUIDESTAR.ORG.

FORM 990, PART XII, FINANCIAL STATEMENTS AND REPORTING

THE FORM 990 IS REVIEWED BY THE CHARTER SCHOOL BOARD AND THE FINANCIAL
MANAGER OF THE MANAGEMENT COMPANY.

SECTION 1.263(A)-1(F) DE MINIMIS SAFE HARBOR ELECTION

THE DORAL ACADEMY INC.

6340 SUNSET DRIVE

MIAMI, FL 33143

EIN:65-0944569

FOR THE YEAR ENDING JUNE 30, 2015

THE DORAL ACADEMY INC IS MAKING DE MINIMIS SAFE HARBOR ELECTION UNDER
REG.SEC.1.263(A)-1(F).

SECTION 1.263(A)-1(N) ELECTION

THE DORAL ACADEMY INC

6340 SUNSET DRIVE

Name of the organization

THE DORAL ACADEMY, INC.

Employer identification number

65-0944569

6340 SUNSET DRIVE

MIAMI, FL 33143

EIN: 65-0944569

FOR THE YEAR ENDING JUNE 30, 2015

THE DORAL ACADEMY INC IS ELECTING TO CAPITALIZE REPAIRS AND MAINTENANCE COSTS UNDER REG.SEC.1.263(A)-1(N).

Part V Transactions With Related Organizations Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.

Note. Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?

	Yes	No
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)	X	
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)	X	
k Lease of facilities, equipment, or other assets from related organization(s)		X
l Performance of services or membership or fundraising solicitations for related organization(s)		X
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses		X
q Reimbursement paid by related organization(s) for expenses		X
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)	X	

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

	(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1)	DORAL COLLEGE INC	M	250,000.FMV	
(2)	DORAL COLLEGE INC	J	6,123.FMV	
(3)	DORAL COLLEGE INC	B	22,192.FMV	
(4)				
(5)				
(6)				

Department of the Treasury
Internal Revenue Service (99)

▶ **Information about Form 4562 and its separate instructions is at www.irs.gov/form4562.**

▶ Attach to your tax return.

Name(s) shown on return THE DORAL ACADEMY, INC.	Business or activity to which this form relates FORM 990 PAGE 10	Identifying number 65-0944569
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Part I Election To Expense Certain Property Under Section 179 Note: If you have any listed property, complete Part V before you complete Part I.

1 Maximum amount (see instructions)	1	500,000.
2 Total cost of section 179 property placed in service (see instructions)	2	
3 Threshold cost of section 179 property before reduction in limitation	3	2,000,000.
4 Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5 Dollar limitation for tax year. Subtract line 4 from line 1. If zero or less, enter -0-. If married filing separately, see instructions	5	
6 (a) Description of property (b) Cost (business use only) (c) Elected cost		
7 Listed property. Enter the amount from line 29		
8 Total elected cost of section 179 property. Add amounts in column (c), lines 6 and 7		
9 Tentative deduction. Enter the smaller of line 5 or line 8		
10 Carryover of disallowed deduction from line 13 of your 2013 Form 4562		
11 Business income limitation. Enter the smaller of business income (not less than zero) or line 5		
12 Section 179 expense deduction. Add lines 9 and 10, but do not enter more than line 11		
13 Carryover of disallowed deduction to 2015. Add lines 9 and 10, less line 12		

Note: Do not use Part II or Part III below for listed property. Instead, use Part V.

Part II Special Depreciation Allowance and Other Depreciation (Do not include listed property.)

14 Special depreciation allowance for qualified property (other than listed property) placed in service during the tax year	14	
15 Property subject to section 168(f)(1) election	15	
16 Other depreciation (including ACRS)	16	38,092.

Part III MACRS Depreciation (Do not include listed property.) (See instructions.)

Section A

17 MACRS deductions for assets placed in service in tax years beginning before 2014	17	1,461,626.
18 If you are electing to group any assets placed in service during the tax year into one or more general asset accounts, check here	<input type="checkbox"/>	

Section B - Assets Placed in Service During 2014 Tax Year Using the General Depreciation System

(a) Classification of property	(b) Month and year placed in service	(c) Basis for depreciation (business/investment use only - see instructions)	(d) Recovery period	(e) Convention	(f) Method	(g) Depreciation deduction
19a 3-year property						
b 5-year property		132,870.	5 YRS.	HY	200DB	8,309.
c 7-year property		996,595.	7 YRS.	HY	200DB	62,318.
d 10-year property						
e 15-year property						
f 20-year property						
g 25-year property			25 yrs.		S/L	
h Residential rental property	/		27.5 yrs.	MM	S/L	
	/		27.5 yrs.	MM	S/L	
i Nonresidential real property	07 / 14	1,193,926.	39 yrs.	MM	S/L	74,658.
	/			MM	S/L	

Section C - Assets Placed in Service During 2014 Tax Year Using the Alternative Depreciation System

20a Class life					S/L	
b 12-year			12 yrs.		S/L	
c 40-year	/		40 yrs.	MM	S/L	

Part IV Summary (See instructions.)

21 Listed property. Enter amount from line 28	21	
22 Total. Add amounts from line 12, lines 14 through 17, lines 19 and 20 in column (g), and line 21. Enter here and on the appropriate lines of your return. Partnerships and S corporations - see instr.	22	1,645,003.
23 For assets shown above and placed in service during the current year, enter the portion of the basis attributable to section 263A costs	23	

Part V Listed Property (Include automobiles, certain other vehicles, certain aircraft, certain computers, and property used for entertainment, recreation, or amusement.)

Note: For any vehicle for which you are using the standard mileage rate or deducting lease expense, complete only 24a, 24b, columns (a) through (c) of Section A, all of Section B, and Section C if applicable.

Section A - Depreciation and Other Information (Caution: See the instructions for limits for passenger automobiles.)

24a Do you have evidence to support the business/investment use claimed? 24b If "Yes," is the evidence written? 25 Special depreciation allowance for qualified listed property placed in service during the tax year and used more than 50% in a qualified business use. 26 Property used more than 50% in a qualified business use: 27 Property used 50% or less in a qualified business use: 28 Add amounts in column (h), lines 25 through 27. Enter here and on line 21, page 1 29 Add amounts in column (i), line 26. Enter here and on line 7, page 1

Section B - Information on Use of Vehicles

Complete this section for vehicles used by a sole proprietor, partner, or other "more than 5% owner," or related person. If you provided vehicles to your employees, first answer the questions in Section C to see if you meet an exception to completing this section for those vehicles.

30 Total business/investment miles driven during the year (do not include commuting miles) 31 Total commuting miles driven during the year 32 Total other personal (noncommuting) miles driven 33 Total miles driven during the year. Add lines 30 through 32 34 Was the vehicle available for personal use during off-duty hours? 35 Was the vehicle used primarily by a more than 5% owner or related person? 36 Is another vehicle available for personal use?

Section C - Questions for Employers Who Provide Vehicles for Use by Their Employees

Answer these questions to determine if you meet an exception to completing Section B for vehicles used by employees who are not more than 5% owners or related persons.

37 Do you maintain a written policy statement that prohibits all personal use of vehicles, including commuting, by your employees? 38 Do you maintain a written policy statement that prohibits personal use of vehicles, except commuting, by your employees? See the instructions for vehicles used by corporate officers, directors, or 1% or more owners 39 Do you treat all use of vehicles by employees as personal use? 40 Do you provide more than five vehicles to your employees, obtain information from your employees about the use of the vehicles, and retain the information received? 41 Do you meet the requirements concerning qualified automobile demonstration use? Note: If your answer to 37, 38, 39, 40, or 41 is "Yes," do not complete Section B for the covered vehicles.

Part VI Amortization

42 Amortization of costs that begins during your 2014 tax year: 43 Amortization of costs that began before your 2014 tax year 44 Total. Add amounts in column (f). See the instructions for where to report



DORAL ACADEMY, INC.



Doral Academy Of Technology Track

6 th Grade Program	7 th Grade Program	8 th Grade Program
M/J Language Arts I Advanced or Pre-AP M/J Language Arts I or M/J Language Arts I Gifted	M/J Language Arts II Advanced or Pre-AP M/J Language Arts II or M/J Language Arts II Gifted	M/J Language Arts III Advanced or Pre-AP M/J Language Arts III or M/J Language Arts III Gifted
M/J Mathematics Advanced 1 (Pre-Algebra) or Algebra I Honors *	M/J Mathematics Advanced II (Pre-Algebra) or Algebra I Honors* or Geometry Honors *	Algebra 1 Honors * or Geometry Honors* or Algebra II Honors*
M/J Comprehensive Science I Advanced or Pre-AP M/J Comprehensive Science I	M/J Comprehensive Science II Advanced or Physical Science Honors* or Pre-AP Physical Science Honors*	M/J Comprehensive Science III Advanced or Biology Honors* or Pre-AP Biology Honors*
M/J US History Advanced or Pre-AP M/J US History	M/J Civics Advanced or Pre-AP M/J Civics	M/J World History Advanced or Pre-AP M/J World History
M/J Advanced Reading I	M/J Fitness 7th Grade (.5 credit) M/J College Readiness (.5 credit)	M/J Fitness 8th Grade (.5 credit) M/J College Readiness (.5 credit)
M/J Fitness 6th Grade (.5 credit) M/J Video Game Design 1 (.5 credit)	M/J Robotics II VEX (teacher recommendation required) or Future City I	Robotics III Arduino (teacher recommendations required) or Future City I or Future City II and Engineering Research (Teacher Recommendation required) or Intro. to Computer Science
M/J Robotics I	Elective	Elective

*High School Credit Course

Doral Academy of North Carolina
Code of Student Conduct

Level 1

Behavior	Infractions
<p>Excessive Tardiness Leaving School without permission Leaving Class without permission Truancy Skipping School Skipping Class Cutting Class Late to Class Inappropriate items on school property Insubordination Dress Code Violation Cell Phone Use Honor Code Violation Falsification of Information Honor Code Violation Bullying Harassment-Racial Harassment-Disability Inappropriate Language/Disrespect Cyber-bullying Harassment- Sexual Orientation Harassment- Religious Affiliation Being in an unauthorized area Property Damage Unlawfully setting a fire Repeat Offender</p>	<p>Parent contact Conference Referral to Student Services Team Verbal warning Social restriction Return of property or restitution for damages Suspension from bus After-school detention Saturday school Behavior contract Referral to Multi-Tiered Systems of Support Team Confiscation of unauthorized items Referral to community agency Revocation of school-related privileges Disciplinary councils</p>

Level 2

Behavior	Infractions
<p>Excessive Tardiness Leaving School without permission Leaving Class without permission Truancy Skipping School Skipping Class Cutting Class Late to Class Inappropriate items on school property Insubordination Dress Code Violation</p>	<p>Choice of response from Level 1 Suspension from bus Alternative classroom assignment Temporary or permanent removal from participation in extracurricular/co-curricular programs or activities Out-of-school suspension for one to 10 days</p>

<p>Cell Phone Use Honor Code Violation Falsification of Information Honor Code Violation Bullying Harassment-Racial Harassment-Disability Inappropriate Language/Disrespect Cyber-bullying Harassment- Sexual Orientation Harassment- Religious Affiliation Being in an unauthorized area Property Damage Burning of a School Building Unlawfully setting a fire Theft Inappropriate items on school property Robbery without a dangerous weapon Repeat Offender</p>	
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Level 3

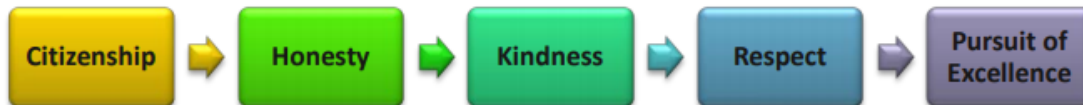
Behavior	Infractions
<p>Robbery with a dangerous weapon Robbery with a firearm or powerful explosive Extortion Leaving class without permission Insubordination Inappropriate item of school property Falsification item on school property Falsification of information Bullying/Cyberbullying Inappropriate language/disrespect Disruptive behavior Repeat offender Being an authorized area Insubordination Unlawful activity Being in an unauthorized area Theft Honor code violation Misuse of school technology Inappropriate items on school property False fire alarm Aggressive behavior</p>	<p>Choice of response from Level I and/or Level II Out-of-school suspension Option to attend an Alternative to Suspension Center for one to ten days. A student may also be recommended for a disciplinary reassignment to Turning Point Academy for 180 school days (in certain situations the assignment may be permanent). Suspension from bus Recommendation for Counseling Session Recommendation for alternative education Outdoor Suspension Behavioral Contract Expulsion</p>

A Synopsis of Model Student Behavior – Level I

Level I Behavior affects the orderly operation of the classroom, school functions, extracurricular/co-curricular programs or approved transportation. The core principle of the multi-tiered RtIB/MTSS model is to provide general academic and behavior instruction and support to all students in all settings. The multi-tiered RtIB/MTSS model is a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behaviors by means of teaching and reinforcing appropriate behaviors. **Model student behavior** creates a safe learning environment and reduces disruption of the educational process.

MODEL STUDENT BEHAVIOR	SPOTSUCCESS STRATEGIES FOR MODEL STUDENTS
<p>Model students:</p> <ul style="list-style-type: none"> - understand and follow school rules; - attend school regularly; - request permission for authorization to leave class when needed; - attend all classes; - are prepared for class each day; - use and possess items that are suitable for an educational setting; - adhere to the school dress code; and - use approved electronic devices responsibly 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - being in an unauthorized location; - cutting class; - arriving at school late; - failing to comply with class and school rules; - possessing items that are inappropriate for the educational setting; - using unauthorized electronic devices; and - violating the school dress code.
<p>Model students:</p> <ul style="list-style-type: none"> - follow class and school rules including riding and waiting for the school bus; - use conflict management skills to resolve problems peacefully; - use respectful and appropriate language; - show concern for others; and - conduct themselves in a cooperative, friendly and respectful manner to staff members and classmates. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - initiating or participating in a verbal confrontation with another student or staff member; - arriving late to class; - displaying affection inappropriately in public; - leaving school grounds without permission; - using profane or crude language; and - displaying or participating in disruptive behavior.

RELATED CORE VALUES FOR LEVEL I MODEL STUDENT BEHAVIORS





Tier 1: Standards-Based Classroom Learning

All students participate in general education learning that includes universal screenings to target groups in need of specific instructional and/or behavioral support; implementation of the Common Core and North Carolina Essential Standards through a standards-based classroom structure; differentiation of instruction, including flexible grouping, multiple means of learning, and demonstration of learning; progress monitoring of learning through multiple formative assessments; and positive behavior supports.

Tier 2: Needs-Based Learning

In addition to Tier 1, targeted students participate in learning that is different by including a standard intervention protocol process for identifying and providing research-based interventions based on student need, and on-going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction.

Tier 3: SST-Driven Learning

In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including intensive, formalized problem solving to identify individual student needs; targeted research-based interventions tailored to individual needs; different curriculum resources; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts. Depending on which tier the child falls under, Doral Academy of North Carolina will implement various interventions and increase the amount of instructional minutes provided. The following interventions may be made available:

<u>Intervention</u>	<u>Description</u>
Intensive Reading and/or Math	Students are placed in various classes for a block of time to receive targeted instruction in either reading or math depending on their levels and skill deficiencies
Push-in/Pull-out Instruction	Outside of their core classes, students receive intensive instruction based on their skill level.
Tutoring/Extended Day	After-school small-group instruction utilizing a separate curriculum to reach the needs of the below-grade-level students.

Student participation in the ELL program will provide the opportunity to grasp the academic, social and cultural aspects of the English language through the teaching of reading, writing, spelling, and listening. Sound instructional techniques and academic opportunities will provide the necessary supports to achieve mastery of the NC English Language Proficiency Standards as measured by Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELLs 2.0.

NC English Language Proficiency Standards

Standard	Description
#1	English language learners communicate for Social and Instructional purposes within the school setting.
#2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
#3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
#4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
#5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Standard	Description
1	Student Identification The LEA’s student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.
2	Differentiated Curriculum and Instruction The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.
3	Personnel and Professional Development The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive
4	Comprehensive Programming within a Total School Community The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.
5	Partnerships The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Additional strategies and opportunities the School will implement to enhance the School’s AIG program may include:

Strategies	
1	Compacting the curriculum and providing enrichment activities
2	Implementing a multi-level and multi-dimensional curriculum
3	Being flexible with the curriculum
4	Making the curriculum student-centered
5	Allowing students to pursue independent projects based on their own individual interests
6	Allowing gifted children to assume ownership of their own learning through curriculum acceleration

7	Instilling high expectations to maximize students' potential by expecting them to do their best
8	Encouraging students to advance as quickly as they can
9	Teaching interactively
10	Exploring many points of view about contemporary topics and allowing opportunity to analyze and evaluate material
11	Providing opportunities for gifted children to interact with other gifted children across grade levels and schools through competitions or collaborative projects
12	Encouraging gifted students to participate in extracurricular activities that involve academic skills
13	Involving gifted students in academic contests (Duke TIP, Odyssey of the Mind)
14	Allowing gifted children to create and publish a class newspaper to distribute
15	Setting individual student goals
16	Considering parental input about the education of their gifted children
17	Addressing the counseling needs of each student to support emotional growth, as needed
18	Recognizing that gifted children may not excel in all areas
19	Providing plenty of opportunities for gifted children and average children to engage in social activities
20	Recognizing that implementing some of these strategies will benefit all of the children in the classroom, not just the gifted ones

Appendix P:

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney: Parker Poe
- Date of Review: February 16, 2018
- Signature of Board Members Present (Add Signature Lines as Needed):

- James A Griffin James A Griffin
- _____
- _____
- _____
- _____

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor: Phyllis Pearson, Raleigh Office
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):

- James A Griffin James A Griffin
- _____
- _____
- _____
- _____

- ❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

- Name of the Contact for Selected EMO/CMO: Doral Academy, Inc.
- Date of Review: 8/31/17
- Signature of Board Members Present (Add Signature Lines as Needed):

- James A Griffin James A Griffin
- _____
- _____
- _____
- _____

- ❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

- Name of the Contact: Carlos Ferralls, Principal
- Name of the Selected Financial Service Provider: Doral Academy, Inc.
- Date of Review: 8/31/17
- Signature of Board Members Present (Add Signature Lines as Needed):

- James A Griffin James A Griffin
- _____
- _____
- _____
- _____

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided. N/A

- Name of the Contact: N/A
 - Upon approval of the application the school will identify if a service provider will be used to operate PowerSchool.

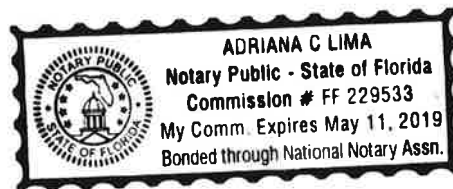
Certification

I, Jim Griffin, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Doral Academy North Carolina Charter School is true and correct in every respect.

James A Griffin
Signature

9/28/2018

Date



[Signature]

Appendix P:

Charter School Required Signature Certification

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- Name of the Selected Board Attorney: Parker Poe
- Date of Review: February 16, 2018
- Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- Calvin Brown
- _____
- _____
- _____

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- Name of the Selected Financial Service Provider: Doral Academy, Inc.
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- _____
- _____
- _____
- _____

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- Name of the Contact: N/A
 - Upon approval of the application the school will identify if a service provider will be used to operate PowerSchool.

Certification

I, Jim Griffin, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Doral Academy North Carolina Charter School is true and correct in every respect.

9/28/2018 1:00:51 PM PDT

Signature


Date

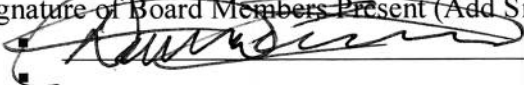
Appendix P:

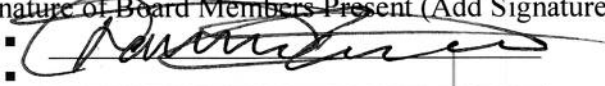
Charter School Required Signature Certification

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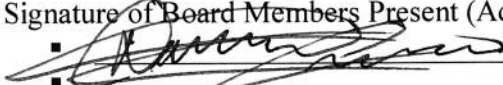
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- Date of Review: 8/31/17
- Signature of Board Members Present (Add Signature Lines as Needed):

- 
- _____
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❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided. N/A

- Name of the Contact: N/A
 - Upon approval of the application the school will identify if a service provider will be used to operate PowerSchool.

Certification

I, Jim Griffin, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Doral Academy North Carolina Charter School is true and correct in every respect.

Signature

Date